



# UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES  
Y EXTRANJEROS

IMPLEMENTATION OF A CONVERSATIONAL CLUB FOR THE  
IMPROVEMENT OF ORAL COMMUNICATION OF ENGLISH IN  
STUDENTS WITH LEVEL A1

LEON BRAVO ANAHIS YAMILETH  
LICENCIADA EN PEDAGOGÍA DEL IDIOMA INGLÉS

MACHALA  
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TRABAJO TITULACIÓN

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ZALDUA MORAN EDDY MARSHEL

MACHALA, 22 DE ABRIL DEL 2021

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## **DEDICATION**

I dedicate this work mainly to God, for guiding me and giving me the wisdom to be able to complete this project successfully.

To my parents, who supported and motivated me during the process of developing the project.

To my teachers, who trusted my research skills and the knowledge shared every day in the classroom.

## **ACKNOWLEDGMENT**

My sincere thanks go to my research professor, Dr. Odalia Llerena Companioni and to the thesis tutor, Mgs. Eddy Zaldúa Morán for the relevant information for the completion of my work.

To the Escola de Idiomas institute, in the city of Machala, who opened their doors to me to make the necessary observations and thus carry out our research project.

To this prestigious university which opens its doors to young people like me, preparing us for a competitive future and training ourselves as professionals with a sense of seriousness, responsibility and critical judgment.

## RESUMEN

Esta investigación se centra en mejorar la comunicación oral del inglés en estudiantes con nivel A1 del instituto Escola de idiomas a través de un club conversacional fundamentado en el enfoque comunicativo. Además, se pretende demostrar que la aplicación de estrategias didácticas efectivas en la planificación de las clases de inglés, mejorará significativamente las competencias comunicativas de los estudiantes. Las revisiones de estudios realizados sustentan que un club conversacional es un espacio interactivo, el cual permite que las ideas y argumentos de los participantes fluyan con espontaneidad, asimismo que este se desarrollará satisfactoriamente cuando estrategias didácticas efectivas sean aplicadas al mismo. La investigación es de carácter cualitativa con un enfoque de investigación- acción. Los instrumentos aplicados para la recolección de datos fueron la observación participante, entrevista, prueba pedagógica y una lista de cotejo. Asimismo, la propuesta de intervención contiene actividades de speaking dirigidas a estudiantes, con el objetivo de mejorar su comunicación oral.

**Palabras clave:** Club conversacional, Comunicación oral, Estrategias didácticas.



## **ABSTRACT**

This research focuses on improving oral communication of English in students with A1 level of the Escola de Idiomas institute through a conversational club based on the communicative approach. In addition, it is intended to demonstrate that the application of effective didactic strategies in the planning of English classes will significantly improve the communication skills of students. The reviews of studies carried out support that a conversational club is an interactive space, which allows the ideas and arguments of the participants to flow spontaneously, also that it will develop satisfactorily when effective teaching strategies are applied to it. The research is qualitative in nature with an action-research approach. The instruments applied for data collection were participant observation, interview, the pedagogical test and checklist. Likewise, the intervention proposal contains speaking activities aimed at students, with the aim of improving their oral communication.

**Keywords:** Conversational club, Oral communication, Didactic strategies.

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## INTRODUCTION

The teaching and learning of the English language today is necessary in children, young people and professional adults, since, currently, English is the language of commerce, technology, innovation, etc., that is why more units Educational and language academies add to the addition of English as a second language to learn.

The output profile of the Ecuadorian high school indicates that:

"(...) aims to prepare Ecuadorian high school students for successful participation in a globalized democratic society in the 21st century, focusing on the development of life skills, job skills and entrepreneurial skills"(Ministerio de Educación, 2016, pág. 247).

The general purpose is for students to take ownership of the content taught by their teachers and use it as a tool to improve their communication skills and develop new learning strategies, in order to conceive future professionals with creative and critical thinking.

On the other hand, the Common European Framework of Reference for Languages (CEFR) highlights the importance of motivation and the use of adequate resources for the acquisition of a second language:

Effectiveness depends on the motivation and the particular characteristics of the students, as well as the nature of the resources, both human and material, that can come into play. By following this fundamental principle to its last consequences, a great diversity of objectives and a greater diversity of methods and materials are necessarily achieved. (Ministerio de Educación, Cultura y Deporte, 2002, pág. 141)

Regarding the previous statement, the teacher must use the motivation, teaching methods and strategies that meet the needs of the students, in this context, these two proposals must involve the student and ensure their participation and interaction, so that, the use of a second language is the means to achieve assertive and real communication between individuals.

Students show difficulty in expressing their ideas, because they literally translate words, they do not have a large vocabulary, fluency, or intonation. Generally, English classes are based on grammatical and semantic rules, which, although true, are essential for the development of communicative competence, but also become

insignificant if they are not used correctly when starting a conversation or in another case.

It is necessary that schools have spaces that allow students to develop and enhance their oral English skills, and talk about their personal experiences, taking them to the real context so that they contribute to learning in the class.

That is why the need arises to identify applicable didactic strategies in class planning, to later put them into practice in a conversational club where it allows the teacher to maintain a dynamic and participatory environment in the classroom, and, on the other hand, it will allow the student to potentiate their oral skills, in conjunction with the knowledge of grammar and semantic rules.

Taking into account the previous statements, the following **scientific problem** was formulated: How to contribute to the improvement of oral communication in students with level A1 of the Instituto Escola de Idiomas?

This problem is manifested in the **object** of study, the process of teaching English learning at level A1 of the CEFR.

It can be stated that the **general objective** of this research is: Implement a conversational club for the improvement of oral communication of English in students with level A1 of the Escola de Idiomas institute, in the city of Machala, Ecuador in the year 2021.

Taking into consideration the aforementioned, it is considered as the **field** of action of this research: the methods of oral communication.

Thus, the present research work raises as **specific objectives**:

1. Theoretically substantiate the object and field of research.
2. Diagnose the level of speaking in students with level A1 of the Escola de Idiomas institute.
3. Apply didactic strategies to the planning of English classes, so that they contribute to the improvement of oral communication in students with A1 level of the Escola de Idiomas institute.
4. Implement a conversational club in order to enhance the communication skills of students.

5. Evaluate the effectiveness of a conversational club in improving the oral communication of students with A1 level of the Escola de Idiomas institute of the city of Machala.

The scientific questions that guided the research process are:

- What is the level of oral communication in English of students from the Escola de Idiomas de la ciudad de Machala who have level A1?
- How could a Conversation Club be implemented in order to improve oral communication among these students?
- How does the implementation of a conversational club influence the improvement of oral communication of students with A1 level of the Escola de Idiomas institute of the city of Machala?

The present research is directed to students with level A1 of the School of Languages Institute of the city of Machala, who have an age range between 22 and 30 years.

Due to the aforementioned and due to the needs of the work, the researcher proposes to carry out a qualitative research, with a descriptive method, while using techniques such as: the interview, participant observation, survey.

One of the main purposes of this research is to provide answers and solutions to a specific problem, through the intervention and reflection of its participants, therefore, the paradigm that defines this research is the critical partner, since it allows beings humans being co-creators of their own reality through their experience, their thoughts and action; this constitutes the result of individual and collective meaning (Vera Sagredo & Jara-Coatt, 2018) It also presents an action-research approach because it aims, essentially, to promote social change, transform reality (social, educational, economic, administrative, etc.) and that people become aware of their role in this transformation process (Sandín Esteban , 2003).

The reading and analysis of scientific articles, books and other works of a scientific nature have been developed, through which it has been defined to use the following theoretical methods, some of them mentioned by Behar-Rivero (2008):

- **Historical-Logical**, used for the bibliographic review of researches carried out that are related to the subject of the project, in addition to its impact on

the improvement of oral communication. Also used to identify research background.

- **Inductive-Deductive**, to establish the possible causes of the problem, the reason for this research.
- **Hermeneutical**, used in each research heading, it has been carried out with the interpretation and contribution of the author.
- **Analytical-Synthetic**, used for the analysis and understanding of how the research variables are related, as well as different theories about oral communication and its improvement through conversational clubs.
- **Systemic**, used to design the product of this research.

On the other hand, the empirical methods used were:

- **Observation**, through which it will be possible to analyze the interaction of students with the teacher and the class. Likewise, it makes it possible to identify the different problems that arise in the classroom.
- **Diagnostic Test**, which allows to check the initial knowledge of the student.
- The **Interview**, applied to the teacher to know their personal appreciation of the experience acquired through the study and even take note of their possible recommendations.
- The **checklist** applied to the teacher responsible for the class, so as to demonstrate the effectiveness of the pedagogical proposal from a more objective point of view.

The **importance** of this research is that through the action-research approach, the experience of the study subjects and the researcher is exposed, as well as the improvements that they achieved through the application of a conversational club.

Its **innovation** consists in the contribution to the development of the ability of speech, through the communicative approach that is a guide within the conversational club, in addition to the various didactic strategies applied to the planning of the club.

The **contribution** of the research is the system of speaking activities that are perfectly applicable to a conversational club, whose contribution is the development of speaking, vocabulary and basic grammatical structures.



This research is made up of four chapters: Chapter one consists of the theoretical framework, which was developed from the bibliographic review, focusing on the historical, conceptual and referential antecedents that support the research.

Chapter two consists of the methodological framework, where the theoretical and empirical methods are based, in addition to the instruments applied to the research subjects.

Chapter three presents the foundation and design of the pedagogical proposal, a practical contribution of this research. Likewise, the results of the application of the pedagogical proposal are evidenced, obtaining a closer view of the process.

## **CHAPTER I. IMPLEMENTATION OF A CONVERSATIONAL CLUB FOR THE IMPROVEMENT OF ORAL COMMUNICATION OF ENGLISH**

The following brief is aimed at the theoretical foundation of the conversational club as a strategy for the improvement of oral communication in English, which implies a broader perspective of the different concepts and the transformation that has happened over the years. Likewise, the contextual foundation will allow locating the research problem and the methods or techniques that were used to eradicate it.

### **1.1 Historical background of the conversational club in the improvement of oral communication of English in students with level A1.**

Currently, knowing and speaking a second language is of great importance, so much so that it is considered a social need, which has motivated the educational system to improve its learning objectives in terms of language subjects.

As mentioned by the following author:

The need for a global language is particularly appreciated by the international academic and business communities, and it is here that the adoption of a single lingua franca is most in evidence, both in lecture-rooms and board-rooms, as well as in thousands of individual contacts being made daily all over the globe. (Crystal, 2003, pág. 12)

The need for a global language is not valued exclusively by the educational sector, but also by the business, cultural sector, etc., because this is an important means of communication for great speakers, educators, entrepreneurs, artists, and more.

Talking is probably one of the most difficult skills that students have to deal with, since it requires the integration of several factors, among them are: pronunciation, fluency, intonation, vocabulary, etc., and developing these skills in students will depend mainly on the teacher.

Speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and sometimes even to listen in a L2 because grammar has a long written tradition. (McLaren, Madrid Fernández, & Bueno González, 2005)

Although speaking is one of the most important skills in the communication process, teachers have rejected keeping it as a priority, teaching long grammar and reading classes, which, although true, are no less important, but, if analyzed Speech is used carefully when asking for an address, when talking on the phone, when asking

the price of something, when expressing an idea, and more, that is, it is part of our daily life, which makes it extremely necessary.

In her research (López Manrique, 2011) “Implementación de un club de conversación como una estrategia para incrementar la producción oral de los estudiantes de Inglés básico I-B2”, considers that: “Dentro de la dinámica de adquirir una lengua extranjera, se hace necesario el uso de estrategias que conlleven a un aprendizaje significativo de la lengua y que incluyan aspectos propios de la producción oral para optimizar los aspectos conversacionales del idioma” (pág. 21).

The author agrees with López's statement, since significant learning is subject to effective strategies, since these contribute not only to the intellectual development of the student, but also to the enhancement of their abilities.

According to (Maldonado Villacís, 2011):

Las destrezas lingüísticas y la comunicación representan un elemento central en la formación de los futuros profesionales (...), en particular en el caso del inglés como lengua internacional. Por lo tanto, conviene delimitar las características de la lengua que estos profesionales necesitan para mejorar su formación.” (pág. 1).

Language skills play an important role in professional development, because it facilitates communication within labor organizations, which leads to the achievement of objectives and the promotion of a good work environment.

In relation to that, it can be said that the skill at the moment of speaking shows the social development that a person has, and with this, he is exposed to a number of job opportunities. For this, hard work is needed by teachers, who apply innovative strategies in their class planning, with the aim that meaningful skills can be produced.

Taking into account the aforementioned, in order to achieve meaningful learning and the development of English communication skills in students, it is important to foster flexible, open and dynamic spaces that contribute to the achievement of these objectives.

For this reason, the importance of a conversational club is emphasized as a didactic strategy for the improvement of oral communication in English, being this subject to the communicative approach.

El enfoque o método comunicativo, se centra en la interacción de los estudiantes como recurso para la adquisición de una segunda lengua, introduciendo a los participantes en contextos reales. El objetivo didáctico del enfoque comunicativo –y

del enfoque por tareas– es el desarrollo de la competencia comunicativa, o la capacidad de interaccionar lingüísticamente de forma adecuada en situaciones de comunicación, integrando para ello las habilidades necesarias. (Agudelo, 2011, pág. 67)

According to (Bérard, 1991):

El enfoque comunicativo se desarrolla a partir de una crítica de las metodologías audio orales y audiovisuales para la enseñanza de lenguas. Tiene como propósito fundamental el establecer la comunicación, tomando en cuenta las necesidades del alumno que determinan las aptitudes que el alumno desea desarrollar (comprensión y expresión oral o comprensión y expresión escrita), con la utilización de documentos auténticos de la vida cotidiana para una mejor y más rápida adquisición de la lengua. El conocimiento adquirido será utilizado en situaciones reales, respetando los códigos socio-culturales.

According to this, it is expressed that the only protagonists of this process are the students, who will appropriate their knowledge to develop their ability in the oral area when learning a second language.

