UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACION HUMANAS Y TECNOLOGIAS

CARRERA DE IDIOMAS

THESIS TITTLE

¨CONVERSATIONAL CLUBS AS IMPROVEMENT FOR THE PERFORMANCE OF LISTENING AND SPEAKING SKILLS IN ENGLISH CLASSROOMS IN THE THIRD YEAR OF BASIC EDUCATION OF ¨UNIDAD EDUCATIVA ELOY ALFARO ¨ HUIGRA, PROVINCE OF CHIMBORAZO, ECUADOR. DURING THE ACADEMIC YEAR 2015 – 2016. ¨

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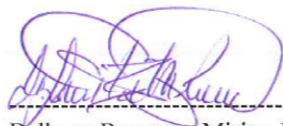
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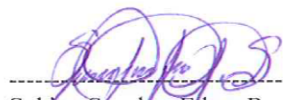
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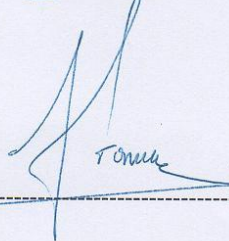
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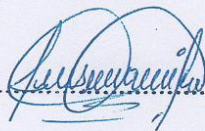
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DEDICATORY

To God and my parents, because theyhave been with me in every step I have been crossing; taking care of me and from heaven guiding my way. To my parents, fundamental pillars in my life who have watched over my well-being, with much love and affection, I dedicate them all my efforts, in recognition of all the sacrifice that I have put to studyand especially I thank my teachers, who have been my guide during this journey of my life.

E.R.S.S

With the accomplishment of this thesis, one of my most important goals has been achieved. Therefore, I would like to dedicate it to my parents; role models for their dedication, strength and courage; who have been with me at every step along my daily and student's life as they have showed me their support and gave me a guiding and motivating hand in difficult times; they had contributed in my educational training and my desire to overcome obstacles and so for showing me their affection and true love.

M.J.B.R

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RESUMEN

No es una sorpresa que una lengua extranjera, resulta difícil producir cuando no se habla como primera lengua, ya que el alumno se limita a hablar en clase y no en su vida diaria, la práctica resulta insuficiente. La práctica de inglés podría ayudar a que la comunicación de los estudiantes se convierta en natural y espontánea; hay varios factores que influyen en la comunicación en E.S.L que se determinaron como errores más comunes cometidos por los estudiantes y profesores dentro de las clases de inglés. El desinterés y la mala actitud gobiernan el aula, infectando actitud negativa en toda la clase, en consecuencia, los alumnos se encuentran agotados de estar en clases monótonas con el uso exclusivo de los libros siempre dentro de las aulas de clase.El propósito de este estudio es identificar los puntos débiles del rendimiento de los estudiantes en la clase de inglés, y al mismo tiempo promover la creación de clubes de conversación con el fin de reforzar las debilidades de los estudiantes. Fue a través de entrevistas personales y cuestionarios a estas clases que el enfoque parecía estar en las competencias generales de inglés en lugar de en el aprendizaje de conversación. Se ha evidenciado que muchos estudiantes se sienten frustrados o no aptos para iniciar una conversación en inglés correctamente y no participan en clase. Pero se deberesaltar que las notas no reflejan el conocimiento. Probablemente, sólo los estudiantes son tímidos y tienen miedo, lo que demuestra el temor a hablar inglés en frente de la clase y profesores. De esta manera las barreras lingüísticas juegan en contra del uso de la conversación en inglés, además la cultura y la lengua materna no permiten el procesamiento del lenguaje directamente, limitando al hablante inconscientemente, esto provoca el bajo rendimiento en las notas y, posteriormente la deserción de clase.Por lo que la creación de un Club de conversación se promueve como posible impulso a los estudiantes para que se sienten motivados y seguros al aprender el idioma inglés, desarrollando un mejor rendimiento en sus habilidades lingüísticas, además de un lugar en el que puedan realizar las tareas, el trabajo en proyectos de aula y, definitivamente, obtener un buen resultado al final del año escolar.

SUMMARY

It is not a surprise that a foreign language, result difficult to produce when it is not spoken as a first language, and, since the student is limited to speak in class and not in their daily life, the practice results insufficient. The practice of English would help learners become natural and spontaneous; there are several factors that influence the communication in E.S.L, it has been determined as most common mistakes that students and Teachers commit inside English classes. Disinterest and poor attitude govern the classroom, infecting negative attitude in the entire class consequently, the learners are exhausted of being in monotonous classes with the unique use of books always inside the walls. The purpose of this study is to identify the weaknesses of student's performance in English class, and simultaneously promote the creation of clubs of conversation in order to reinforce the failures of students. It was through personal interviews and questionnaires to these classes that the focus seemed to be on general English proficiency rather than on conversation learning. It has been evidenced that many students are frustrated or unfit to start a conversation in English properly and don't participate in class but it must be emphasized that the notes do not reflect knowledge; probably just shy students who are afraid, demonstrating fear of speak English in front of the class and Teachers. Thereby the linguistic barriers play against the use of conversation in English, culture and native language does not allow processing the language directly, limiting the speaker unconsciously, this causes the underperformance in notes and subsequently the class desertion. Reason why the creation of club of conversation is promoted as possibly impulse to students feel motivated and confident when learning the English language, which may develop better performance of their language skills, besides a place where they can perform tasks, work in classroom projects and definitely get a good result at the end of school year.

INTRODUCTION

This research conducted at Educative Unite Eloy Alfaro from Huigra Parish, aims to diagnose the weaknesses and causes of the poor performance in the students of third year of General Basic Education.This research is diagnostic and focuses on the poor performance of speaking and listening skills in the English communicative classes and simultaneously takes as proposal the creation of clubs of conversation as a possible activity that would help to enhance the weaknesses of these students. This investigation is divided in 5 chapters:

The chapter n° 1 contains the referential framework; the research problem; problem formulation; question or problems arising guidelines, objectives and problem justification. In other words, it is the problematic that made the study to be realized, justifying the reason why the importance of this research.

The chapter n° 2 refers to the theoretical framework, background investigation and theoretical foundation; it contains all the information, thathelp our investigation to be supported; mostly theories and supposes that are directly related and with the described problem of research. Indeed, the data will be supported by bibliography references, internet publications and scientific articles, that allow to debate, expand, conceptualize and conclude.

The chapter n° 3 deals with the methodological framework, types and design of research, population and sample and techniques and instruments of data collection. It consists in apply the method, mechanism, strategies and procedures to follow during this investigation. That help us to know the theories, categories, situation in the social context; economic, physical, psychological and etc.

The Chaptern^o 4 contains all the data collected in the survey and questionnaire.which is analyzed. Each question has been detailed with its respective chart, the same that has its respective interpretation.

TheChaptern^o 5 in a general conclusionreached the result that the students need to be encouraged by the practice of English language in four skills (writing, reading, speaking and listening) not just in speaking and listening, agreeing on the possible creation of a club of conversation in the second language, being outcome the total support of both teachers and students.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1.THE RESEARCH PROBLEM

At the time of this research in the Institutional development, the third year of General Basic Education parallel "A" is a group of 29 students. They are between 14 and 15 years old, with a rank from B to MB according to the knowledge in the English Subject.

The experience in the pre professional practices, evidenced the students have deficiency in verbal fluency and listening, because of the lack of practice of English language. The desertion of students in the Unidad EducativaEloy Alfaro is a worrying factor because students have not had a comprehensive process that encourages development of language skills.

For a Student of English language as a foreign language, who lives in a country where it is not spoken as a first language, result difficult and somewhat disadvantageous its practice, since the student is limited to only speak in the classroom and not in the different places they might frequent, where their practice would become natural and spontaneous, helping them to have a good verbal fluency of the language.

The most common problems that not allow students to perform accurately in their English skills, in this group of students, are principally disinterest and poor attitude of Teacher, and the most important cause of poor performance in English language is the negative attitude of students toward the learning of English language. Besides the improper use of the teaching method also causes poor performance in English Language among the School students.and lack of motivation from the teacher, as many of them use obsolete or traditional methodologies, without taking into account the students learning styles.

Additionally, there are a serial of factors that influence in the communicative and practical process of this language, this is why it has been determined to do this study, about the possible creation of conversational clubs, to help the improvement of poor performance in listening and speaking skills, conducted in the Unit Education Eloy Alfaro of third year of Basic Education, canton Alausí, province of Chimborazo, located in the Huigra Parish.Jointly with the Authorities, Teachers and Students of the Institution during the Academic year 2015 – 2016.