## **1.2 Conceptual foundations of the conversational club in the improvement of oral communication of English in students with level A1.**

To start developing this chapter, the etymology of didactics must first be mentioned. In accordance with Amós (2000) the term didactics derives from the Greek *didasticós*, which means "the one who teaches" and corresponds to teaching. From this background, it is conjectured that the word "didactics" was conceived as the art of teaching.

Likewise, other authors define didactics as:

**Chart 1. Interpretation of didactics according to authors.**

Author	Interpretation
(Herbat, 1935)	The result of the scientific study or of the combination between teaching and instruction and considered the former as the way to achieve the instructive one and the latter as a means of concretizing education.
(Aebli, 1958)	An auxiliary and applied science of Pedagogy for the performance of educational tasks that aim to deduce the psychological knowledge of the processes of intellectual formation and reveal the most appropriate methodological techniques for the development of such process.
(Alves, 1962)	The pedagogical discipline of a practical and normative nature, the systemic set of principles, norms, resources and specific procedures that serve to learn the contents in close connection with the proposed educational objectives.

According to these authors, it can be said that didactics is a science that facilitates educational practice, through the correct selection of activities or materials that will be carried out within the classroom, significantly improving the teaching-learning process.

### **1.2.1 Communicative Approach or Method**

It is known that the communicative approach takes place in the early 70s as a discontent with the traditional methods of that time. The communicative approach focuses on the interaction and participation of the subjects who are learning a new language, in addition, this serves as a means to develop their communication skills subject to real situations. There are also approaches where it is stated that the “enfoque Comunicativo es un método de enseñanza centrado en el estudiante ya que establece que para diseñar el currículo se deben seleccionar los aspectos gramaticales y funcionales que satisfagan las necesidades comunicativas del alumno” (Espinoza & Cortez, 2019, pág. 20)

Por otro lado, (Maati Beghadid, 2013) afirma que:

El «enfoque comunicativo (...), no se sustenta en un modelo concreto, responde al objetivo principal de desarrollar procedimientos de enseñanza que reconozcan la interdependencia de la lengua y la comunicación. (pág. 119)

The communicative approach gives the student autonomy as to how they want to learn a second language, this is part of a participatory and interactive process, and as they practice the language in real life situations, they passively acquire knowledge of grammatical structures, vocabulary, etc., without the need to spend hours memorizing them.

In this section, the main characteristics of the communicative approach are mentioned:

- Interaction is the central axis within the learning process of a second language.
- Real contexts are part of learning a second language.
- Guides students to create meaningful communication connections in learning a second language.
- The experiences of the participants are taken into account as a contribution to the learning of the students.
- The acquisition of the second language is put into practice through activities within the classroom and outside of it.

In other words, “necesitamos distinguir entre conocer varias reglas gramaticales y ser capaces de usar las reglas de manera efectiva y apropiada al comunicarnos” (Nunan, 1989, pág. 12), in which, the conversational club applied in this research is considered a dynamic strategy, it lends itself to generating significant knowledge, without giving main value to the system of grammar rules, but to the natural and fluid use of them.

### **1.2.2 Didactic strategies**

The didactic strategies are the set of materials, activities and techniques that the teacher decides to use in the classroom, in order to achieve previously determined objectives, likewise, obtain a favorable result of these actions on the part of the students.

In the same way, the (Universidad Estatal a Distancia, 2013) states that:

Las estrategias didácticas se definen como acciones planificadas por el docente con el objetivo de que el estudiante logre la construcción del aprendizaje y se alcancen los objetivos planteados. Una estrategia didáctica es, en un sentido estricto, un procedimiento organizado, formalizado y orientado a la obtención de una meta claramente establecida. (pág. 1)

Mentioning the previous quote, it is said that didactic strategies are planned actions or procedures, whose sole purpose is to achieve meaningful learning in the classroom.

According to (Tapia, 1997) There are two types of strategies, among them are:

**Chart 2. Types of didactic strategies according to (Tapia, 1997)**

<i>Teaching strategies</i>	<i>Learning strategies</i>
Developed by the teacher to obtain meaningful learning in students.	Applied by students with the purpose of obtaining information, then coding it and then putting it into practice.

The didactic strategies are adaptable, for this reason, “para el desarrollo de un proceso de enseñanza y aprendizaje, se debe planificar una estrategia que tenga funcionalidad” (Orellana, 2017, pág. 5) which implies taking into consideration the learning objectives and content, the abilities and needs of the students, thereby obtaining true support in the teaching process.

(Flores , y otros, 2017) suggests that the main didactic strategies be organized according to the use that is given to them at different times, as is the case of:

**Chart 3. Main teaching strategies according to their use**

<b>Inicio</b>	<b>Desarrollo</b>	<b>Cierre</b>
Lluvia de ideas	Blogs	Mapa conceptual
Cuadro T	Organizadores gráficos	Mapa mental
Organizadores gráficos	Línea de tiempo	Organizadores gráficos
	Debate	
	Entrevista	
Ilustraciones	Panel de discusión	Ilustraciones
	Juego de roles	
	Júntate, piensa y comparte	
	Oratoria	
	Ensayo	
	Tira cómica	
Inferencia	Sillas filosóficas	Cuadro sinóptico
	Barrida de texto/ Búsqueda de información específica	

Source: (Flores , y otros, 2017, pág. 18)

It should be noted that the didactic strategies should be selected according to the general knowledge of the students, their learning styles, availability, learning objectives and content, so that a correct selection of strategies allows to achieve a significant development of the class.

Next, the didactic strategies used in the conversational club of this research will be detailed.

- **Interview:** The interview can be considered as a spontaneous or controlled dialogue based on a series of previously selected questions; this dialogue takes place between the interviewee and the interviewer. In the beginning, as mentioned (Morga, 2012) “(...) fue usada por los periodistas, que desarrollaron el método de preguntas y respuestas con la intención de trazar una historia de vida de los entrevistados” (pág. 9). For this reason, it may be related to journalism when talking about it, despite the fact that it is currently used in various fields of study.



- **Discussion:** The panel discussion is nothing more than a conversation about a previously established topic, where each participant presents their point of view, as stated (Alegría , Muñoz, & Wilhelm, 2008). The objective of this strategy is to reflect on a specific topic, while the mediator (teacher) evaluates the communicative competence developed in the conversation.
- **Debate:** The debate is considered a didactic strategy where a directed discussion is held between two or more people about one or more specific topics. As (Fuentes, Chávez, Carbonell, & Coquelet, 2004) says “se puede identificar un debate cuando se observa a dos o más individuos en un diálogo que enfrenta posiciones o puntos de vista argumentalmente opuestos” (pág. 18). The main objective of the debate is to present the position and point of view of the participants, and it also tries to persuade the opposing participant (s) so that they adopt or share their position.
- **Role play:** The role play is a strategy where fictional actors act out a situation or fact in real life, taking as their own the characteristics of their character. As (Peñarrieta, Ampuero, & Faysee, 2006) mention “los juegos están compuestos por elementos lúdicos (juego mismo) donde los jugadores interactúan, previa asignación de roles o papeles, en un espacio virtual y lúdico mediante reglas claras y definidas bajo la organización de un facilitador que conduce el juego” (pág. 4). The role play is a didactic strategy applied in various contexts within the classroom, allowing the teacher to assess the components of the actors' oral communication.

The (Universidad Estatal a Distancia, 2013), states that:

Las estrategias de aprendizaje, además de estar estrechamente relacionadas con el logro de los objetivos, debe promover el aprendizaje estratégico, donde las representaciones mentales (aprendizajes) tengan relación con el contexto de la persona que aprende y tenga relevancia para su cotidianidad. (pág. 6)

When considering the conversational club as a substantial piece for the development of the didactic strategy, several points are highlighted that are favorable in the development of knowledge of the students, becoming a key element to improve oral communication of English.

When teaching strategies are applied within the classroom, time, resources, unforeseen events and materials must be considered, therefore, we try to have a prior planning of the activities to be developed.

### **1.2.3 The conversational club as a strategy to improve oral communication in English.**

Before conceptualizing the "conversational club", one must understand what the "conversation" implies within communicative spaces, according to (Cestero Mancera, 2012), "el término conversación se utiliza, habitualmente, en el ámbito de la enseñanza de lenguas extranjeras, para aludir a cualquier actividad comunicativa en la que distintos participantes alternan al hablar o en la que los aprendices sencillamente hablan" (pág. 33).

Likewise, (Mendoza Saavedra, 2016) states that:

La conversación consiste en que los niños platiquen, compartiendo sus opiniones sobre algún asunto o intercambiando sus formas de pensar con sus compañeros u otras personas, lo cual contribuye a que los estudiantes amplíen sus conocimientos y experiencias, además los niños adquirirán seguridad y entenderán que para ser comprendidos es necesario que organicen sus ideas; tendrán oportunidad de reflexionar sobre la importancia de escuchar a otros. (pág. 3)

In short, conversation is the development of speech that occurs through the exchange of knowledge, ideas or experiences, among the participants in this process.

On the other hand, the (Real Academia Española, 2020) define the club as "sociedad fundada por un grupo de personas con intereses comunes y dedicada a actividades de distinta especie, principalmente recreativas, deportivas o culturales".

Now, it can be argued that a conversational club is a group or society of people, gathered in the same space to exchange ideas, knowledge or experiences on a topic of common interest.

As (Figueredo, 2016) states:

Un club conversacional o de conversación en inglés, es creado para realizar una profundización y conversación nutrida de diversos temas en habla inglesa, a través de foros, cine-foros, dinámicas grupales, charlas, presentaciones, debates y discusiones; con el fin de promover el dominio comunicacional entre sus participantes. (párr. 1)

Taking into account the previous statements, it is determined that a conversational club is a space for active participation, in which the different communicative skills of speech are developed, through activities such as debates, round tables, interviews, discussions, etc.

Therefore, the need arises to implement a conversational club, so that this is a participatory space so that the subjects immersed in the process, improve their communication and social skills, it should be emphasized that “la enseñanza-aprendizaje de lenguas extranjeras requiere la existencia de diversos espacios para la interacción social, que permitan, a través de las estrategias utilizadas por cada estudiante, la decodificación mutua de los mensajes” (Ussa, 2011, pág. 115).

Commonly, conversation clubs are applied as an extracurricular activity, however, this should not be the case, since the time allocated to develop speaking activities is not enough to obtain an improvement in the communication skills of the students.

Therefore, according to (López, 2011) one of the main objectives of a conversational club is:

- Improve oral and auditory skills.
- Acquire fluency and precision in conversations.
- Be participants in real contexts, related to L2.

In addition, to be clear about the objectives, should be pose questions such as:

- Why implement a conversational club?
- How to implement a conversational club?
- How long will the conversational club last?
- What activities will be applied in the conversational club?

These questions will guide the participants to achieve goals and organize the club itself, so that it is a natural process and not an improvised one.

The success of a conversational club is that all participants develop natural and fluent conversations, in addition to being part of the process of their own free will, taking into account these aspects, the following suggestions are mentioned for its effectiveness:

- Selection of interesting topics related to the context of the second language.
- Discussion of experiences or personal experiences of the participants.
- Conversations exclusively in English.
- Application of learned linguistic components.
- Use of formal and informal vocabulary.

Taking into consideration each of these aspects, the characteristics of a conversational club have been determined, which are:

- **Open-ended:** This point states that a conversational club must be a complement to the acquisition of a second language, therefore, this space must

be free and open to all people who are interested in improving oral communication of said language. Similarly, “en una conversación abierta los estudiantes deben ser estimulados para compartir sus ideas, opiniones, sus pensamientos y percepciones cara a cara” (Toro, 2017, pág. 16), that is to say, that the participants hold natural and fluid conversations, positioning their personality as a means of achieving trust and empathy with the other members of the club.

- - **Organized:** This point not only refers to the organization of the students in terms of their participation, but also to the organization of the class by the teacher, for example, when planning their class and organizing the activities that will be applied within the club. Additionally, the teacher will control the participation of the students and the time applied to each activity, will give way to a new topic, will ask questions if necessary, will end the conversation, among others.
- **Participative:** This point highlights the importance of a spontaneous conversation, for this reason, students cannot be forced to participate in an activity that is not their interest. In this way, it is suggested that the club be subject to relevant, up-to-date topics of interest to the club's participants. The conversation or dialogue within this space varies depending on the strategy that the teacher has chosen to develop the topic.

Within a conversational club, not only is a second language learned, but communicative competence is also developed. To have a clear vision of this, the following definitions of the term are presented:

According to (Centro Virtual Cervantes, s.f.):

La competencia comunicativa es la capacidad de una persona para comportarse de manera eficaz y adecuada en una determinada comunidad de habla; ello implica respetar un conjunto de reglas que incluye tanto las de la gramática y los otros niveles de la descripción lingüística (léxico, fonética, semántica) como las reglas de uso de la lengua, relacionadas con el contexto socio-histórico y cultural en el que tiene lugar la comunicación. (párr. 1)

In other words, communicative competence is the ability to know how, when and what to speak within a certain space, considering a series of rules, be they grammatical or social.

The same way, (Barriga Monroy, 2015) states that “las Competencias Comunicativas se entienden como un conjunto de procesos lingüísticos que se desarrollan durante la vida, con el fin de participar con eficiencia y destreza, en todas las esferas de la comunicación y la sociedad humana” (pág. 146), In short, this competence is of great importance within communication because it not only implies speaking the language, but also knowing how to use it in real situations.