1.2 PROBLEM FORMULATION

Whatare the factors that influence inthe poor performance of listening and speaking skills in English class at ¨ Unidad Educativa Eloy Alfaro ¨ in the students of Third year of General Basic Education from Huigra parish, Province of Chimborazo, during the academic year 2015–2016¨?

1.3. QUESTIONS OR PROBLEMS ARISING GUIDELINES

- What are the most common mistakes do the students have in oral expression?

- What are the most common difficulties encountered by the students when they want to participate orally in English class?

- What role do conversation classes have in this educational context?

- What is the reason to suggest the creation of conversational clubs?

1.4 OBJECTIVES:

1.4.1 GENERAL OBJECTIVE:

- To diagnose the factors that influence in the poor performance of listening and speaking skills and the possible creation of a Club of conversation to improve English classes in the Third year of General Basic Education of "Unidad Educativa Eloy Alfaro from Huigra".

1.4.2SPECIFIC OBJECTIVES

- To diagnose the causes that produce the poor performance of listening and speaking skills in the students.

- To identify the role that conversation clubs can have in listening and speaking skills according to the students and teacher´s view

- To promote and suggest the creation of specialized English conversation clubs, as a plan to improve student's listening and speaking skills.

1.5 PROBLEM JUSTIFICATION

The reasonfor doing this research is to recommend the creation of Conversational Clubs to balancethe Englishoral level of students at Unidad Educativa Eloy Alfaro from Huigra, mainly at the ThirdGeneral Basic Level, considering that learning English as a foreign language gives many possibilities for students and people in general, besides having access to updatedinformation in a society where about three quarters of worldwide activities are done in English, every area in technology, communication, economy, tourism and more. English is a community of speakers that includes countries from the five continents.It is possible to encourage the liking for English from young age, it is possible that our future students will not fear the English and promote learning.

It is convenient to do this research, because through it will be known how lack of knowledge and practice affect students,in order to subsequently suggest the application of oral-conversational techniques in English language promoting spontaneity, being direct beneficiariesthe students, as well as teachers and other authorities in the Educational community.

Once realized the investigation. It will be able to generalize the results, due that; the study groupcorresponds to sample of the population;therebythat outcome will serve as a source of support for future research.

In addition, this research is relevant because as future teachers, we want to know how tohelp and improve the class communication ,for the development and improvement of speaking and listening in the English language teaching in students with poor performance and low English level, thereafter teach properly to our studentsusing this activity, so it is considered positive counting with support of the Institution to conduct the research., finally as future teachers, it is very important to diagnose the causes, weaknesses and possible consequences of the poor performance of Students and simultaneously the results of it will serve to the Institution for a future creation of conversational clubs as more than just an activity, like a part of the students grades, and allowing language school and teachers as a base for further research,since it is a scientific research contribution.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 BACKGROUNDS INVESTIGATIONS REGARDING THE PROBLEM

After reviewing the files in the library of the Faculty of Education Sciences, Humanities and Technologies owned by the National University of Chimborazo, as well as different libraries and newspaper files of the city, we have seen that there is no investigation with respect to similar variables.

This actual topic has not been found: ¨CONVERSATIONAL CLUBS AS IMPROVEMENT FOR THE PERFORMANCE OF LISTENING AND SPEAKING SKILLS IN ENGLISH CLASSROOMS IN THE THIRD YEAR OF BASIC EDUCATION OF ¨UNIDAD EDUCATIVA ELOY ALFARO ¨ HUIGRA, PROVINCE CHIMBORAZO, ECUADOR. DURING THE ACADEMIC YEAR 2015 – 2016. ¨

2.2. THEORETICAL FOUNDATIONS

English is used as an official language in many nations, and also influence on many different cultures in a large number of countries; it is a central language of communication in the world-wide (Susanna, 2007). It is clearly present when a lot of people in a country speak English as the first language such as in the United States of America, Canada, Britain, Australia, New Zealand, South Africa and others (Braine, 2005; crystal, 2006). The English language expansion has rapidly increased the needs to gain better communication English throughout the world because the aptitude to use English is very much needed for further studies, journeys in other countries as well as for social and professional global contacts of different kinds (Hashemi, 2011; Susanna, 2007). identify that the English language is generally used as an international language for communication among people from different language backgrounds in all parts of the world. (Abidin, 2013)

2.2.1 PROFICIENCY COMMUNICATION AND STUDENTS POOR PERFORMANCE.

Proficiency with Fluency are the natural use of the language that take place when a speaker takes part in meaningful communication and maintains communication accuracy. They often require meaning negotiation and address misunderstandings.(CLASSROOM, 2014)

Learning strategies are the several methods that learners use to obtain information; normally high achievers learners use more learning strategies than others lower achieving learners (Dembo, 2004). There were several unsuccessful students in study because they often failed to apply learning strategies appropriately to the task at hand. The researcher's aspects believe that learning strategies are as significant in second language acquisition (SLA) motivation; it provides the learners tools for achieving the goal.

Process (Trawiński, 2005). It is very valuable to formulate and adapt learning strategies to complement learner's English language level and then encourage successful participation (Margaret, 2005). According to Ting (2009), students are able to overcome their weakness in some learning styles with suitable strategy training, and learning strategies can influence students' learning achievements. Moreover, learning strategic factors also enhance students to be good learners as Oxford (2001), classifies the characteristics of the good learners that she/he:

• Learner is an enthusiastic and accurate guesser?

• Student has a strong drive to communicate;

•Students is uninhabited and ready to make mistakes;

•Learner emphasizes on form by looking at patterns and using analysis;

•Learner takes improvement of all practice opportunities;

•Student monitors his or her own speech and that of others;(Abidin, 2013)

2.2.1.1 LINGUISTIC BARRIERS

Linguistic barriers can be defined as the obstacles to communication between the sender and receiver. Linguistic barriers can be a result of geographic difference, status difference, language and culture differences, last environment.(kaye, 2016)

2.2.1.2 COMMUNICATION BARRIERS

Communication barriers in the classroom make interaction difficult for students to get the most outcome of their education. Some teachers fail to create engaging lessons and struggle to connect with their students on a one-to-one basis. Students with unaddressed language and speech difficulties often have trouble communicating with their teachers and classmates. Personality differences and peer pressure add to the mix, making some classroom interactions feel awkward or forced. (Tacker, 2014)

2.2.1.3 SPEECH AND LANGUAGE DIFFICULTIES

Students with unaddressed learning or speech difficulties often find hard to communicate in classroom settings. Some might have trouble comprehending lessons and organizing their thoughts, and others might rely on gestures rather than words, says speech-language pathologist Deanna Swallow at North Shore Pediatric Therapy in Chicago. Students often shut down, isolating themselves out of fear or embarrassment. This communication barrier can often be overcome by developing individual education plans for struggling students and consulting with special education teachers, parents and counselors.(Tacker, 2014).

2.2.1.4 BORING CLASSROOMLESSONS

Classroom communication disconnect when students are bored, unmotivated or disinterested in their class. Students don't need to be entertained all day, but teachers should work hard to develop engaging lessons with interested topics and relevant activities. Thought-provoking assignments, technology-enhanced lectures and creative projects to classroom communication and interaction. Outdated, routine assignments and busywork create communication barriers -- students don't want to interact with their teachers and just want class to be over. Teachers who put creativity,energy and enthusiasm into their lesson plans don't usually have to deal with this communication barrier.(Tacker, 2014)

2.2.1.5 PERSONALITY DIFFERENCES

Some communication problems start from personality differences between students and teachers. For example, students who don't want to connect on a personal level with their teachers often avoid communicating, says James McCroskey, author and educator at the University of Alabama. This personality dynamic frustrates teachers who attempt to bond with each student, only to find their efforts unsuccessful. Students who maintains closeness and acceptance often tend to be the teacher's pet. On the other hand Teachers and classmates might get irritated with students who brown nose for attention. Personality differences lead to frustration, unhappiness and lack of communication between students and teachers. Teacher must recognize and understand these personality differences and try to find a healthy balance, without showing favoritism.(Tacker, 2014)

2.2.1.6 PEER PRESSURE

Pressure by peer creates communication problems in classroom when students respond to teachers acting funny and mocking, not taking the class seriously. Students might refuse to build relationships with teachers in order to maintain their not-so-interested-in-school reputations. Peer pressure can influence classroom as early as first grade, says Brett Laursen, professor of psychology at Florida Atlantic University, according to the American Psychological Association. The best way to combat communication complications resulting from peer pressure is to reward positive behavior. For example, you might give students 10 minutes extra of free time after you've had a successful classroom discussion. Or, you might incorporate pop culture -- movies, music, TV shows, celebrities, social media or video games -- into your curriculum to open doors of communication.(Tacker, 2014)

2.2.1.7 PERCEPTION BARRIERS

Perception may be a barrier to effective communication in the classroom. Different people may receive and hear the same message but interpret it differently. Paying attention to detail is also important. Important aspects can be missed by not covering a subject in depth. A teacher should also learn to focus on both positive and negative aspects of a conversation. By having a distorted focus, a teacher may only focus on the negative aspects of a conversation.(Tacker, 2014)

2.2.1.8 ORAL BARRIERS

Barriers in the classroom can exist if oral communication isn`t clear. Communication only occurs when a listener hears and understands your message in the way you meant for it to be received. Some problems in oral communications include using words with ambiguous meanings. The teacher must make sure the students clearly understand the meanings of words. Another problem in oral communications is using generalizations and stereotypes. Classroom communication should be specific and according to the topic and without bias. A teacher must also take caution not to make a premature conclusion before she has all the factsabout a topic or situation. Finally, a teacher must overcome any lack of self-confidence and deliver the message with assertiveness and clarity.(Tacker, 2014)

2.2.1.9 CULTURAL BARRIERS

Cultural differences could be a barrier to effective communications in the classroom. It is possible for both a teacher and a student to have predisposed ideas about behavior based on what the other person's culture is. Messages are often misunderstood if they are delivered in a way that is unfamiliar to the student's culture. It is important to dispel assumptions or biases based on cultural differences in a classroom (Tacker, 2014).

2.2.2 TYPES OF COMMUNICATION IN A CLASSROOM

2.2.2.1 TEACHER/CLASS COMMUNICATION

Teacher/class communication exists when a teacher communicates with his entire class. Verbal communication exists when a teacher tells students information they need to know. For example, if a teacher asks a student to "stop talking," this is a direct form of verbal communication. There are ways for teachers to communicate nonverbally with their classes, such as through their posture, gesticulations and proximity to the students. Instead of telling a student to stop talking, a teacher could use nonverbal communication by moving toward the disruptive student's desk. Not only does the disruptive student receive the message, but other students in the class who observe the intervention receive it as well. Written instructions for an assignment are given from the teacher for the whole class.(Tacker, 2014)

2.2.2.2 TEACHER/STUDENT COMMUNICATION

Teacher/student communication occurs when a teacher interacts directly with a particular student. Since a teacher interacts with her students mostly front of the whole class, it can be difficult to distinguish teacher/student communication from teacher/class communication. Teacher/student communication requires that the teacher act one-on-one with a student, such as in a conference during class activities, before or after class or after school. This type of communication is effective for teachers who want to communicate a private message, such as a talk about constant inappropriate behavior or about taking more of a leadership role in class.(Tacker, 2014)

2.2.2.3 STUDENT/TEACHER COMMUNICATION

Student/teacher communication is also direct communication between student and teacher, but this time it is the student who initiates the conversation. Also, this can occur during whole-class participation. For example, a student who asks a teacher a question during class discussion engages in student/teacher communication because it is a single student communicating with a single teacher. The reason the reverse situation constitutes teacher/class communication and not teacher/student is that the teacher's actions and messages are directed toward the whole class

While the student's questions here are only directed to the teacher. When students write emails totheir teacher on graded assignments, this constitutes a written form of student/teacher communication.(Tacker, 2014)

2.2.2.4 STUDENT/STUDENT COMMUNICATION

Student/student communication occurs when two or more students interact with one another. Successful whole-class discussion stimulates student/student communication because students should talk to each other and not just to the teacher. Two students may disagree and talk back and forth to each other during such discussions. Student/student communication also occurs when students work in groups or pairs to complete assignments.(Tacker, 2014)

2.2.2.5 STUDENT/CLASS COMMUNICATION

Student/class communication exists when a student or group of students direct their messages to the entire class. Whole-class discussion can also stimulate this type of communication. For example, if a student asks the class a question during a discussion, the student's message is directed at the entire class. Individual or group presentations also constitute student/class communication, and it is this type of communication about which students feel most nervous or self-conscious. Nonverbal communication often includes fidgeting or looking away.(Tacker, 2014)

2.2.2.6 INDIVIDUAL STUDENTS

The personality in each student influences communication in the classroom. While some students instantly open up to communication, J.C. McCroskey's book "Oral Communication Apprehension: A Summary of Recent Theory and Research" identifies a condition known as communication apprehension, an "individual level of fear or anxiety associated with either real or anticipated communication with another person or persons." Even students that communicate well outside the classroom may experience communication apprehension conditionally in educational settings. Teachers can help ease this reluctance and create a warm, easygoing atmosphere by asking informal questions, or starting with questions related to topics that students are knowledgeable about.(Tacker, 2014)Culture, speech, pronunciation, the Dominance of first language, shyness, classroom atmosphere

2.2.2.7 DIDACTICAL FACTORS

Some learners are responsible for the fact that they perform poorly in English Language. Many students do not even practice the habit of speaking simple and correct English. Students are fond of speaking inaccurate English, even when they ask their English Language teachers questions about their lessons. This has in fact landed some of them in trouble with their teachers. There are some students who do not buy the recommended English Language textbooks for their studies and some others who buy theirs do not make effective use of them.(Oniha, 2011)

Besides many parents and teachers of other subjects who are seen as models by students often discuss with them in wrong English. There are cases of teachers who commit unpardonable grammatical errors when teaching. Some parents who are even university graduates make such mistakes as "stop making noise", "off the light", "so therefore", "superior than", "stronger", etc. when interacting with their children. Students generally take such wrong expressions for correct ones and this phenomenon goes a long way in affecting their performances in English Language examinations.(Oniha, 2011)

2.2.2.8 WEAKNESSES OF STUDENTS:

Many reasons that cause students poor performance of their learning English as a foreign language are the weakness of curriculum design, lack of English teachers, and lack of students' motivation. According to John &EHow (2011), stated that the problems of learning English language derived from different factorsand in several environments such as school resources, class size, quality of teachers, and the school attendance of learners. Murray &Christison (2010), observed that many students think English is only a school subject and they don't see its significance for their prospective employment to work with multinational or national companies where English is employed. Hutchinson & Waters (1991); Susanna (2007), pointed out that the mismatch between the students' conceptual or cognitive capacities and the learners' English proficiency level often cause problems for students because the students' learning style and teachers' teaching approach do not match and also the English course does not relate to the

Students' needs and interests. Susanna (2007), also claimed that weak students usually have poor strategies and give up easily when they find struggle.(Abidin, 2013)

In addition, many studies have been conducted on students' poor performance in learning the English language such as a study of Challenges of Learning English in Australia towards Students Coming from Selected Southeast Asian Countries found that factors that affected the foreign students' weakness in learning English because of the changing of learners' habits, cultures, and the structure of languages; for example, there were no strict rules for pronunciation of their mother language (Cao, 2011). Besides, a survey into the causes of English language learning anxiety in students also found that students were afraid of making mistakes in the classes, failing the exams, as well as the poor socioeconomic background cause of the poor performance in learning languages (Khattak, Jamshed, Ahmad, &Baig, 2011).While, a study of the determinants and issues in student achievement in English at the Lao secondary education level found that a majority of secondary students have a problem with basic vocabulary skills which influence reading comprehension and the content of textbooks difficulty (Souvannasy et al., 2008a). (Abidin, 2013)

Another important cause of poor performance in English language is the negative attitude of students toward the learning of English language. Students, particularly in secondary and primary schools mostly show negative attitude toward learning of English language because they consider it foreign or not theirs. Mohammed, (2002) was of the view that most students put a kind of negative attitude in learning and use of English language as well as making teachers task a difficult one in deed. It is obvious that for any student to be proficient in English language, mastering of skill of listening, speaking, reading and writing is necessary, and it requires a hardworking and dedication from the students(Rabiu Usman, 2014)