Considering the above mentioned, (Canale & Swain, 1980) attach these four competencies to communicative competence, stating that they are closely related, among them are:

1. ***Grammatical competence:*** Grammatical or linguistic competence includes knowledge of lexical elements and rules of morphology, syntax, semantics of the sentence grammar, and phonology of a second language. However, grammatical competence will be a major concern for any communicative approach whose objectives include providing students with the knowledge of how to accurately determine and express the literal meaning of sentences.
2. ***Sociolinguistic competence:*** Sociolinguistic competence specifies the ways in which statements are produced and understood appropriately, that is, the extent to which certain propositions and communicative functions are included within a given sociocultural context, depending on contextual factors such as topic, the role of the participants, the setting, and the rules of interaction.
3. ***Discourse competence:*** Discursive competence makes mention of the cohesion and coherence of the statements, that is, the relationship of one sentence with another within the same context and the sense of the structuring of a text.
4. ***Strategic competence:*** Strategic competence honors the verbal and non-verbal language that comes into play when there is a lack of communicative competence. (pág. 30)

### **1.3 The process of teaching English learning. Contextual characteristics.**

As stated by the (Universidad Técnica Particular de Loja, 2020):

La enseñanza obligatoria del idioma inglés en establecimientos educativos públicos y privados de Ecuador se estableció en 1992 por medio de un convenio entre el Ministerio de Educación y el British Council, un instituto cultural público del Reino

Unido que difunde el conocimiento de dicha lengua. Así, se busca mejorar las competencias lingüísticas de los estudiantes desde temprana edad. (párr. 1)

Although the compulsory nature of the teaching of English dates back a few years, it was not taught as it should be, what's more, in some institutions it did not count as a subject, each educational institution was free to choose the hours that were to be allocated to teach this subject, among others. The reasons are several, however, the one that is mentioned the most is the lack of trained personnel to teach the language.

However, this scenario took a major turn when the (Ministerio de Educación del Ecuador, 2014), in the ministerial agreement 0041-14, it ratified the obligation to teach English as a subject from the eighth year of Basic General Education (EGB), as stipulated in the previous agreement. In addition, it ordered the application of the new curricular grid where it is stated that the hours that were destined for clubs in 2nd to 7th grade of EGB, are used for the English subject in all public, private, fiscal and municipal institutions.

Obviously, this was a great contribution to education, since according to the (Ministerio de Educación, 2016):

Tanto para el nivel de Educación General Básica como para el de Bachillerato General Unificado, los estudiantes, para avanzar hacia el perfil de salida, deben desarrollar aprendizajes de las siguientes áreas de conocimiento (...), Lengua Extranjera, Educación Física y Educación Cultural y Artística. (pág. 9)

Regarding the previous announcement, that English is a requirement to advance towards the exit profile does not mean that it is taught effectively, however, there is the initiative of the curriculum to provide action guidelines to teachers so that they can achieve them effectively the educational objectives set.

On the other hand, the (Ministerio de Educación, 2016) en el currículo Integrador del subnivel de EGB Preparatoria, se introducen un conjunto de contenidos básicos de Lengua Extranjera-Inglés que, bajo el enfoque AICLE y de una manera lúdica, comenzarán a desarrollarse a partir del año 2016-2017 para el Régimen Sierra y 2017-2018 para el Régimen Costa, con el apoyo de los docentes especialistas de inglés que conjuntamente con los docentes de aula sentarán las bases (*starter level*) del nivel Pre A1.1 que se desarrolla dentro del subnivel Elemental. (pág. 304)

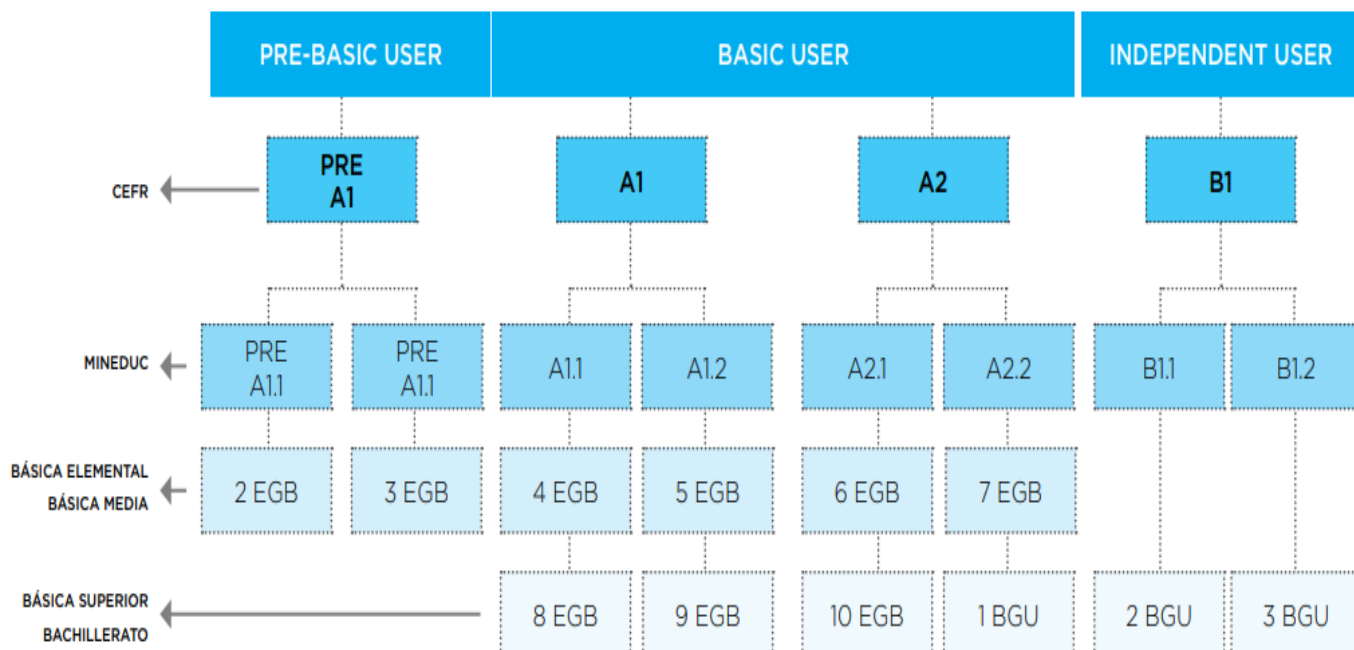
The author agrees with this initiative, since learning the English language at an early age is beneficial in terms of the personal and social development of students, on the

one hand, important creative interaction and communication skills are developed, and on the other, tools are developed to face the new demands of today's society.

In contrast, according to the reference levels in the Ecuadorian educational system, it is taken into consideration that:

It should be taken into account that although learners are expected to reach a certain level of English when graduating from Educación General Básica Media, in this case graduating from 7th EGB with an A2 level, a large amount of the language learned in these levels will be recycled in the first years of Educación General Básica Superior (8th, 9th, 10th EGB) but within a different context and combined with new language, more appropriate in this case for young teenagers. (Ministerio de Educación, 2016, pág. 249)

This is an important step, because in the 2014 national curriculum guidelines it was estimated that eighth, ninth and tenth students graduate with an A1 level of English, somewhat insufficient in relation to the age and abilities that students can acquire at that stage. Therefore, it is the main responsibility of teachers to ensure that students acquire this communicative competence at level A2.

**Graph 1. Levels of Competence**

Source: Beatriz , B., Crous, B., Sierra, F., & Borrell, S. (2013). *Plurilingüismo y enseñanza de ELE en contextos multiculturales*. España: Asociación para la Enseñanza del Español como Lengua Extranjera. Obtenido de file: <https://dialnet.unirioja.es/servlet/libro?codigo=562312>

It is estimated that students achieve educational competencies according to their level, for this the commitment of teachers will be essential when planning their classes and applying effective strategies and methodologies.

Thus, the present research work takes place at the “Escola de Idiomas” Institute, created in 2016 with the experience of a group of teachers led by Lic. John Chamba Zambrano, a native of the canton of Arenillas.

Currently, Escola de Idiomas offers programs in the English, Portuguese, French, Spanish and Italian languages, with classes oriented to the communicative approach where the four skills of the English language (speaking, listening, reading and writing) are developed productively.

Today, the institution has a workforce made up of 10 internationally certified teachers and 200 students, including the Balsas and Pasaje branches. In view of the fact that this research work is developed in A1 level students, the following information is detailed.



The 0023 course, is made up of 5 students with level A1 according to the Common European Framework of Reference for languages, of which 3 are male and 2 are female, they are in an age range that oscillates between 22 and 30 years

In the first instance, using participant observation as an instrument (Annex A) it is evidenced that students are willing to participate, however, when they take their turn they have difficulties to do so. The teacher in charge of the class subtly elicits ideas that students cannot express orally.

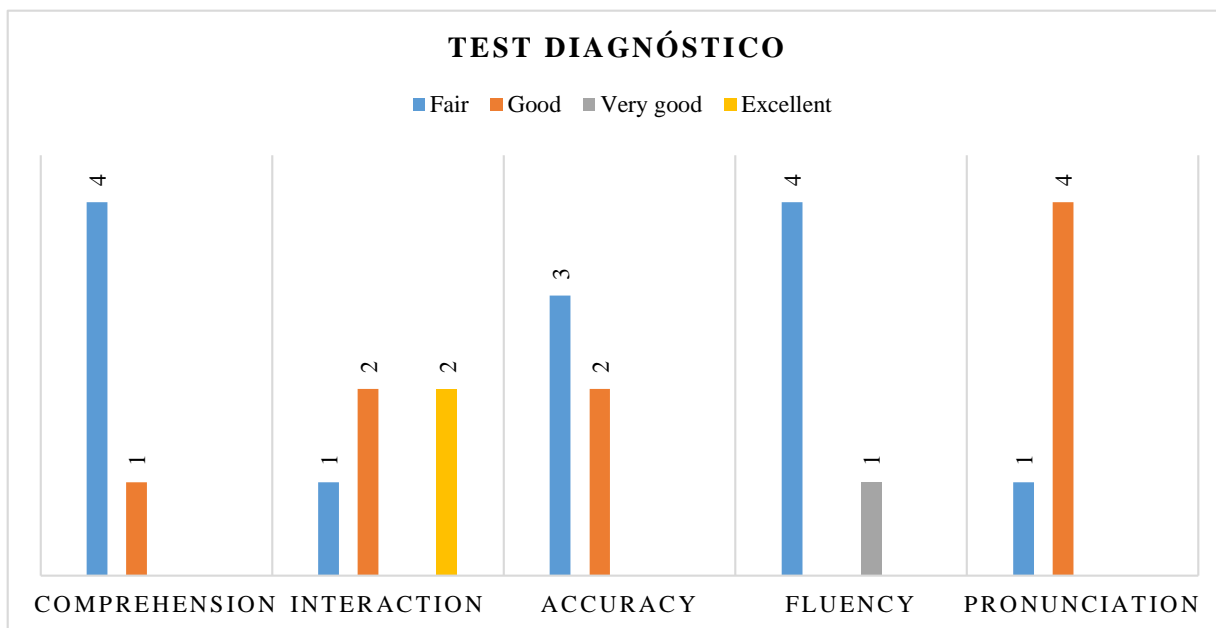
On the other hand, with the help of the diagnostic test (Annex B) applied in the class individually in the first activity and in pairs in the second activity, it was noted that the students did not have the ability to answer questions accurately, nor fluent, in addition the lack of spontaneity and interaction skills was evidenced.

The diagnostic test was evaluated based on the following table of values, applied in the speaking rubric:

**Chart 4. Diagnostic test values.**

<b>Alcance</b>	<b>Puntaje</b>
Fair	0.50
Good	1.00
Very Good	1.50
Excellent	2.00

Having assigned the values, we proceed to graphically represent the results:

**Graph 2. Diagnostic test results**

According to the results, it is evident that most of the students do not make themselves understood reasonably during the presentation of the activity, since they do not have the ability to understand questions, nor to answer them appropriately. On the other hand, it can be noted that in terms of fluency and pronunciation, few students have difficulties, which is easy to work on individually.

Likewise, in order to obtain a closer and more objective perspective of the student's performance, it was decided to apply a structured interview to the teacher in charge of the class (Annex C), where he could state that:

- Students rarely have knowledge of phonetics, because they do not master phonetic symbols in English.
- Students sometimes answer questions fluently, since poor understanding of the questions makes it difficult for them to process their answer.
- Students seldom use formal language when speaking in English, this is because the content applied according to their level, do not use it, therefore, they are not familiar with that type of language.
- Students often have good intonation and rhythm when speaking in English.
- Students often use informal language, since they are in a trusting environment with their classmates, in which they have not been involved in a formal situation.

- Students sometimes apply verb tenses correctly, since it is difficult for them to identify the verb tenses required for a certain activity, this is something that can be improved with exercises or practice at home.
- Students sometimes pronounce well the words or texts reflected in the activities.

In summary, the lack of fluency and precision make effective communication difficult during the teaching-learning process, generating limitations among students. However, in terms of rhythm and intonation, the students present great abilities, which provides expectation in the fulfillment of the objectives.

## **CHAPTER II. METHODOLOGICAL FRAMEWORK**

In this chapter the main methodological aspects and the explanation of each one are specified. Among these aspects are the: type of study, study method, sources and techniques for data collection, etc., which were of great help for the objective analysis of the results.

According to (Arias Odón, 2012) the methodological framework is the “set of steps, techniques and procedures used to formulate and solve problems”. This method is based on the formulation of hypotheses which can be confirmed or discarded by means of researches related to the problem. (pág. 16)

That is, the methodological framework is the result of a series of procedures, which aim to obtain relevant and accurate information to analyze the data obtained.

### **2.1 Type of Research**

This research is subject to the qualitative paradigm because it aims to understand a social and educational reality, through the thoughts and testimonies of the people to whom the research is directed, in the same way, “qualitative research is used to explore the reality of social phenomena, based on the subjective experiences of objects that are immersed in a certain context” (Portilla, Rojas, & Hernández , 2014, pág. 92).

As stated (Martínez, 2011):

The role of the researcher in qualitative research is to interact with individuals in their social context, trying to capture and interpret the meaning and knowledge they have of themselves and their reality, since a global and naturalistic approach is sought to social situations and human phenomena in order to explore, describe and understand them from a process of interpretation and theoretical construction. (pág. 32)

According to this statement, the researcher actively participates in the research, following a role of observer of the thoughts and behaviors that are generated within the process by its actors, in order to obtain approximate information and be able to reach real conclusions and objective.

### **2.2 Research Design**

The research design is the essential gear for the good result of a research, therefore, if the design is carefully conceived, the final product of a study (its results) will have greater possibilities of generating knowledge (Hernández Sampieri, Fernández Collado, & Baptista Lucio, 2014, pág. 128).

For this reason, the need arises to improve oral communication in students with a level of English A1, so this research follows an action research design focused on the study participants.

(Yuni & Urbano, 2005) indicate that:

La Investigación acción se enmarca en un modelo de investigación de mayor compromiso con los cambios sociales, por cuanto se fundamenta en una posición respecto al valor intrínseco que posee el conocimiento de la propia práctica y de las maneras personales de interpretar la realidad para que los propios actores puedan comprometerse en procesos de cambio personal y organizacional. (págs. 138-139)

Action Research, very apart from being a research approach, is a tool committed to social and educational change, etc., with the aim of making improvements in the process, through the testimony and experiences lived by the participants of this study.

### **2.3 Population and sample**

The population is made up of a group of 5 students, belonging to the English institute “Escola de Idiomas”. Of which 3 are women, and 2 are men, with an age range between 22 and 30 years.

Considering the opinion of (Hernández Sampieri, Fernández Collado, & Baptista Lucio, 2014), who emphasize that it is not necessary to take a sample in the study, except if you want to carry out a census where all the cases of the universe must be included or the population, they choose to work with the entire population (pág. 172).

### **2.4 Theoretical methods**

Los métodos teóricos permiten revelar las relaciones esenciales del objeto de investigación, no observables directamente. Participan en la etapa de asimilación de hechos, fenómenos y procesos y en la construcción del modelo e hipótesis de investigación. (Matos, 2010). Los métodos teóricos tienen una gran trascendencia, debido que facilitan al investigador la exégesis de los datos empíricos del estudio. Además, permiten exponer las conexiones del objeto que no se pueden apreciar de manera directa (Cobas, Romeu, & Macías, 2010, pág. 6). Next, the theoretical methods used for the study of oral communication in English will be detailed:

- **Historical-Logical**

This method was used for the bibliographic review of researches carried out that are related to the subject of the project, in addition to its impact on the

improvement of oral communication. Also used to identify research background.

- **Inductive-Deductive**

This method was used to establish the possible causes of the problem, the reason for this research, through the particular analysis towards the general analysis.

- **Hermeneutical**

This method was used in each research epigraph to allow the exegesis of the content, through the testimony and contribution of the author.

- **Analytical-Synthetic**

This method was used for the analysis and understanding of how the research variables are related, as well as different theories about oral communication and its improvement through conversational clubs.

- **Systemic**

Este método fue empleado para diseñar los recursos de esta investigación, el cual tiene amplia relación en la organización y desarrollo de las intervenciones en el campo de acción. El enfoque sistémico permite reunir y organizar los conocimientos con vistas a una mayor eficacia de la acción (Gay & Ferreras, 1997, pág. 102).

## **2.5 Empirical methods**

Empirical methods facilitate the researcher the process of collecting data about the object of the research, through resources such as: the interview, the survey, questionnaire, observation guide, etc., to then proceed to the operationalization of the variables and subsequently to the description of the indicators. Los métodos empíricos revelan y explican las características fenomenológicas del objeto. Estos se emplean fundamentalmente en la primera etapa de acumulación de información empírica y en la tercera de comprobación experimental de la hipótesis de trabajo. (Cobas, Romeu, & Macías, 2010, pág. 7)

In the development of the research, the following empirical methods were used, which were supported by: The observation guide (Annex A), which allows to analyze the interaction of the students with the teacher and the class. Likewise, it makes it possible to identify the different problems that arise in the classroom. The diagnostic test (Annex B), which allows to check the initial knowledge of the student. On the other hand, the teacher interview (Annex C), to know their personal appreciation of the experience acquired through the study and even take note of their possible recommendations.

Finally, the checklist (Annex D) applied to the teacher to obtain a more objective appreciation about the evaluation of the pedagogical proposal.

Next, the description of each method and its contribution to the research.

#### - **Observation Guide**

La observación no es mera contemplación (“sentarse a ver el mundo y tomar notas”); implica adentrarnos profundamente en situaciones sociales y mantener un papel activo, así como una reflexión permanente. Estar atento a los detalles, sucesos, eventos e interacciones. (Hernández Sampieri, Fernández Collado, & Baptista Lucio, 2014, pág. 399)

Observation applied in research is participatory, which means that the researcher will play an active role in the process, that is, while participating in the group's tasks, the group is analytically observing every detail.

According to (Cuadros, 2009) Participant observation is a qualitative research strategy that allows obtaining information and conducting research in the natural context. The researcher or the person who observes becomes involved and "lives" the experiences in the context and in the daily environment of the subjects, thus collecting the data in real time. In this type of observation, access to the situation to be observed is a key factor for interaction and communication with the context.

#### - **Diagnostic Test**

In order to know the level of oral communication in English of the students, a diagnostic test with open and closed questions is applied to evaluate the level of speaking, in this way, assess the possible didactic strategies that could be applied in planning of the class. Las pruebas pedagógicas son instrumentos técnicos de exploración y comprobación de los conocimientos y habilidades escolares. (Silva y Ortiz, 2015, pág. 5)

#### - **Interview**

In order to know the perception about the oral communication in English of the students and the learning of the English language, a structured interview with the teacher is carried out. Which allows to appreciate the satisfaction of the teacher in participating in the process.

El principal objetivo de una entrevista es obtener información de forma oral y personalizada sobre acontecimientos, experiencias, opiniones de personas. Siempre, participan –como mínimo- dos personas. Una de ellas adopta el rol de entrevistadora y la otra el de entrevistada, generándose entre ambas una

interacción en torno a una temática de estudio. (Folgueiras Bertomeu, 2016, pág. 2)

The interview is a data collection technique that facilitates the detailed analysis of information about a study subject. In addition, it is an active and interactive process between interviewer-interviewee.

#### - **Checklist**

In order to evaluate the effectiveness of the pedagogical proposal, a checklist is applied to the teacher in charge of the course.

According to the (Universidad Autónoma del Estado de Hidalgo, 2019):

Es un instrumento estructurado, que contiene una lista de criterios o desempeños de evaluación establecidos, en los cuales únicamente se califica la presencia o ausencia de estos mediante una escala dicotómica, es decir que acepta solo dos alternativas: si, no; lo logra, o no lo logra, presente o ausente, etc. (pág. 4)

The checklist is a useful tool to evaluate the effectiveness of a task, course, behavior, or a process itself, in addition, it is considered as an observation process.

## **2.6 Techniques for data processing**

### **Content analysis**

Once the field work was done, the information continued to be examined by putting the “data analysis” technique into practice.

Según (Bardin, 2002):

En tanto que esfuerzo de interpretación, el análisis de contenido se mueve entre dos polos: el del rigor de la objetividad y el de la fecundidad de la subjetividad. Disculpa y acredita en el Investigador esa atracción por lo oculto, lo latente, lo no aparente, lo potencial inédito, lo «no dicho», encerrado en todo mensaje. (pág. 7)

That is, the content analysis has as a priority to objectively analyze the ideas embodied in the text, having the researcher as the author, focusing on what he did not write directly in it.

The data collection process was thanks to the application of empirical methods, which were detailed in the previous section. Subsequently, we worked with the variables to support the conversational club for the improvement of oral communication in English.



### **2.6.1 Work with study variables**

It should be mentioned that the correct conceptualization of the variables contributes to the full development of the research. For this reason, the independent variable has been labeled as “Variable 1”, and, on the other hand, as “Variable 2” the dependent variable.

Independent Variable (Variable 1): aquellas que se manipulan por el investigador para explicar, describir o transformar el objeto de estudio a lo largo de la investigación. Son las que generan y explican los cambios en la variable dependiente (Carballo Barcos & Guelmes Valdés, 2016, pág. 143). As mentioned above, the independent variable of this research is: The conversational club.

Dependent Variable (Variable 2): aquellas que se modifican por la acción de la variable independiente. Constituyen los efectos o consecuencias que dan origen a los resultados de la investigación (Carballo Barcos & Guelmes Valdés, 2016, pág. 143). The dependent variable of this research is: Improvement of oral communication in English.

**Chart 5. Operationalization of the variable: Oral communication of English**

	<b>Variables</b>	<b>Analysis units</b>	<b>Category</b>
<i>Variable 2</i>	<b>Oral communication of English</b>	Basic knowledge of pronunciation.	Phonetics Fluency Intonation Rhythm
		Basic vocabulary knowledge.	Formal Informal Active Passive
		Basic knowledge of grammar.	Verb tenses. Semantics
		Basic understanding knowledge.	Understand Speak Hear

*Source:* Self-made.

### CHAPTER III. INTERVENTION PROPOSAL

With the hasty development of technology, medicine, sports, education, etc., it is necessary to be two steps ahead, by virtue of this, professionals must be attentive and ready to generate new knowledge and contributions to this society. For this reason, this research arises, which aims to develop new didactic strategies applicable to teacher planning, the same that will be used in a conversational club to improve oral communication of English in students with A1 level. Consequently, to the observations mentioned above, the author decides to propose in this chapter a system of interventions that responds to the current needs of students with level A1 of the Instituto Escola de Idiomas. Finally, the following sections reflect the information obtained through empirical methods, such as the observation guide, the diagnostic test, and the structured interview applied to the teacher.

#### 3.1 Theoretical foundation of the contribution

Interpreting this statement, (Gómez Vahos , Muriel Muñoz, & Londoño Vásquez, 2019) state that “la educación tiene como objetivo principal integrar los contenidos académicos con la formación de la persona, para que esta tenga la oportunidad de intervenir en el entorno, comprendiendo realidades locales y globales desde el pensamiento crítico y reflexivo” (pág. 120), for this reason, the teacher should make this objective his own and feel the need to investigate new teaching strategies that significantly contribute to the critical and reflective thinking of students.

From this perspective, the strengthening of teaching planning is considered of great importance, where activities related to real contexts are integrated that encourage the student to investigate, participate, build their learning and question it.

According to (Ausubel, 1977):

The potential meaningfulness of a learning task depends on its relatability to a particular learner's structure of knowledge in a given subject-matter area or subarea, it follows that cognitive structure itself, that is both its substantive content and its major organizational properties, should be the principal factor influencing meaningful reception learning and retention in a classroom setting. (pág. 166)

However, as Ausubel affirms, the significance of a learning task depends to a large extent on the basic knowledge and skills that the student possesses, here is the importance of planning classes according to the level, skills and interest of the students.

However, the student also has a role of great value in their own learning and development of their abilities, in other words “la experiencia humana no solo implica pensamiento, sino también afectividad y únicamente cuando se consideran en conjunto se capacita al enriquecer el significado de su experiencia” (Ausubel, 1983, pág. 1), therefore, the student has the duty to independently investigate and determine the appropriate methods for their learning.

To organize the English language learning process within the class, it was decided to propose a system of activities that benefits both students and teachers in the development of language teaching-learning, so that it is representative.

According to the website (EcuRed, 2014) determines that:

El sistema de actividades es el conjunto de tareas docentes concebidas para contribuir al desarrollo del proceso docente educativo con el objetivo de adquirir conocimientos, hábitos, habilidades y que responda a objetivos del programa de estudio, el interés de las necesidades del grupo y de la escuela.

From this perspective, it could be said that an activity system is the group or set of tasks assigned by the teacher to fulfill a specific objective, which will allow the development of skills or abilities of a certain group, in this case the students.

In the case of this research, the main activity system applied in the classes of students with level A1 is:

- Conversational Club: it is the participatory space, in which the students have the opportunity to express their ideas and refute the arguments of other participants.
- Didactic strategies: series of activities planned and applied in the classroom to achieve the effective development of oral communication of English in students with level A1.

The main objective of this research is to improve oral communication of English in students with A1 level, through the execution of a system of activities supported by didactic strategies applicable to a conversational club.

The conversational club was organized to take place in a period of 3 weeks of class, which are divided into 45 minutes of explanation and workshops, and 60 minutes of practice, the days were alternated in explanation, practice.

Now, the conversational club should be highlighted as the main didactic strategy within this research, with this it can be said that didactic strategies son herramientas indispensables y de gran valor para obtener una mejora en los procesos de enseñanza

y aprendizaje, así como en la acción docente en cualquier contexto educativo. (Flores , y otros, 2017, pág. 8)

With reference to the above, it is stated that una estrategia didáctica es una herramienta tanto para el estudiante como para el docente, con la cual se alcanzan objetivos o metas establecidas. En esencia, decidir una estrategia didáctica consiste en elegir la más adecuada combinación de métodos, medios y técnicas que ayuden al estudiante a alcanzar la meta deseada del modo más sencillo y eficaz. (Jiménez & Robles, 2016, pág. 112)

The selection of teaching strategies must be taken into consideration of the needs of the students, their level and availability, since, if a random choice is made, the proposed objectives will not be fully met.

As (Almeida, 2016) pose:

Las estrategias metodológicas se deben enseñar para facilitar el proceso de enseñanza aprendizaje de los estudiantes y si bien es cierto y de conocimiento general las inteligencias son múltiples; por lo tanto, las metodologías de enseñanza deben también ser variadas además estar acorde con las necesidades de cada grupo de estudiantes a nuestro cargo, estas iniciativas deber estar orientadas a que los estudiantes no solamente desarrollen la actividad como tal; sino que, valerse de varias técnicas y métodos sean ellos quienes produzcan o creen un cambio en ese entendimiento y puedan desarrollarlo como algo productivo y significativo para ellos. (pág. 32)

In short, strategies are a facilitating resource in the teaching-learning process, both for the teacher and for the student. It must be taken into account that each student has a different learning style, therefore, the strategies, techniques or methodologies must be consistent with it.