2.2.3 CONVERSATIONAL CLUBS

Conversation Clubs are based on a simple but effective concept, encouraging people to get together for a good conversation. A monitor uses items based upon specific theme, from the gallery's handing collection as a way of gently easy people in to a conversation and talking to each other. People can come and just listen, they can contribute items themselves to talk about or they can initiate conversation and suggest ideas for future conversation. As they sit together the good conversation starts a flow and participants are also able to make a lasting remainder of their conversation by working with a visual artist to create their own art work. The role of conversation club is to help establish the group, introduce people to each other and enable people to make link links and connection. In the other case the purpose of the Club is negotiated with the group leader and include providing a new model or way of group working for leader and support will be provided to help ensure groups remaining open and accessible to new members. In each case planning time was spend with group leaders and members to support them. To continue to use the approach in their everyday meeting.(James, 2013)

Conversation Clubs will be developed in a way that each student contribution is valued; knowledge, existing skills, and experiences enable students to shape the activity. It will be meaningful for the needs to manage clubs carefully ensuring that they will be open and accessible. (James, 2013)

An English club is a place for language learning to use English in a casual setting. Practicing your skill in the classroom is important, in an English club students get a chance to practice many different skills principally speaking and listening, in a setting that is more like real life. Though teacher understand learners' English. In the English conversational club students will require to speak more clearly and listen more carefully.(club, 2011)

An English conversation club is a great way to make new lasting friendships. It is important to have good ESL, because your confidence will increase, if the members practice. The students will feel more comfortable using English around the classroom; they trust and have fun with.(club, 2011)

Sociologists affirm that "Conversation is the kind of speech that happens informally, symmetrically, and for the purposes of establishing and maintaining social ties." This is the kind of definition we totally support, not just in English, including all languages around the planet because talking is the best icebreaker.Writing and speaking differentiation, personal support, and insecurity about pronunciation, lack of interest, not knowledge of grammatical, poor vocabulary, hate the subject are the most common mistakes in students.

Conversation Club is a type of speech event that is distinct from lectures, discussion, interviews and courtroom trials. Conversation is cooperatively constructed which is based on contributions, assumptions and interpretation of the participants' utterances awareness of differing assumptions, expectations and interpretations would be vital for learning conversation in a cross cultural classroom. Since conversation is cooperative, it becomes a negotiated, self-regulated process that is segmental created through short frequent tour consisting of phrases and clauses. Active monitoring is also needed to link utterances together and is maintained through active listening. This interaction means that the participants have equal right to produce utterance. However, this feature has cultural implication for students. It has been observed that any varying levels know among students such as academic year or age differences, tend to inhibit conversational flow.(Kroeker, 2009)

It is driven by interactive rules and routine, where this structures guide how silence, volume, intonation, conventional language, information and norms of interaction are used to organize conversation. Also conversational language enables various situations such as coming into a conversation, holding listening interest, subject changing and getting out the conversation smoothly. These routines are signaled through specialized words and phrases to make conversation cohesive which means that conversation is made up of linguistic features.(Kroeker, 2009).

Conversation is also topically unpredictable (Sinclair, 1992, 81) 2: 81) and therefore native speakers tend to have a "linguistic repertoire" of regularly used phrase.Conversation is social and multi-sensory meaning it establishes rapport and mutual agreement, engages in phatic communication, maintain and modifies social identity and involves interpersonal skills this social element. Is expressed through wishes, feelings, attitudes, opinions and judgments which can clash with the formal nature of the classroom when performing conversation. Conversation is multi-sensory this entails paralinguistic features such as eye-contact, facial expression, body language, tempo, pauses, voice, quality change, and pitch variation which affect conversational flow.(Kroeker, 2009).

2.2.3.1 CONVERSATION FUNCTION

Conversation is a way to verbally communicate for mostly interpersonal and somewhat transactional purpose. It is a way to initiate action through linguistic means such us speech acts of function (apologizing, promising and inviting), functional language is used directly or indirectly in various ways and context and therefore functional language is neither exhaustive nor complete. Conversation is a way to mark relationships, which suspend social distance, status and power through linguistic neutrality, equality, sympathy and antipathy. So to generate conversation this functions must be present and practiced in a conversation class.(Kroeker, 2009)

2.2.3.2 CONVERSATION CONDITION:

Conversation happens when people are face to face which makes it highly interactional and social. However, Thornbury and Slade (2006, 23) point out that computer-mediated communication (CMC) shares many conversation characteristics where face to face may not be the only way to have a conversation. Conversation happens when there is a small group of people with a minimum of two. It happens within shared context such us in situational, institutional, social and cultural environment. Conversation happens in real time   and demand spontaneous decision making and improvisation leading to a very dynamic discourse.(Kroeker, 2009)

In summary, conversation is a specific spoken discourse that is primarily social and engaged in for social purposes and in social context. Conversation entails the knowledge of the language system and the factors that create socially cohesive discourse.(Kroeker, 2009)

Conversation classes must be guided by the elements of conversation as previously mentioned and the means to generate genuine conversation.

2.2.3.3 HOW CONVERSATION TEND TO BE TAUGHT

How conversation is viewed impacts how it is taught, (Richards and Sukwiwat 1983.. 124) this means if conversation is seem as an oral information exchange then it will be treated like a product. Conversely, if conversation is represented in a social interaction it will be treated as a

process. Conversation classes then range from free (agenda-less discussion) to constrained drilling exercises and tend to subscribe to one of three approaches.(Kroeker, 2009)

2.2.3.4 THE INDIRECT APPROACH

It is based on the idea that conversation competence will emerge from participating in interactive activities such as discussion, role plays, information gap, and problem-solving task. Some methods that may be considered indirect approach are the Oral Approach, the Audio-lingual Method, Community Language Learning and Communicative Language Teaching, if the interaction is meaningful, conversation competence will be acquired peripherally. However claims that interactive activities tend to elicit reproductive language rather than meaningful ideas.(Kroeker, 2009)

2.2.3.5 THE DIRECT APPROACH

It is based on a systematic conversation problem of micro-skills, communication strategies, language input and process that lead to fluent conversation, which is informed by conversation analysis, second language acquisition and discourse analysis. Explicit instruction on conversational aspects combined with speaking opportunities is fundamental.This approach includes recording conversation to recognize student's deficiency in observing real conversational transcripts.(Kroeker, 2009).

2.2.3.6 COMBINATION BETWEEN DIRECT AND INDIRECT COMBINATION

The third approach is a combination of learner-centered training, language exposure, interactional activities and teaching conversation as a spoken discourse. They are characterized as highlighting specific language input and exposure to real conversation, we consciousness-raising time in systematically sequenced activities. Explicit teaching is punctuated at strategy point in the lesson.(Kroeker, 2009)

Teaching starts with teacher/student collaboration on concerns, needs, and abilities that generate the conversational content. This approach is seeming to demand much teacher practice and skills supporting learner-centered training and much motivation to collaborate in classroom decision however remarks that classroom and textbooks are still widely grammar-driven which makes any conversational approach difficult to apply.(Kroeker, 2009)

The fact that an indirect approach is used in the context has implication for how conversation is perceived in mandatory conversation classes. Perhaps general English classes may be viewed as adequate conversation classes because no distinction has been made between conversation learning and general English learning.(Kroeker, 2009)

2.2.3.7 THE AREAS OF RESEARCH

- **Conversation as a Construct**. - It is necessary to ask the group how they define conversation to assess how similar or different their interpretation of conversation are. The respondents wrote keys words or phrases to describe conversation as a type of discourse.

The response was extensive that the most frequent words well contain to observe a collective understanding of conversation. (Kroeker, 2009)

- **Standards for Conversation Club:** A standard is used to mean "a level of quality or achievement, especially a level that is thought to be acceptable. (Kroeker, 2009)

- **Role of Conversation Club:** The reason for having conversation classes is investigate to gain an understanding of the role of these classes. (Kroeker, 2009)

- **Teachers of Conversation Clubs:**This area will examine what native and non-native English teacher tend to teach and the reason for their assigned classes. This seems to have implication for what is taught in conversation classes. (Kroeker, 2009)

- **Expectation of Conversation Clubs:** Direct questioning of expectation and belief items will be used to assess what is expected in a conversation class. The belief items were used us an indirect reflection of expectation which may or may not have a correlation. (Kroeker, 2009).

- **Establish Rules and Routines:** Students meeting give opportunity to discuss what types of rules and routines the club should have. For example, English Clubs usually have an "English only" rule. Will people be allowed to drink and eat during the meeting? What about bringing a friend? It is a good idea to conduct each club meeting in a similar way. When people know what to expect, they are more likely to attend. (Kroeker, 2009).