### **3.1.1 Elements integrated into a conversational club**

A conversational club is not set up overnight, its success consists in the organization and planning of its objectives, strategies, time, space, etc. Therefore, it is said that a conversational club has the following characteristics:

- **Opened:** This point states that a conversational club must be a complement to the acquisition of a second language, therefore, this space must be free and open to all people who are interested in improving oral communication of said language. Similarly, “en una conversación abierta los estudiantes deben ser estimulados para compartir sus ideas, opiniones, sus pensamientos y

percepciones cara a cara” (Toro, 2017, pág. 16), that is to say, that the participants hold natural and fluid conversations, positioning their personality as a means of achieving trust and empathy with the other members of the club.

- **Organized:** This point not only refers to the organization of the students in terms of their participation, but also to the organization of the class by the teacher, for example, when planning their class and organizing the activities that will be applied within the club. Additionally, the teacher will control the participation of the students and the time applied to each activity, will give way to a new topic, will ask questions if necessary, will end the conversation, among others.
- **Participative:** This point highlights the importance of a spontaneous conversation, for this reason, students cannot be forced to participate in an activity that is not their interest. In this way, it is suggested that the club be subject to relevant, up-to-date topics of interest to the club's participants. The conversation or dialogue within this space varies depending on the strategy that the teacher has chosen to develop the topic.

In addition, as mentioned above, for the effectiveness of the results when implementing a conversational club, elements such as:

- **Participant's role:** At this point, the importance of student participation within the club is highlighted. The student will take an active position within the process, which implies collaboration, camaraderie and commitment in the club. “La función de la persona facilitadora es la de promover la participación activa de las personas participantes, en cada una de las actividades” (Orellana, 2017, pág. 9), in this case, the facilitator is the teacher, who will be in charge of organizing the time and activities so that all students can be participants within the club.
- **Teacher's role:** “El docente (...) no puede limitarse a trabajar con un paradigma de manera ortodoxa, sino que más bien debe rescatar experiencias vividas en el estudiante y a partir de allí enseñar sus conocimientos para que éstos sean aprendizajes significativos” (Oliveros & Oviedo, 2011, pág. 14), in other words, the teacher, in addition to being a source of knowledge for students, must allow them to transmit knowledge to their classmates through their shared experiences within the class.

- **Time:** According to (Rodríguez, 2007) “el tiempo resulta un factor constitutivo del proceso de enseñanza-aprendizaje, pues se encuentra inevitable y culturalmente ligado a éste; por lo tanto, se incorpora como un fenómeno cultural, unido a la planificación de las actividades” (pág. 89). Time is not only organized for the duration of the activities, but also for the duration of the process, in this case, time plays a very important role, since when implementing a conversational club the teacher must be a mediator and guarantee participation of all the subjects of the club.
- **Reaching:** This point constitutes several aspects, among them is the scope that the club has for the students, this refers to whether it is free, paid, how many places the club has, what hours the club has, etc. On the other hand, there is the long or short term scope of the club, stating this point from the beginning will allow students to organize themselves to be able to attend or participate in the club.

### 3.1.2 Skills to be developed within the club

The purpose of this conversational club is not only to improve students' oral communication, but also the other three English skills, which are key pieces in obtaining effective results.

It begins by highlighting that English skills are divided into two types: productive skills (speaking, writing) and receptive skills (reading, listening). Next, the detail of each one:

- **Speaking**

Speaking or speaking is a skill considered as an individual act in which the subject makes use of his linguistic competence to communicate, also, “el speaking (...) implica hablar con fluidez en la práctica de un diálogo o conversación con la participación de personas capaces de almacenar, procesar, y transmitir información para desarrollar la producción oral” (Toro, 2017, pág. 17), which not only compromises the fact of communicating, but also the fact of knowing how to communicate.

According to (Toro, 2017), developing speaking skills involves:

- Diferenciar entre fonemas y sus alófonos.
- Usar adecuadamente los patrones de acentuación, ritmo y entonación.
- Pronunciar palabras y frases en la cadena hablada (asimilación, elisión, etc).

- Controlar la propia producción oral para contribuir a una mayor claridad del mensaje.
  - Usar categorías y relaciones gramaticales (nombres, tiempos verbales, concordancia, pluralidad, orden de palabras, construcciones, reglas).
  - Usar de un modo apropiado – frases, pausas, grupos fónicos, y oraciones.
  - Prácticas de conversación no verbal Usar gestos, posturas y movimientos corporales, así como otros recursos no verbales para expresar.
- (pág. 18)

Without the articulation of all these aspects, effective communication would not occur, since, as mentioned above, speech not only implies communicating an idea, but knowing how to transmit that idea.

#### - **Writing**

According to (Thornbury, 2002) writing correctly leads to the transmission of a meaningful message, since the use of vocabulary and grammar are used to represent ideas.

In addition, it develops the following aspects:

- La caligrafía.
- La ortografía
- El vocabulario
- La expresión escrita.
- Pensamiento crítico
- Pensamiento reflexivo
- Ideas sólidas.

In short, writing stimulates the organization of ideas, increases creativity and interest in reading, and allows to retain and memorize relevant information that will be used in a necessary situation.

#### - **Reading**

As (Thornbury, 2002) states, reading enriches vocabulary and therefore facilitates oral communication. Reading is considered one of the most important skills in the communication process, since it allows us to understand the connections of ideas, awaken the imagination and therefore the reader's curiosity.

The ability to read allows students to:

- Understand complex texts.



- Enrich grammar and vocabulary.
- Arouse interest in research.
- Generate knowledge.
- Convey clear and concise ideas.

In summary, reading is of great importance within communicative competence, as it provides readers with relevant information to use within communication in general.

#### - **Listening**

According to (Rost, 2002), defines the ability to listen as:

Recibir lo que el emisor en realidad expresa (la orientación receptiva); construir y representar el significado (la orientación constructiva); negociar el significado con el emisor y responder (la orientación colaborativa); y crear significado a través de la participación, la imaginación y la empatía (la orientación transformativa). La escucha es un proceso de interpretación activo y complejo en el cual la persona que escucha establece una relación entre lo que escucha y lo que es ya conocido para él o ella. (pág. 13)

That is, pay attention to what the issuer expresses, giving meaning to a series of sounds, which will become ideas, opinions, etc. Listening also implies interpreting the phonemes of the language, noting the intonation and rhythm of the message.

The importance of listening lies in the recognition of the pronunciation of new words of a second language, the rhythm, even the vocabulary, because, by listening, you can also acquire new useful vocabulary for the improvement of oral or written communication.

It cannot be debated which skill is more important, since what is known so far is that without the articulation of the four skills there would be no effective communication. Therefore, the potentialization of all skills is of great importance to improve communication in students of a second language.

### **3.2 Functional structure of the contribution**

For the organization of the contribution, a functional organizer is elaborated in which the main elements that constitute the aforementioned system of activities will be articulated. In addition, in this section, the terms that constitute this strategy will be conceptualized, which are: method, technique and activities. Finally, the role of the teacher and student is detailed during the application of the conversational club.

### 3.2.1 Strategy's elements

#### - **Method**

As (Lima, 1983) expresses, A method is a set of structured, formal, systematized, scientifically based procedures, characteristic of a profession and / or research. Los M variarán según propósitos que se destinen y estrategia social que se imponga. (como se citó en Gordillo, 2007, pág. 124)

The method on which the conversational club was based is the communicative method, which “se centra en la interacción de los estudiantes como recurso para la adquisición de una segunda lengua, introduciendo a los participantes en contextos reales” (Agudelo, 2011, pág. 67)

The communicative approach gives the student autonomy as to how they want to learn a second language, this is part of a participatory and interactive process, and as they practice the language in real life situations, they passively acquire knowledge of grammatical structures, vocabulary, etc., without the need to spend hours memorizing them.

#### - **Strategy**

According to (Pérez, 2008) la estrategia es producto de un acto creador, innovador, lógico y aplicable, que genera un grupo de acciones coherentes de asignación de recursos y decisiones tácticas. Las estrategias didácticas son el conjunto de materiales, actividades y técnicas que el docente decide utilizar en el aula clase, con el fin de lograr objetivos previamente determinados, asimismo, obtener un resultado favorable de esas acciones de parte de los estudiantes.

The didactic strategies applied in the conversational club are:

- **Interview:** The interview can be considered as a spontaneous or controlled dialogue based on a series of previously selected questions, this dialogue occurs between the interviewee and the interviewer. In the beginning, as (Morga, 2012) mentioned “(...) fue usada por los periodistas, que desarrollaron el método de preguntas y respuestas con la intención de trazar una historia de vida de los entrevistados” (pág. 9). For this reason, it may be related to journalism when talking about it, despite the fact that it is currently used in various fields of study.
- **Discussion:** The panel discussion is nothing more than a conversation about a previously established topic, where each participant presents their point of view, as (Alegria , Muñoz, & Wilhelm, 2008) states. The objective of this strategy is to

reflect on a specific topic, while the mediator (teacher) evaluates the communicative competence developed in the conversation.

- **Debate:** The debate is considered a didactic strategy where a directed discussion is held between two or more people about one or more specific topics.

As (Fuentes, Chávez, Carbonell, & Coquelet, 2004) hold “se puede identificar un debate cuando se observa a dos o más individuos en un diálogo que enfrenta posiciones o puntos de vista argumentalmente opuestos” (pág. 18). The main objective of the debate is to present the position and point of view of the participants, and it also tries to persuade the opposing participant (s) so that they adopt or share their position.

- **Role play:** The role play or role play is a strategy where fictional actors act out a situation or fact in real life, taking as their own the characteristics of their character. As (Peñarrieta, Ampuero, & Faysee, 2006) mention, los juegos están compuestos por elementos lúdicos (juego mismo) donde los jugadores interactúan, previa asignación de roles o papeles, en un espacio virtual y lúdico mediante reglas claras y definidas bajo la organización de un facilitador que conduce el juego. (pág. 4). The role play is a didactic strategy applied in various contexts within the classroom, allowing the teacher to assess the components of the actors' oral communication.

- **Activities**

The conversational club could not be done without the planning of activities, and it is that “la planificación de la docencia está orientada al desarrollo de Proyectos formativos, a organizar nuestra actuación no como un conjunto de acciones imprevisibles y desconectadas entre sí, sino como la puesta en práctica de un plan bien pensado y articulado” (Zabalza , 2004, pág. 3).

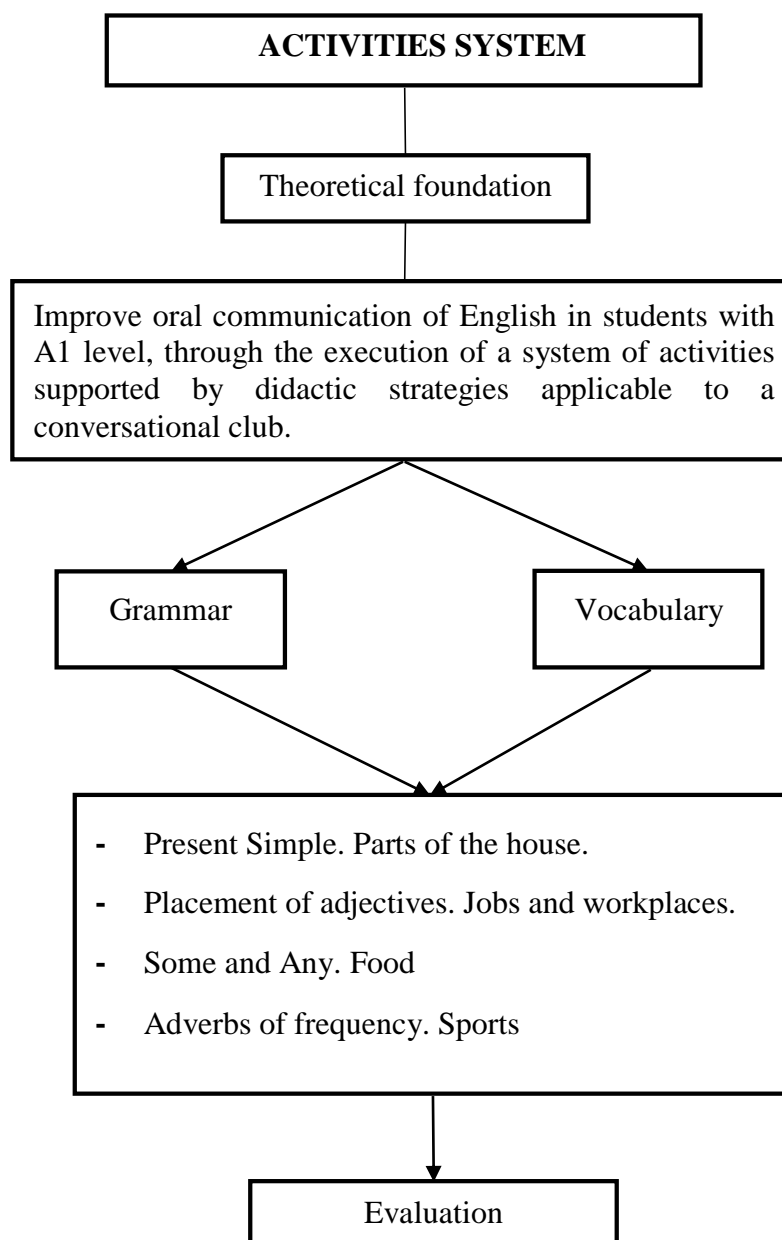
According to (Figueroa, Aillon, & Kloss, 2016) “La planificación se compone de una articulación coherente de los elementos curriculares que intervienen en el proceso de enseñanza: objetivos, contenidos, actividades y evaluación” (pág. 237).

The lesson plan is an organized guide, in which the different techniques, strategies and methods are added for the fulfillment of objectives, it is not a document where random activities are reflected.