2.2.4 WHERE SHOULD TEACHER HOLD ENGLISH CONVERSATIONAL CLUB?

- **In an English School:** The easiest place to hold an English conversational club is in a available classroom at an English school. After classroom hours, most schools remain open for an hour or two so that teacher can prepare for classes. This is also a convenient location, because some of all the members will already be in the school and will have no E}excuses for missing a club meeting. Students will also have access to materials and technology equipment. (club, 2011)

- **In Members Home:**Students may want to take the English conversational club out of the classroom in order to make it feels less academic and more social. If the student decides to operate the English club from a personal home, try to find more than one person who is willing to host the meetings. The students will need to choose homes that are in a central location. Within the home, choose a room with a lot of space and a few distractions. Try it to make the most comfortable possible. (club, 2011).

- **A coffee or restaurant:** The manager may allow the members to deserve a small room in the back if you choose a time and date. Operating the activity out in a coffee may make it easy to incorporate movies, music, and other listening practices. A coffee is a good option for small conversation (less than six people). (club, 2011).

- **Outdoors:**the best place to hold a spontaneous English club is outside. Choose a location where shelter can be found in case of rain. Though the beach might sound like a great place to practice your English, remember that students will probably be using papers and books. (club, 2011).

- **Consider Atmosphere:** manager must remember that it is a club not a class. A pot of coffee or a bowl of popcorn can also make the meeting feel more like a club than a class. Remember the purpose of the club is to use English in a life-like situation. Do what feels naturally and comfortable. (club, 2011)

2.2.4. 6 WHAT CAN MEMBERS DO IN AN ENGLISH CONVERSATIONAL CLUB?

- **Establish a Warm Up Routine**
  Monitor must start the club classes with a game or dynamic. Teacher does it to wake members up. It helps learners to focus on a classroom activity that will follow. In an English club that tend to have more academic focus the warm up could be three new words. The moderator could teach a noun, a verb, and an adjective each session. The group practices making sentences with the new words. Inside the club that is more social in nature find an activity that makes people laugh. This will bring positive energy in to the room. (club, 2011).

- **Themes or Skills**
  Monitor must organize the English club in different ways. Some clubs will be formed by members that only want to practice one skill, such us conversation. **Conversation club** meetings are often very casual and require little planning. Write topics that they want to debate, or students can debate about popular culture or current events. The majority of English conversational club however, clubs are designed for people who want to improve their English skills (speaking and listening) areas. Each member of the club can choose

any theme from a list of data.learner Can suggest topic ideas, or ask member to come up with their own thought. Always give members the opinions of bringing in their own ideas. (club, 2011).

- **Use a Suggestion Box**
  It is possible to keep a suggestion box in the room where the club hold meeting. At the end of each meeting the leader should encourage members to write a comment or recommendation for the group and class development. (club, 2011).

- **Go on Excursion as a Group**
  Member can get outside on meetings it`s a good idea to have a excursion by week or month. This help to creating stronger bond within the group. It's always fun to have something to look forward to as well. Go out to a movie, play sport, do community serves together or have a picnic. Wherever you decide to do, everyone should speak English at all time. (club, 2011)

2.3. DEFINITIONS OF BASIC TERMS

- **Education:**
  The act or process of educating; the result of educating, as determined by the knowledge skill, or discipline of character, acquired; also, the act or process of training by a prescribed or customary course of study or discipline; as, an education for the bar or the pulpit; he has finished his education.

- **Conversation:**
  It is understood that conversation communicative act that is established between two or more parties that involves the exchange of ideas of peaceful and respectful way.

- **Club:**
  It is an organization of people with a common purpose or interest, who meet regularly and take part in shared activities.

- **Spontaneously:**
  Coming or resulting from a natural impulse or tendency; without effort or premeditation; natural and unconstrained; unplanned: that happens naturally, the state or quality of being spontaneous, speak spontaneously.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 TYPE OF RESEARCH

This work follows the process of an exploratory research, because it collects, distributes and analyzes the information.Through interview and surveys the data reveals the causes that produce poor performancein listening and speaking skills and we simultaneously on the other hand promote the creation of a conversational clubfor the improvement of students' skills of   third yearof Basic Education at "Unidad Educativa Eloy Alfaro", Huigra Parish, Province Chimborazo in the period 2015- 2016.

3.2 POPULATION AND SAMPLE

The investigation has been performed at Unidad Educativa Eloy Alfaro located in Huigra Parish of the province of Chimborazo and it has been focused on the students of third year third of Basic Education. The course consists of 29 students, 17 girls and 12 boys who belong to midlevel of education, and 2 Teachers of the English Subject.

POPULATION	THIRD YEAR OF BASIC EDUCATION
STUDENTS	29
TEACHERS	2
TOTAL	31

3.3RESEARCH DESIGN

In Huigra a parish belonging to canton Alausí, in the Chimborazo province this researchwas conducted to students from third year of basic education at Unidad Educativa "Eloy Alfaro" during the academic period 2015 2016.

We have initially performed a preliminary observation of students in the Educative Unit to be investigated. With the appropriate authorization from the authorities of the institution and teachers of the English class, according to the model of our research, the instruments used for data collection were: the survey for 29 students and interview for the 2 educators of the subject.

Once approved the research instruments (interview and survey) focused on understanding the factors that interfere with the underperformance of skills speaking and listening, which contain 13 questions for students and five items for the teachers, it was administer to the research population. Later we proceeded to the tabulation and analysis of previously compiled data.

3.4 LEVEL OF RESEARCH

Exploratory

3.5 TECHNIQUES AND INSTRUMENTS OF DATA COLLECTION

The instruments for data collection were the following:

Techniques:

Survey: it is a data collection technique, which use questionnaires as instrument. It consists in a brief interaction with individuals about a specific topic, a survey is a quick interview with the surveyor asking a few question, for getting information, which was applied at the Unidad Educativa.

Interview: it is a technique used to obtain information in a direct way, interviewing aperson that has relevant information to the research. Which use interview´s Guide as an instrument of data collection.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

The research aims to diagnose the causes and consequences of poor performance of listening and speaking skills and the possible creation of a Club of conversation to improve English classes in the Third year of General Basic Education of "Unit Educative Eloy Alfaro from Huigra".

4.1. ANALYSIS AND INTERPRETATION OF RESULTS OF SURVEY MADE TO THE STUDENTS OF THE UNIT EDUCATIVE ELOY ALFARO FROM HUIGRA.

QUESTIONNAIRE

QUESTIONNAIRE APPLIED TO THE STUDENTS IN THE THIRD YEAR OF GENERAL BASIC EDUCATION IN THE UNIT EDUCATIVE ELOY ALFARO OF HUIGRA

1. Como estudiante se le hace fácil entender las instrucciones del maestro en Inglés?

TABLE nº 1

RESPUESTA	FRECUENCIA	PORCENTAJE
SI	16	55.3 %
NO	2	6.8%
AVECES	11	37.9 %
TOTAL:	29	100%

Source: Questionnaire applied to the Third Year Students
Elaborated by: E. Subína; M.Balbuca.

GRAPHIC nº 1
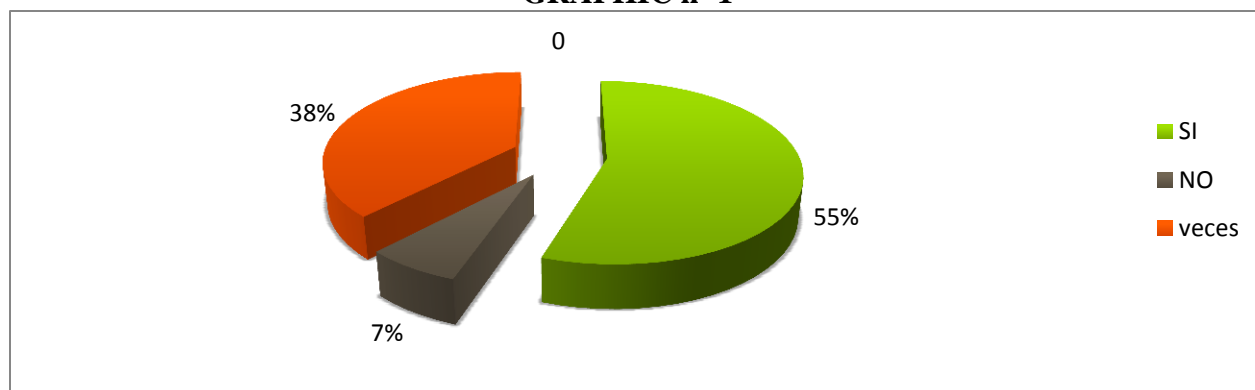
Source: Table Nº 1
Elaborated by:E. Subína;M.Balbuca

Analysis:

The 55.3 % of the sample represent 16 students of the third year of general basic Education at Unidad Educativa Eloy Alfaro **do** understand the Teachers instructions in English, the 6.8% of the sample represent 2 students that **don't** understand the teacher instruction and the 37.9% of the sample represent 11 students that think **sometimes** understand the teacher instructions

Interpretation:

This result allows us to deduce that 55.3% of the sample of the course understands the teacher instructions in English class, demonstrating that students can deal successfully with it.