According to (Briones, Caballero, & Flores, 2014) state that the lesson plan must specify:

1. Las y los estudiantes a quienes está dirigida la instrucción.

2. Las metas y los objetivos instruccionales, tanto de contenido como de proceso que el profesor quiere alcanzar al finalizar la clase.
3. El contenido que van a recibir los/las estudiantes
4. La evaluación que comprende la medición de los conocimientos previos de los/las estudiantes y la medición de los nuevos contenidos, tanto formativa como sumativamente.
5. El marco pedagógico bajo el cual se presentará la clase, indicando las actividades que realizan tanto el profesor como el estudiante.
6. Los materiales y equipos necesarios para el desarrollo de la clase.
7. El tiempo que toman las actividades programadas. (pág. 59)

**Graph 3. Activities system**

In addition, a table is presented with fundamental questions to corroborate the effectiveness of the activity system. Questions such as: What was taught? How was it taught? When was it taught?

**Chart 6. Detail of the classes**

<b>When was it taught?</b>	<b>What was taught?</b>	<b>How was it taught?</b>
Class #1	Present Simple. Parts of the house.	Slides
Class #2	Práctica	Interview
Class #3	There is, there are. Furniture and appliances	Slides
Class #4	Práctica	Discussion
Class #5	Placement of adjectives. Jobs and workplaces.	Slides
Class #6	Práctica	Debate
Class #7	Some and Any. Food	Slides
Class #8	Práctica	Role play
Class #9	Evaluación	Oral Test

Regarding the organization of the activities, we worked together with the teacher in charge, making a review of the contents explained and to be explained by the teacher, so that there is an organized sequence of the topics to be discussed.

Following the review, it was agreed that the class period would be held in 8 meetings, justified in: 45 minutes of explanation and workshops, and 60 minutes of practice, the days were alternated in: explanation, practice.

### **3.3 Results of the application of the input**

In this section, the main aspects of the planning of each class are detailed, among them are: the activities, contents, methods, time, etc. Similarly, the corroboration of the proposal is evidenced through practical application.

#### **3.3.1 Practical planning**

The class plans were developed taking into account the planning of the teacher in charge, because he had a prior organization that should not be broken. Therefore, he continued with the content that the students had to see. However, the objectives were aimed at the end of the conversational club: to improve oral communication of English in students with A1 level, through didactic strategies applicable to teaching planning.

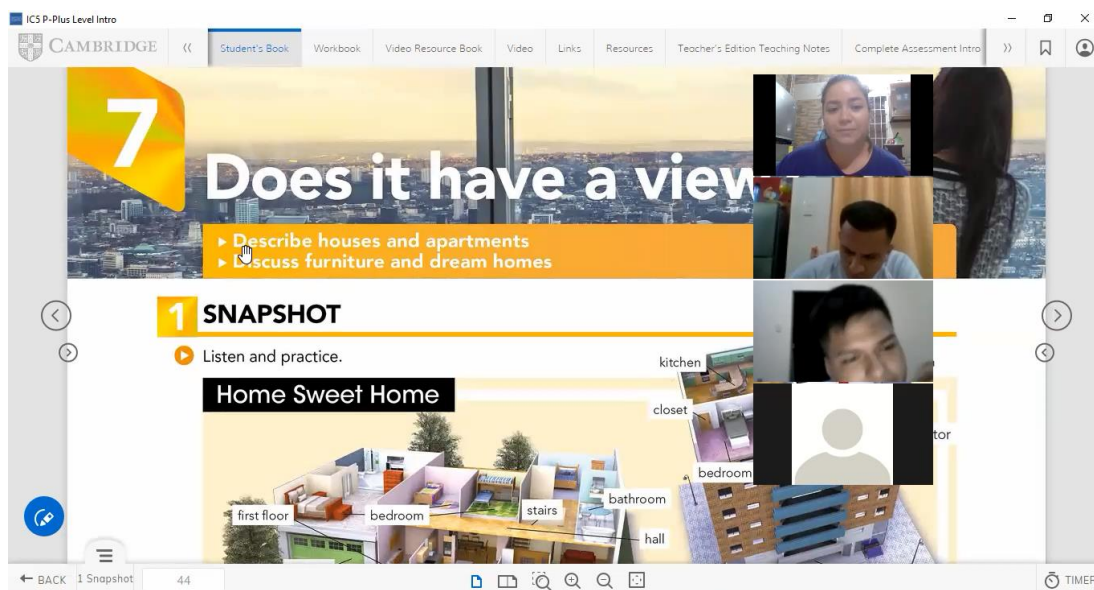
On the other hand, it was decided to develop 4 lesson plans, dividing each plan into two parts: explanation and practice. Next, the activities carried out, the strategies applied, the time and material used will be described.

### **Class 1 y 2. Present Simple- Parts of the house.**

These classes were developed on Monday and Tuesday, according to the class plan (Annex E), the time used for the explanation of grammar and holding workshops was 45 minutes, while 60 minutes were used to develop the activities of speaking (proposals in the conversational club).

For the explanation of this topic, the slides and a written workshop prepared by the teacher were used as a resource, which allowed the student to carry out their theoretical practice. Instead, for oral practice, the strategy of an “Interview” was applied, where personal questions related to the topic of the class were asked (Figure 4). In this way, the students answered open and closed questions among themselves.

### **Graph 4. There is, there are. Furniture and appliances.**



### **Class 3 y 4. There is, there are. Furniture and appliances.**

These classes were developed on Wednesday and Thursday, according to the class plan (Annex F), the time used for the explanation of grammar and holding workshops was 45 minutes, while 60 minutes were used to develop the activities of speaking (proposals in the conversational club).

For the explanation of this topic, the slides and a written workshop prepared by the teacher were used as a resource, which allowed the student to carry out their theoretical practice. On the other hand, for oral practice the strategy of a “discussion” was applied, where an idea related to the topic of the class was proposed (Figure 5) and the students discussed whether that idea was feasible or not. It is the students' turn to come up with an idea each and discuss it among themselves. In this way, the students used the grammatical structure and vocabulary explained within the class.

### Graph 5. Placement of adjectives Jobs and workplaces

ICS P-Plus Level Intro

CAMBRIDGE Student's Book

Workbook Video Resource Book Video Links Resources Teacher's Edition Teaching Notes Complete Assessment Intro

Do you live in an apartment?  
Yes, I do. / No, I don't.  
Do the bedrooms have closets?  
Yes, they do. / No, they don't.

Does Ethan live in a house?  
Yes, he does. / No, he doesn't.  
Does the house have a yard?  
Yes, it does. / No, it doesn't.

GRAMMAR PLUS see page 138

A Complete the conversation. Then practice with a partner.

Julia Do you live in an apartment?  
Ethan No, I live in a house.  
Julia it a yard?  
Ethan Yes, it .  
Julia That sounds nice. you alone?  
Ethan No, I with my family.  
Julia you any brothers or sisters?  
Ethan Yes, I four sisters.  
Julia Really? your house many bedrooms?  
Ethan Yes, it it four.  
Julia you your own bedroom?  
Ethan Yes, I I'm really lucky.

B PAIR WORK Read the conversation in part A again. Ask and answer these questions about Ethan.

- Does he live in an apartment?
- Does his house have a yard?
- Does he live alone?
- Does he have his own room?

C PAIR WORK Write five questions to ask your partner about his or her home. Then ask and answer the questions.

← BACK 3 Grammar Focus 45

TIMER

### Class 5 y 6. Placement of adjectives. Jobs and workplaces.

These classes were developed on Monday and Tuesday, according to the class plan (Annex G), the time used for the explanation of grammar and holding workshops was 45 minutes, while 60 minutes were used to develop the activities of speaking (proposals in the conversational club).

For the explanation of this topic, the slides and a written workshop prepared by the teacher were used as a resource, which allowed the student to carry out their theoretical practice. On the other hand, for oral practice the strategy of a debate was applied, where a statement related to the topic of the class was raised (Figure 6) and the students defended their position according to their personal criteria. In this way, the students used the grammatical structure and vocabulary explained within the class.



## Graph 6. Some and Any. Food

The screenshot shows a Zoom meeting interface. At the top, there are four video thumbnails of participants. Below them is a presentation slide titled "CONVERSATION". The slide is divided into two columns. The left column shows the word "Do" followed by an arrow pointing to a box containing "I", "You", "We", and "They". The right column shows the word "Does" followed by an arrow pointing to a box containing "He", "She", and "It". The presentation software interface is visible, including a sidebar on the left with slide thumbnails (slides 4, 5, 6, 7, 8) and a bottom status bar indicating "Diapositiva 6 de 8" and "Inglés (Estados Unidos)".

### Class 7 y 8. *Some and Any. Food*

These classes were developed on Wednesday and Thursday, according to the class plan (Annex H), the time used for explaining grammar and conducting workshops was 45 minutes, while 60 minutes were used to develop the activities of speaking (proposals in the conversational club).

For the explanation of this topic, the slides and a written workshop prepared by the teacher were used as a resource, which allowed the student to carry out their theoretical practice. On the other hand, for oral practice the strategy of a “role play” was applied, where the students (in pairs) created a conversation related to the topic of the class (Figure 7) and gave it life. Within the conversation, they asked each other questions, giving a natural touch to the activity. In this way, the students used the grammatical structure and vocabulary explained within the class.

### Graph 7. Evaluation

**GRAMMAR FOCUS**

Usage	Example
<ul style="list-style-type: none"> <li>▪ Express general truth</li> <li>▪ Habits</li> <li>▪ Future timetables</li> <li>▪ Permanent situations</li> <li>▪ When telling stories</li> <li>▪ For giving directions or instructions</li> </ul>	<p>→ The sun rises in the east,</p>

### Class 9. Evaluation

In this final part, an oral test (Annex I) was used in order to verify the improvements acquired during the process. The test consisted of speaking activities related to the topics explained during all the applied classes.

#### 3.3.2 Corroboration of the proposal.

In this part of the work, the pedagogical proposal is validated with the corroboration, through a checklist, in which the teacher in charge of the classroom expresses his agreement with the application of the conversational club. In addition, the teacher's assessment is taken as an instrument of improvement for future research.

#### 3.3.3 Corroboration through a checklist with the teacher.

In order to corroborate the effectiveness of the proposed pedagogical proposal, it was decided to apply as an instrument, a checklist (Annex D), which was filled out by the teacher in charge of the classroom. This instrument will allow evaluating the effectiveness of the proposal, so that in the future it will be a guide for other researches. The checklist was assigned the following values:

**Chart 7. Detail of values**

<b>Values</b>	<b>Criteria</b>
Yes	The students did learn basic knowledge of pronunciation, vocabulary, grammar and comprehension.
No	The students did not learn basic knowledge of pronunciation, vocabulary, grammar and comprehension.
Observation	Details of why the criteria were not met or a comment on the strategy.

The checklist was focused on evaluating four criteria related to the knowledge acquired by the students with the application of the conversational club, these knowledge are basic knowledge of pronunciation, vocabulary, grammar, and comprehension.

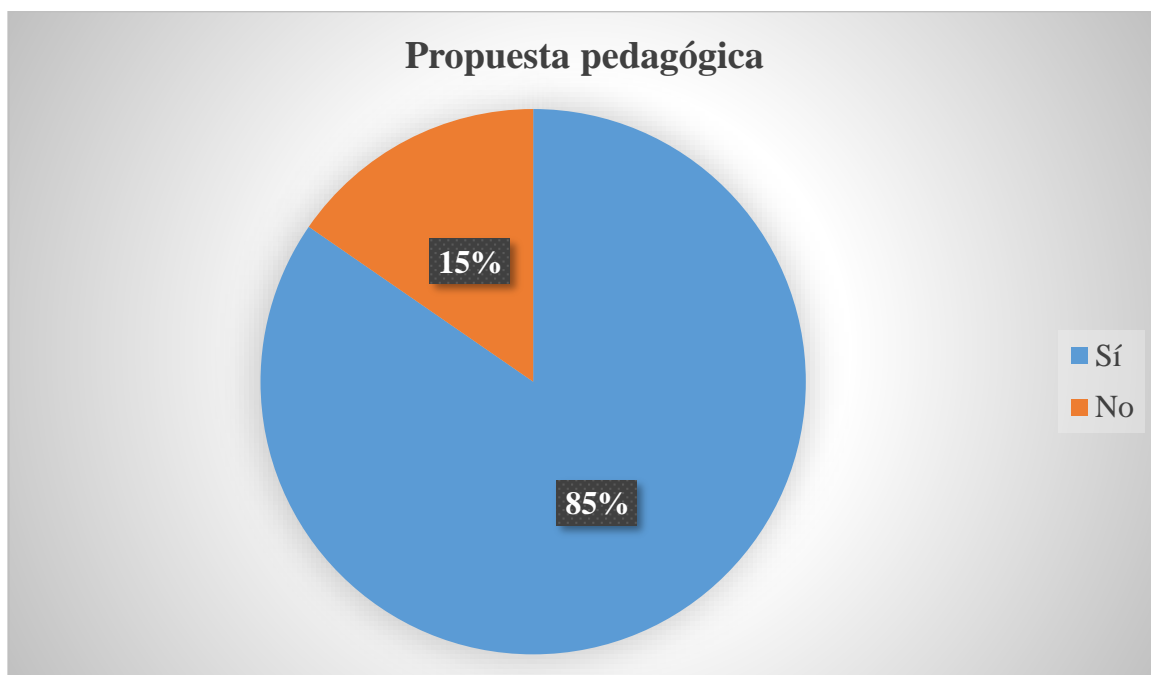
The first criterion evaluated the phonetics, fluency, intonation, and rhythm when speaking in English, which the teacher stated that the fluency, intonation, and rhythm when speaking English increased in the students, the comment expressed by the teacher regarding fluency it was “students speak easily and spontaneously in speaking activities”. However, with regard to knowledge of phonetics, the teacher stated that the criterion was not met. His observation was that the chat club did not spend enough time teaching phonetic symbols. In conclusion, thanks to the application of the conversational club, aspects of rhythm, intonation, and pronunciation were improved, on other hand, it is believed that due to the lack of time in the application of the strategy and the few activities aimed at improving phonetics, this criterion could not be fulfilled.

The second criterion evaluated the use of formal and informal language, active and passive vocabulary, with which the teacher stated that all the statements were fulfilled. The teacher's comment was that thanks to the classes given and the detailed explanation of each of them, the students learned to differentiate between active and passive vocabulary, and they also noticed that there is vocabulary that they do not use daily and that it is important to review it. In conclusion, all the criteria were satisfactorily fulfilled.