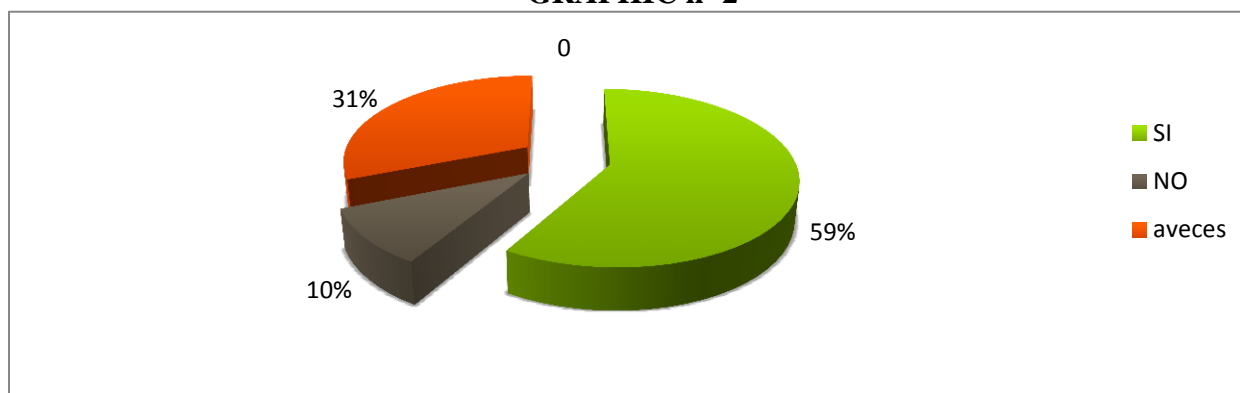2. Siente preocupación y ansiedad cuando no logra entender el inglés?

TABLE nº 2

RESPUESTA	FRECUENCIA	PORCENTAJE
SI	17	58.6%
NO	3	10.3%
AVECES	9	31.1%
TOTAL:	29	100%

Source: Questionnaire applied to the Third Year Students
Elaborated by: E. Subína; M. Balbuca.

GRAPHIC nº 2

Source: Table nº 2
Elaborated by: E. Subína; M.Balbuca.

Analysis:

The 58.6% of the sample represent that 17 students of the third year of general basic Education at Unidad Educativa Eloy Alfaro **do** feel worried and anxious when they are enable to understand English, the 10.3 % of the sample represent 3 students that are **not** worried or anxious when they are enable to understand English, and 31.1 % of the sample represent 9 students that believe that they **sometimes** feel worried and anxious when it is about understanding English.

Interpretation:

This result allows us to deduce that 58.6% of students do feel worried and anxious when they need to understand English; it is a natural reaction of frustration in students thus creating unconsciously fearsof failure and subject.

3. Tiene oportunidad de hablar o expresar en ingles lo que siente y quiere dentro de la clase?
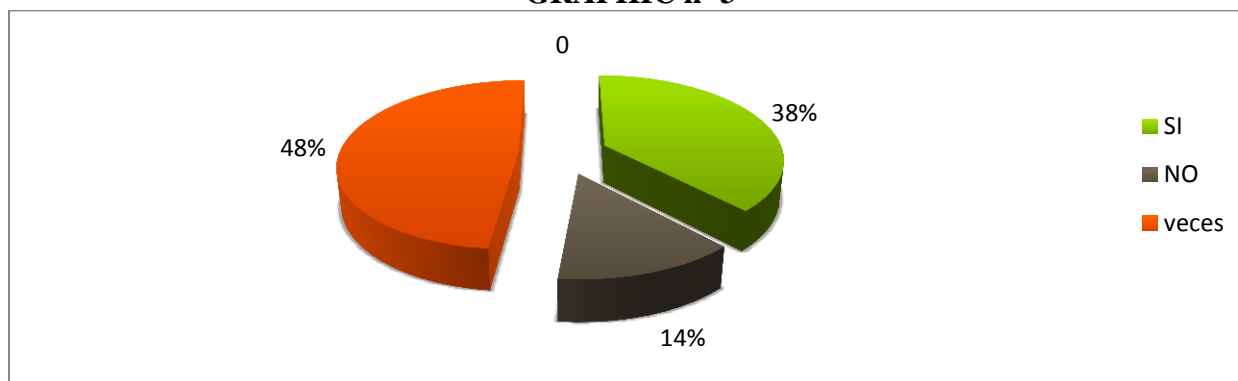
TABLE nº 3

RESPUESTA	FRECUENCIA	PORCENTAJE
SI	11	37.9%
NO	4	13.8%
AVECES	14	48.3%
TOTAL:	29	100%

Source: Questionnaire applied to the third year students
Elaborated by: E. Subína; M.Balbuca.

GRAPHIC nº 3

Source: Table nº 3
Elaborated by: E. Subína; M.Balbuca

Analysis:

The 37.9% of the sample represent 11 students of the third year of general basic Education at Unidad Educativa Eloy Alfaro that **do** have the opportunity to speak and express in English their feelings and desires in class, the 48.3% of the sample represent 4 students that do **not** have the opportunity to speak and express in English their feelings and desires in class and 48% of the sample represent 14 students consider that they **sometimes** have the chance to express themselves in English inside the class.

Interpretation:

This result allows us to consider that the majority of the students approximately 48% sometimes have the opportunity to speak and express their own feelings and desires in class, situation that could be produce by the student's number, and class timing.

4. Puede responder preguntas básicas en situaciones cotidianas?

TABLE nº 4

RESPUESTA	FRECUENCIA	PORCENTAJE
SI	5	17 %
NO	11	38%
AVECES	13	45%
TOTAL:	29	100 %

Source: Questionnaire applied to the Third Year Students
Elaborated by:E. Subína; M.Balbuca.

GRAPHIC nº 4
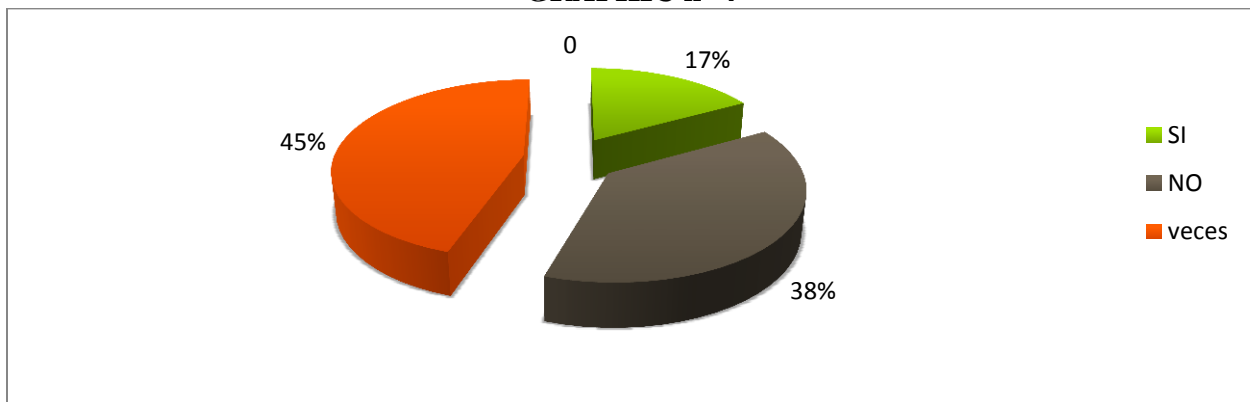
Source: Table nº 4
Elaborated by: E. Subína; M.Balbuca.

Analysis:

The 17% of the sample represent 5 students of the third year of general basic Education at Unidad Educativa Eloy Alfaro that **do** replay basic questions in daily situations, the 38% of the sample represent 11 students that do **not** replay daily situation question and 45% represent 13 students that **sometimes** can answerquestion of daily situations.

Interpretation:

This result allows us to consider that the majority of the students approximately 45% sometimes can answer daily life question depending on the kind of difficulty and structure of the question.

5. El vocabulario que aprende en el aula de clase es suficiente para expresar sus ideas

TABLE nº 5

RESPUESTA	FRECUENCIA	PORCENTAJE
SI	10	34.4%
NO	5	17.4%
AVECES	14	48.2%
TOTAL:	29	100%

Source: Questionnaire applied to the Third Year Students
Elaborated by:E. Subína; M.Balbuca.

GRAPHIC nº 5
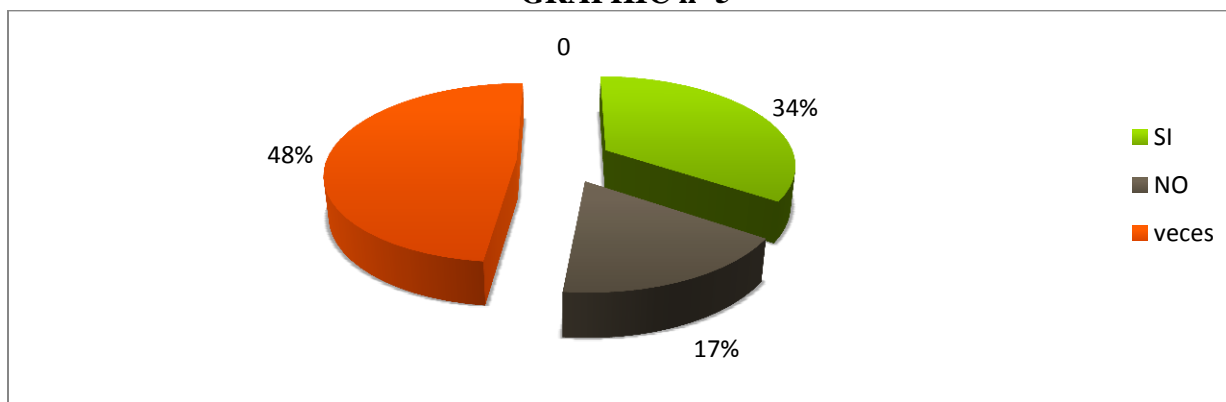
Source: Table Nº 5
Elaborated by: E. Subína; M.Balbuca.

Analysis:

The 41.3% of the sample represent 12 students of the third year of general basic Education at Unidad Educativa Eloy Alfaro **do** consider that vocabulary learned is enough to express their ideas, the 17.4% of the sample represent 5 students that do **not** consider that the vocabulary learned in the class is not sufficient to express their opinions and 41% of the sample represent 12 students**sometimes** vocabulary is enough for expressing their own ideas.

Interpretation:

This result allows us to consider that the majority of the students approximately 48.2% think that sometimes the vocabulary taught in class are enough to transmit their ideas, depending on the level of complexity of the idea or message.

6. Siente temor cuando usa el Idioma Ingles en el aula?

TABLE nº 6

RESPUESTA	FRECUENCIA	PORCENTAJE
SI	8	27.6%
NO	9	31.1%
AVECES	12	41.3%
TOTAL:	29	100%

Source: Questionnaire applied to the Third Year Students
Elaborated by: E. Subína; M.Balbuca.

GRAPHIC nº 6
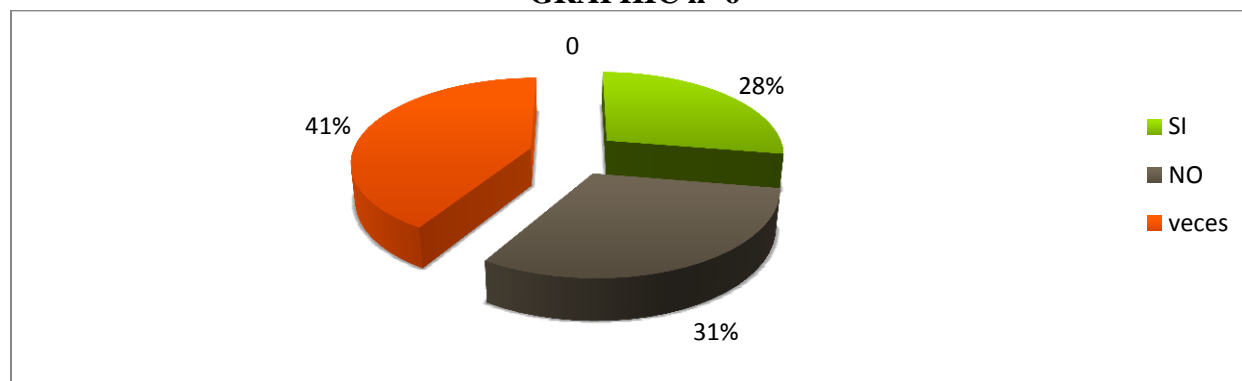
Source: Table Nº 6
Elaborated by:E. Subína; M.Balbuca

Analysis:

The analysis reveals that 27.6% of the sample represent 8 students of the third year of general basic Education at Unidad Educativa Eloy Alfaro **do** feel fear of speak in English inside the classroom, the 31 % of the sample represent 9 students that do **not** fear to speak in English in the class and 41% of the sample represent 12 students that declared that **sometimes** they feel afraid of speak in English inside the classroom.

Interpretation:

It means that the 41% of the students most timeshave been afraid of speak in English in classroom, depending on the several factors that impede the communication, principally the linguistic barriers, the lack of vocabulary and the greatest fear of commit mistakes

7. Esta el Ingles dentro de sus materias preferidas?

TABLE nº 7

RESPUESTA	FRECUENCIA	PORCENTAJE
SI	9	31.1%
NO	7	24.1%
AVECES	13	44.8%
TOTAL:	29	100%

Source: Questionnaire applied to the Third Year Students
Elaborated by:E. Subína; M.Balbuca.

GRAPHIC nº 7
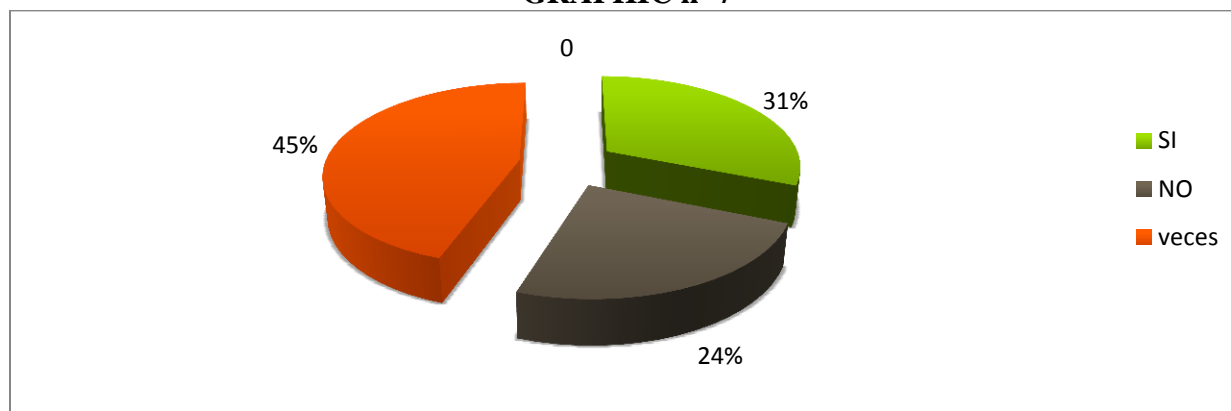
Source: Table Nº 7
Elaborated by:E. Subína; M.Balbuca.

Analysis:

The analysis reveals that 31.1% of the sample represent 9 students of the third year of general basic Education at Unidad Educativa Eloy Alfaro **do** consider that the English class is their favorite subject, the 24.1% of the sample represent 7 student that **do not** consider the English subject like favorite and 44.8% of the sample represent 13 students that think that **sometimes** the English is their favorite subject.