The third criterion evaluated the basic knowledge of grammar and words that change their meaning according to the context, with which the teacher stated that the students dominate the verb tenses and the meaning of words in English according to the context, however, as Observation expressed that for students not to lose the progress made, they will need more practice. In conclusion, it can be said that, if the criteria were met and positive progress was also made regarding that criterion, however, more practical tasks should be assigned to the students, so that the learning process continues to advance.

Finally, the fourth criterion evaluated basic comprehension knowledge, such as if the student understands when they speak to him, ask questions or when he listens to audios in English, with which the teacher answered that the students understand when they speak or ask something in English, however, when they listen to an audio in English they still have difficulties. As an observation, the teacher stated that the reason why this criterion was not met was that the activities were more aimed at developing oral communication.

**Graph 8. Fulfillment of criteria**



With this statistic, the percentage of the criteria met is evidenced, which shows that 85% of the criteria were met, while 15% were not met. With these results, it can be said that most of the criteria were satisfactorily met, showing good work and practice of the pedagogical proposal, however, the other minority percentage suggests that certain aspects must be worked on in order to achieve totally favorable results.

### **3.3.4 Discussion**

In this part, the achievement that the conversational club achieved when implemented in students with level A1 will be analyzed, through the comparison of authors who have carried out work in the same field.

In her research (López Manrique, 2011) asserts that the application of a conversational club does improve communication aspects in students of a second language, since, “el club de conversación es una herramienta significativa, que puede apoyar el trabajo de los estudiantes en cuanto a producción oral se refiere, siempre y cuando sea direccionado y trabajado de acuerdo a unos objetivos claros” (pág. 81).

On the other hand, the same autor (López Manrique, 2011) “recalca la importancia de elaborar actividades que suplan las necesidades de los estudiantes, pues esto hace que los estudiantes tengan más compromiso y entrega en el proceso” (pág. 81). According to this, this affirmation can be given truthfulness, because, during the process of applying the conversational club, it was noted that activities oriented to real contexts motivated students to participate.

Likewise, in her reseacrh (Govea, 2007) argues that it is of great importance “crear espacios comunicativos que ayuden a los alumnos a practicar la lengua meta fuera del salón de clases, mediante eventos que promuevan la expresión oral a través de dramatizaciones, canciones, poemas, etc., así como la creación de clubes de conversación” (pág. 20).

It is considered that the planning of activities was the most important phase of the conversational club, since it allowed the students to feel “hooked” to the class, therefore, more willing to participate. However, the importance of the communicative method in the conversational club is emphasized, since this method is based on direct interaction between participants, providing them with real communication situations.

## CONCLUSIONS

- The conversational club is a strengthening tool for the oral communication of students who are learning a second language. This tool is effective, as long as it is organized and planned according to the needs of the students.
- It is of great importance to providing students with real situations that allow them to have a clearer perspective of how to use the second language learned within various contexts.
- Teaching planning is necessary to organize the role of the participants in the process, in addition to the activities that will be carried out to achieve the objectives.
- The students demonstrated acquiring positive achievements regarding their English language skills, through the application of a conversational club, which was evidenced during the process and at the end of the process through an oral test.
- The conversational club developed satisfactorily thanks to the planning of activities, strategies, and methods. However, due to lack of time, certain criteria were not met, which leaves the door open for future researchers to improve these criteria in their research work.

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## ANNEXES

### Annex A



**UNIVERSIDAD TÉCNICA DE MACHALA**  
*Calidad, Pertinencia y Calidez*  
**UNIDAD ACADÉMICA DE CIENCIAS SOCIALES**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

### OBSERVATION GUIDE

**Never= 1    Rarely= 2    Sometimes= 3    Often= 4    Always= 5**

<i>Unit of analysis: Basic knowledge of pronunciation.</i>	
<b>01</b>	The student has knowledge of phonetics. <span style="float: right;">1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/></span>
<b>02</b>	The student answers questions fluently. <span style="float: right;">1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/></span>
<b>03</b>	The student has good intonation when speaking in English. <span style="float: right;">1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/></span>
<b>04</b>	The student makes good use of rhythm when speaking in English. <span style="float: right;">1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/></span>
<i>Unit of analysis: Basic knowledge of vocabulary.</i>	
<b>01</b>	The student uses formal language when speaking in English. <span style="float: right;">1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/></span>
<b>02</b>	The student uses informal language when speaking in English. <span style="float: right;">1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/></span>
<b>03</b>	The student knows what active vocabulary means. <span style="float: right;">1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/></span>
<b>04</b>	The student knows what passive vocabulary means. <span style="float: right;">1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/></span>
<i>Unit of analysis: Basic knowledge of grammar.</i>	
<b>01</b>	The student correctly applies verb tenses. <span style="float: right;">1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/></span>
<b>02</b>	The student knows the meaning of words in English and their meaning changes according to the context. <span style="float: right;">1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/></span>
<i>Unit of analysis: Basic knowledge of comprehension.</i>	
<b>01</b>	The student understands when spoken to in English. <span style="float: right;">1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/></span>
<b>02</b>	The student understands when listening to an audio in English. <span style="float: right;">1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/></span>
<b>03</b>	The student answers questions when asked a question in English. <span style="float: right;">1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/></span>

**Annex B**



**UNIVERSIDAD TÉCNICA DE MACHALA**  
*Calidad, Pertinencia y Calidez*  
**UNIDAD ACADÉMICA DE CIENCIAS SOCIALES**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

**DIAGNOSTIC TEST**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Score:** \_\_\_\_\_

**Interview**

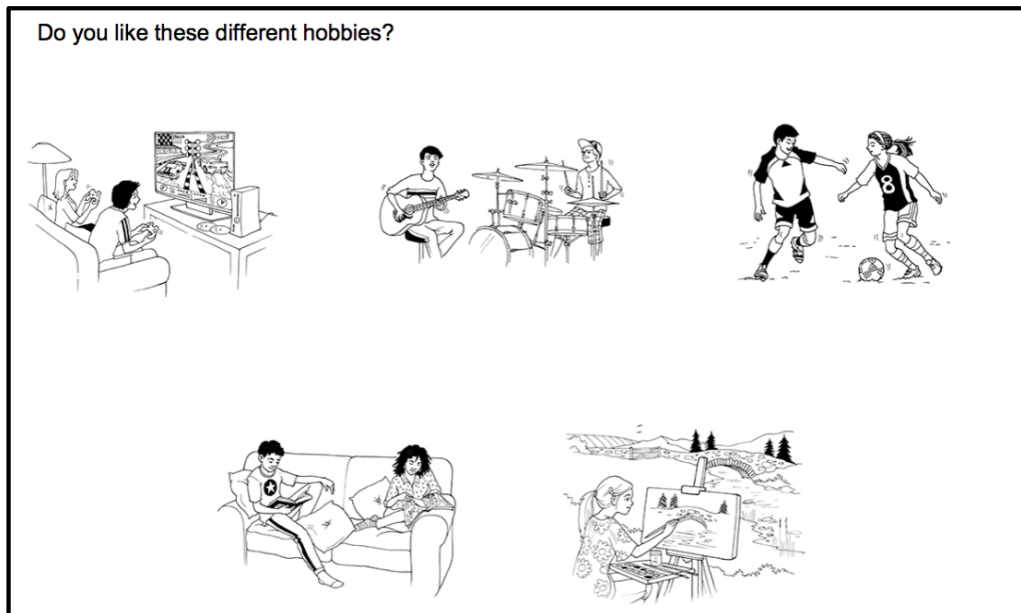
**1. Answer the following questions:**

What's your name?	How do you spell your surname?	Where are you from?
Did you learn English at school?	What do you do in your free time?	What sport do you like?
What do you do every day?	What time do you get up?	What do you like to do at home?
What subjects did you study at school?	Tell me about the weather in the your country	What are you going to do at the weekend?

**Discussion**

**2. Look at the pictures and discuss with your partner.**

- Say why and why not.



## Speaking Rubric

**Objective:** TWBAT identify the initial level of English of the conversational club participants.

<b>Student:</b> _____	<b>Date:</b> _____
<b>Start time:</b> _____	<b>End time:</b> _____

### Instructions:

- The teacher will speak loud and clear so that questions and instructions are understood.
- The diagnostic test will have a rubric with the following parameters:

	<b>Fair</b> (0.50)	<b>Good</b> (1.00)	<b>Very Good</b> (1.50)	<b>Excellent</b> (2.00)
Comprehension				
Interaction				
Accuracy				
Fluency				
Pronunciation				
<b>Score</b>				

	<b>Fair (0.50)</b>	<b>Good (1.00)</b>	<b>Very Good (1.50)</b>	<b>Excellent (2.00)</b>
<b>1. Comprehension</b> (ability to understand questions and respond appropriately)	Unable to make him/herself understood while performing most of the task.	Makes him/herself understood while performing at least half of the task.	Makes him/herself understood while performing most of the task.	Makes him/herself completely understand while performing the task.
<b>2. Interaction</b> (ability to listen to and interact with a partner)	Unable to listen attentively or respond appropriately while performing most of the task. Interacts poorly with a partner.	While performing at least half of the task, listens to another person and responds reasonably well, interacts adequately with a partner.	While performing most of the task, listens attentively to another person and responds appropriately, interacts well with a partner.	While performing the task, listens attentively to another person and responds appropriately, interacts very well with a partner.
<b>3. Accuracy</b> (grammar, syntax, and general structures)	Very frequent errors; difficulty in making meaning clear.	Frequent errors: meaning is not always clear.	Quite accurate; some errors, but meaning is clear.	Grammatical and lexical accuracy are high.
<b>4. Fluency</b> (vocabulary, speed, naturalness, lack of hesitation)	Hesitant; very limited range of language available.	Quite hesitant; limited range of vocabulary and structures.	Some hesitation and sometimes has to search for words.	Speaks fluently without hesitation or searching for words.
<b>5. Pronunciation</b> (stress, rhythm, intonation, articulation patterns)	Very frequent errors: often very difficult to understand.	Frequent errors: not always clear enough to understand	Generally clear; reasonable control of stress and intonation.	Very clear; stress and intonation help to make meaning clear.

Annex C



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**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

**STRUCTURED INTERVIEW FOR THE TEACHER**

<b>Name:</b> _____	<b>Age:</b> ____	<b>Sex:</b> F <input type="checkbox"/> M <input type="checkbox"/>
<b>Third level title:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Knowledge of English:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Fourth level title:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Work experience (years):</b> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 4 <input type="checkbox"/> 6 <input type="checkbox"/> Other: ____	

**General Data**

<b>Never= 1   Rarely= 2   Sometimes= 3   Often= 4   Always= 5</b>
-------------------------------------------------------------------

<i>Unit of analysis: Basic knowledge of pronunciation.</i>		
<b>01</b>	The student has knowledge of phonetics.	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/>
<b>02</b>	The student answers questions fluently.	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/>
<b>03</b>	The student has good intonation when speaking in English.	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/>
<b>04</b>	The student makes good use of rhythm when speaking in English.	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/>
<i>Unit of analysis: Basic knowledge of vocabulary.</i>		
<b>01</b>	The student uses formal language when speaking in English.	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/>
<b>02</b>	The student uses informal language when speaking in English.	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/>
<b>03</b>	The student knows what active vocabulary means.	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/>
<b>04</b>	The student knows what passive vocabulary means.	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/>
<i>Unit of analysis: Basic knowledge of grammar.</i>		
<b>01</b>	The student correctly applies verb tenses.	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/>

<b>02</b>	The student knows the meaning of words in English and their meaning changes according to the context.	<b>1.</b> <input type="checkbox"/> <b>2.</b> <input type="checkbox"/> <b>3.</b> <input type="checkbox"/> <b>4.</b> <input type="checkbox"/> <b>5.</b> <input type="checkbox"/>
<i>Unit of analysis: Basic knowledge of comprehension.</i>		
<b>01</b>	The student understands when spoken to in English.	<b>1.</b> <input type="checkbox"/> <b>2.</b> <input type="checkbox"/> <b>3.</b> <input type="checkbox"/> <b>4.</b> <input type="checkbox"/> <b>5.</b> <input type="checkbox"/>
<b>02</b>	The student understands when listening to an audio in English.	<b>1.</b> <input type="checkbox"/> <b>2.</b> <input type="checkbox"/> <b>3.</b> <input type="checkbox"/> <b>4.</b> <input type="checkbox"/> <b>5.</b> <input type="checkbox"/>
<b>03</b>	The student answers questions when asked a question in English.	<b>1.</b> <input type="checkbox"/> <b>2.</b> <input type="checkbox"/> <b>3.</b> <input type="checkbox"/> <b>4.</b> <input type="checkbox"/> <b>5.</b> <input type="checkbox"/>

## Annex D



# UNIVERSIDAD TÉCNICA DE MACHALA

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## UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

### PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

### CHECKLIST FOR THE TEACHER

**Full names:** \_\_\_\_\_

**Instructions:**

- Read each of the criteria carefully and answer each one of them objectively.
- Mark with an (X) in “YES”, when you consider that the criterion has been met.
- Mark with an (X) in “No”, when you consider that the criterion has not been met.
- In “observation”, detail why the criterion was not met or add a comment.

CRITERIA		YES	NO	OBSERVATION
<b>Criterion 1:</b> Basic knowledge of pronunciation.				
01	The student has knowledge of phonetics.			
02	The student answers questions fluently.			
03	The student has good intonation when speaking in English.			
04	The student makes good use of rhythm when speaking in English.			
<b>Criterion 2:</b> Basic knowledge of vocabulary.				
01	The student uses formal language when speaking in English.			
02	The student uses informal language when speaking in English.			
03	The student knows what active vocabulary means.			
04	The student knows what passive vocabulary means.			
<b>Criterion 3:</b> Basic knowledge of grammar.				
01	The student correctly applies verb tenses.			
02	The student knows the meaning of words in English and their meaning changes according to the context.			



<b>Criterion 4: Basic knowledge of comprehension.</b>				
01	The student understands when spoken to in English.			
02	The student understands when listening to an audio in English.			
03	The student answers questions when asked a question in English.			



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<b>Date:</b> 15/03/2021- 16/03/2021	<b>Didactic Unit:</b> Unit 7 (Pages 44-49)	<b>Teacher:</b> Anahis León Bravo	<b>Time:</b> 1h:45min.
<b>Topic:</b> Parts of the house.	<b>Objective:</b> SWBAT describe houses and apartments through a planned interview between classmates.		<b>Level:</b> A1 <b>Student numbers:</b> 5 students

KNOWLEDGE	PHASES	ACTIVITIES	RESOURCES	TECHNIQUES AND METHODS	EVALUATION
Greetings	<b>INTRODUCTION</b> (5 min)	<ul style="list-style-type: none"> <li>▪ Greetings</li> <li>▪ Warm up (<i>T introduces the topic</i>) <i>Who lives in a house? Who lives in an apartment?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Zoom platform</li> </ul>	<ul style="list-style-type: none"> <li>▪ Elicitation</li> </ul>	
<b>ABILITIES</b> To recognize parts of the house.	<b>DEVELOPMENT</b> (90 min)	<p><b>ACTIVITY 1</b> (35 min)</p> <ul style="list-style-type: none"> <li>▪ T explains <i>Present Simple</i> through a PowerPoint presentation.</li> <li>▪ T gives clear instructions and some useful tips.</li> <li>▪ Ss practice grammar through a workshop.</li> <li>▪ T monitors the class. T helps Ss to finish the task</li> <li>▪ T checks answers.</li> </ul> <p><b>ACTIVITY 2</b> (35 min)</p>	<ul style="list-style-type: none"> <li>▪ Book</li> <li>▪ Computer</li> <li>▪ YouTube platform</li> <li>▪ PowerPoint presentation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Active Method</li> <li>▪ Inductive-Deductive Method.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 85% of the Ss will recognize parts of the house.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ T shows magazines with pictures of rooms to explain the vocabulary.</li> <li>▪ T explains unknown words.</li> <li>▪ T goes over the focus questions. Ss interview each other in pairs.</li> <li>▪ T elicits their answers.</li> <li>▪ T encourages the students to complete the task.</li> </ul> <p><b>ACTIVITY 3</b> (20 min)</p> <ul style="list-style-type: none"> <li>▪ T plays an audio about Julia’s house.</li> <li>▪ Ss ask open-ended questions.</li> <li>▪ T monitors the activity.</li> <li>▪ Ss practice the conversation in pairs.</li> </ul>			
	<p><b>CONCLUSION</b> (10 min)</p>	<p><b>WRAP UP</b></p> <ul style="list-style-type: none"> <li>▪ Ss play the <b>Chain Game</b>. “My house has a yard”</li> </ul>		<ul style="list-style-type: none"> <li>▪ Active Method</li> </ul>	<ul style="list-style-type: none"> <li>▪ 90% of the Ss recognize the different types of vocabulary.</li> <li>▪ 75% of the Ss describe house and apartments.</li> </ul>

**Annex E**



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<b>Date:</b> 17/03/2021- 18/03/2021	<b>Didactic Unit:</b> Unit 7 (Pages 44-49)	<b>Teacher:</b> Anahis León Bravo	<b>Time:</b> 1h:45min.
<b>Topic:</b> Furniture and appliances.	<b>Objective:</b> SWBAT discuss furniture and dream homes through a planned discussion between classmates.		<b>Level:</b> A1 <b>Student numbers:</b> 5 students

KNOWLEDGE	PHASES	ACTIVITIES	RESOURCES	TECHNIQUES AND METHODS	EVALUATION
Greetings	<b>INTRODUCTION</b> (5 min)	<ul style="list-style-type: none"> <li>▪ Greetings</li> <li>▪ Warm up (T plays a song. Ss identify present simple sentences)  <a href="https://www.youtube.com/watch?v=IWA2pjMjpBs">https://www.youtube.com/watch?v=IWA2pjMjpBs</a> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Zoom platform</li> </ul>	<ul style="list-style-type: none"> <li>▪ Elicitation</li> </ul>	
<b>ABILITIES</b> To discuss furniture and dream homes	<b>DEVELOPMENT</b> (90 min)	<p><b>ACTIVITY 1</b> (35 min)</p> <ul style="list-style-type: none"> <li>▪ T explains <i>There is/ There are</i> through a PowerPoint presentation.</li> <li>▪ T gives clear instructions and some useful tips.</li> <li>▪ Ss practice grammar through a workshop.</li> <li>▪ T monitors the class. T helps Ss to finish the task</li> <li>▪ T checks answers.</li> </ul> <p><b>ACTIVITY 2</b> (35 min)</p>	<ul style="list-style-type: none"> <li>▪ Book</li> <li>▪ Computer</li> <li>▪ YouTube platform</li> <li>▪ PowerPoint presentation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Active Method</li> <li>▪ Inductive-Deductive Method.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 85% of the Ss will discuss furniture and dream homes.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ T poses a thought about which is the best dream home.</li> <li>▪ Ss discuss about which is the best dream home and why.</li> <li>▪ T corrects any mistakes.</li> <li>▪ Ss take turns to pose their thoughts about which is the best dream home.</li> <li>▪ T elicits their answers.</li> <li>▪ T encourages the students to speak fluently.</li> </ul> <p><b>ACTIVITY 3</b> (20 min)</p> <ul style="list-style-type: none"> <li>▪ Ss connect to new vocabulary. Ss talk about furniture in their homes.</li> <li>▪ T monitors the class.</li> </ul>			
	<p><b>CONCLUSION</b> (10 min)</p>	<p><b>WRAP UP</b></p> <ul style="list-style-type: none"> <li>▪ Ss play the <b>Raise your hand</b>. “Raise your hand if you have a bookcase in your living room”</li> </ul>		<ul style="list-style-type: none"> <li>▪ Active Method</li> </ul>	<ul style="list-style-type: none"> <li>▪ 90% of the Ss have good intonation when speaking.</li> <li>▪ 75% of the Ss discuss about dream homes fluently.</li> </ul>

**Annex F**



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<b>Date:</b> 22/03/2021- 23/03/2021	<b>Didactic Unit:</b> Unit 8 (Pages 50-55)	<b>Teacher:</b> Anahis León Bravo	<b>Time:</b> 1h:45min.
<b>Topic:</b> Jobs and workplaces.	<b>Objective:</b> SWBAT defend their position about which is the best job through a planned debate between classmates.		<b>Level:</b> A1 <b>Student numbers:</b> 5 students

KNOWLEDGE	PHASES	ACTIVITIES	RESOURCES	TECHNIQUES AND METHODS	EVALUATION
Greetings	<b>INTRODUCTION</b> (5 min)	<ul style="list-style-type: none"> <li>▪ Greetings</li> <li>▪ Warm up (<i>T introduces the topic</i>) T says <i>I'm a teacher. Teacher is a job. Name some other jobs.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Zoom platform</li> </ul>	<ul style="list-style-type: none"> <li>▪ Elicitation</li> </ul>	
<b>ABILITIES</b> To defend which is the best job.	<b>DEVELOPMENT</b> (90 min)	<p><b>ACTIVITY 1</b> (35 min)</p> <ul style="list-style-type: none"> <li>▪ T explains <i>Placement of adjectives</i> through a PowerPoint presentation.</li> <li>▪ T gives clear instructions and some useful tips.</li> <li>▪ Ss practice grammar through a workshop.</li> <li>▪ T monitors the class. T helps Ss to finish the task</li> <li>▪ T checks answers.</li> </ul> <p><b>ACTIVITY 2</b> (35 min)</p>	<ul style="list-style-type: none"> <li>▪ Book</li> <li>▪ Computer</li> <li>▪ YouTube platform</li> <li>▪ PowerPoint presentation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Active Method</li> <li>▪ Inductive-Deductive Method.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 85% of the Ss will defend their position about which is the best job.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ T says “being a doctor is the best job because they cure all the diseases in the world”. Ss refute that statement and give an explanation.</li> <li>▪ T elicits their answers.</li> <li>▪ Ss say what is the best job of all and give reasons. Ss take turns to refute that statement.</li> </ul> <p><b>ACTIVITY 3</b> (20 min)</p> <ul style="list-style-type: none"> <li>▪ T shows some job pictures. Ss look at the pictures and make a sentence about it.</li> <li>▪ T monitors the activity.</li> <li>▪ Ss describe a job. The other half of Ss guess what is the job name.</li> </ul>			
	<p><b>CONCLUSION</b> (10 min)</p>	<p><b>WRAP UP</b></p> <ul style="list-style-type: none"> <li>▪ T plays an audio about a conversation. Ss role play the conversation and improve pronunciation of the words.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Active Method</li> </ul>	<ul style="list-style-type: none"> <li>▪ 90% of the Ss applied grammatical structures accurately.</li> <li>▪ 75% of the Ss pronounce new words appropriately.</li> </ul>



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<b>Date:</b> 24/03/2021- 25/03/2021	<b>Didactic Unit:</b> Unit 8 (Pages 50-55)	<b>Teacher:</b> Anahis León Bravo	<b>Time:</b> 1h:45min.
<b>Topic:</b> Food	<b>Objective:</b> SWBAT describe eating habits through a role play between classmates.	<b>Level:</b> A1	<b>Student numbers:</b> 5 students

KNOWLEDGE	PHASES	ACTIVITIES	RESOURCES	TECHNIQUES AND METHODS	EVALUATION
Greetings	<b>INTRODUCTION</b> (5 min)	<ul style="list-style-type: none"> <li>▪ Greetings</li> <li>▪ Warm up (<i>T introduces the topic</i>) T writes. <i>I like vegetables.</i> <i>Vegetables are healthy food.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Zoom platform</li> </ul>	<ul style="list-style-type: none"> <li>▪ Elicitation</li> </ul>	
<b>ABILITIES</b> To describe eating habits.	<b>DEVELOPMENT</b> (90 min)	<p><b>ACTIVITY 1</b> (35 min)</p> <ul style="list-style-type: none"> <li>▪ T explains <i>Some and Any</i> through a PowerPoint presentation.</li> <li>▪ T gives clear instructions and some useful tips.</li> <li>▪ Ss practice grammar through a workshop.</li> <li>▪ T monitors the class. T helps Ss to finish the task</li> <li>▪ T checks answers.</li> </ul> <p><b>ACTIVITY 2</b> (35 min)</p>	<ul style="list-style-type: none"> <li>▪ Book</li> <li>▪ Computer</li> <li>▪ YouTube platform</li> <li>▪ PowerPoint presentation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Active Method</li> <li>▪ Inductive-Deductive Method.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 85% of the Ss will describe eating habits.</li> </ul>



		<ul style="list-style-type: none"> <li>▪ Ss create a conversation about healthy and unhealthy food. Ss use some/any in the conversation.</li> <li>▪ T monitors the activity.</li> <li>▪ Ss role play the conversation.</li> <li>▪ T checks pronunciation mistakes.</li> <li>▪ T gives feedback.</li> </ul> <p><b>ACTIVITY 3</b> (20 min)</p> <ul style="list-style-type: none"> <li>▪ Ss draw a person and his/her eating habit.</li> <li>▪ The other half of students take turns to describe the eating habit.</li> <li>▪ T elicits their descriptions.</li> </ul>			
	<p><b>CONCLUSION</b> (10 min)</p>	<p><b>WRAP UP</b></p> <ul style="list-style-type: none"> <li>▪ Ss play <b>Chain game</b>. “I like (carrots)”.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Active Method</li> </ul>	<ul style="list-style-type: none"> <li>▪ 90% of the Ss have good pace when speaking.</li> <li>▪ 75% of the Ss use informal language.</li> </ul>

**Annex H**



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<b>Date:</b> 29/03/2021	<b>Didactic Unit:</b> Unit 8 (Pages 50-55)	<b>Teacher:</b> Anahis León Bravo	<b>Time:</b> 1h:45min.
<b>Topic:</b> Evaluation	<b>Objective:</b> SWBAT demonstrate the knowledge acquired during the application of the conversational club through an oral test.	<b>Level:</b> A1	<b>Student numbers:</b> 5 students

KNOWLEDGE	PHASES	ACTIVITIES	RESOURCES	TECHNIQUES AND METHODS	EVALUATION
Greetings	<b>INTRODUCTION</b> (5 min)	<ul style="list-style-type: none"> <li>▪ Greetings</li> <li>▪ T takes attendance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Zoom platform</li> </ul>	<ul style="list-style-type: none"> <li>▪ Elicitation</li> </ul>	
<p style="text-align: center;"><b>ABILITIES</b></p> <p>To demonstrate the knowledge acquired during the application of the conversational club.</p>	<b>DEVELOPMENT</b> (90 min)	<p><b>ACTIVITY 1</b> (60 min)</p> <ul style="list-style-type: none"> <li>▪ T gives clear instructions.</li> <li>▪ Ss take an oral test.</li> <li>▪ T elicits their answers.</li> </ul> <p><b>ACTIVITY 2</b> (30 min)</p> <ul style="list-style-type: none"> <li>▪ T gives feedback.</li> <li>▪ T encourages Ss to improve their English skills.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Book</li> <li>▪ Computer</li> <li>▪ YouTube platform</li> <li>▪ PowerPoint presentation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Active Method</li> <li>▪ Inductive-Deductive Method.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 85% of the Ss will demonstrate the knowledge acquired during the application of the conversational club.</li> </ul>

	<p><b>CONCLUSION</b> (10 min)</p>	<p><b>WRAP UP</b></p> <ul style="list-style-type: none"> <li>▪ T thanks Ss.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Active Method</li> </ul>	<ul style="list-style-type: none"> <li>▪ 90% of the Ss take the test.</li> <li>▪ 75% of the Ss use the knowledge acquired during the process.</li> </ul>

**Annex I**