Interpretation:

This result allows us to deduce that the 44.8% of the students sometimes consider English as a favored subject, it depends on the attitude of the professor, classroom environment and students mood

8. ¿Cree usted que podría entablar una conversación en Ingles?

TABLE nº 8

RESPUESTA	FRECUENCIA	PORCENTAJE
SI	10	34.4%
NO	9	31.1%
AVECES	10	34.5%
TOTAL:	29	100%

Source: Questionnaire applied to the Third Year Students
Elaborated by: E. Subína; M.Balbuca.

GRAPHIC nº 8
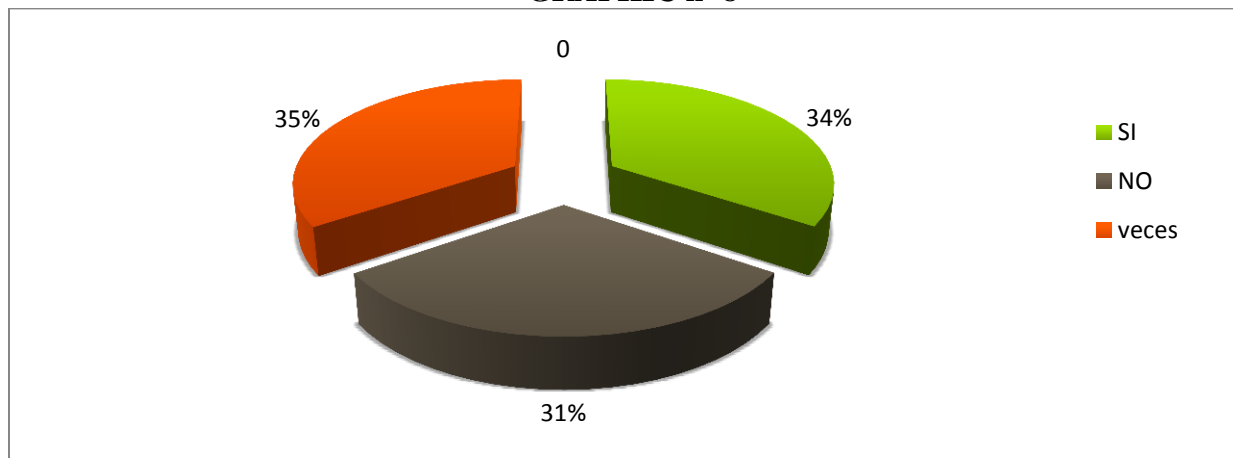
Source: Table Nº 8
Elaborated by: E. Subína; M.Balbuca.

Analysis:

The analysis reveals that 34.4% of the sample represent 10 students of the third year of general basic Education at Unidad Educativa Eloy Alfaro **can** start a conversation in English, the 31% of the sample represent 9 students that **can´t** start a conversation in English and 34.5% of the sample represent 10 students affirming that **sometimes** they can start a conversation in English.

Interpretation:

This result allows us to deduce that the 34.5% of students just in cases can start a conversation, being affected their speaking skill by the lack of vocabulary, the shyness, the inaccurate pronunciation and fear of speaking in another language that is not their native.

9. Cree que el inglés es útil para su futuro?

TABLE nº 9

RESPUESTA	FRECUENCIA	PORCENTAJE
SI	26	89.7%
NO	0	0.0%
AVECES	3	10.3%
TOTAL:	29	100%

Source: Questionnaire applied to the Third Year Students
Elaborated by:E. Subína; M.Balbuca.

GRAPHIC nº 9
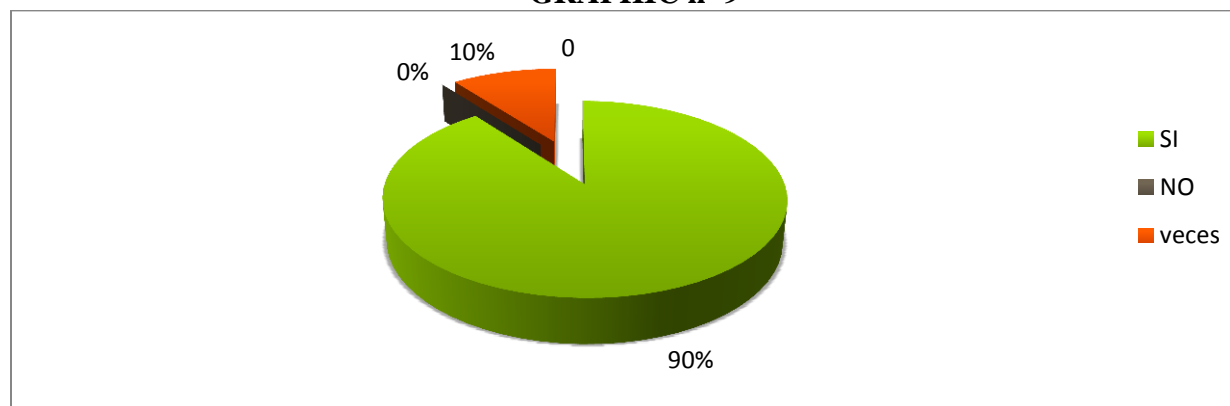
Source: Table Nº 9
Elaborated by: E. Subína; M.Balbuca

Analysis:

The analysis reveals that 89.7% of the sample represent 26 students of the third year of general basic Education at Unidad Educativa Eloy Alfaro definitely **do** believe that English is useful for their future, 0.0% of the sample represent 0 students that do **not** deny that the English is useful for their future and 10.3% of the sample represent 3 student that think that **sometimes** the English subject is useful for their future.

Interpretation:

This result allows us to deduce that the 89.7% of students consider that the English is totally useful for their future, agreeing with the importance of a second language learning, mostly when it is one of the worldwide spoken one, it closely move all social, economic, educational, psychological and cultural aspects.

10. De acuerdo con su opinión el método utilizado por los profesores para enseñar inglés es adecuado?

TABLE nº 10

RESPUESTA	FRECUENCIA	PORCENTAJE
SI	18	62.1%
NO	1	3.4%
AVECES	10	34.5%
TOTAL:	29	100%

Source: Questionnaire applied to the Third Year Students
Elaborated by: E. Subína; M.Balbuca.

GRAPHIC nº 10
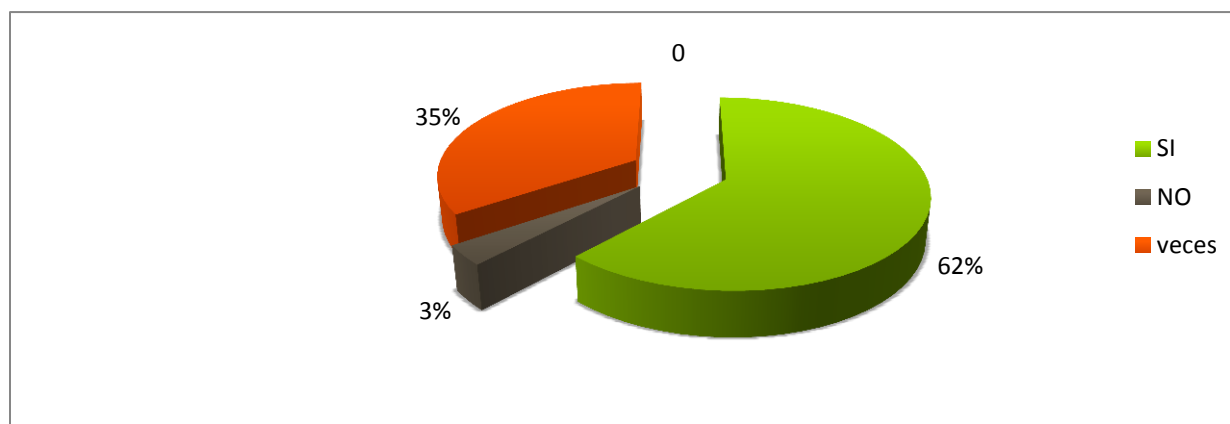
Source: Table Nº 10
Elaborated by: E. Subína; M. Balbuca.

Analysis:

The analysis reveals that 62.1% of the sample represent 18 students of the third year of general basic at Unidad Educativa Eloy Alfaro who definitely **do** agree that methodology used by the teacher is accurate, the 3.4 % of the sample represent 1 student who does**not** agree with the methodology used by the teacher in class is not accurate and 34.5% of the sample represent 10 students who think**sometimes**the methodology is ideal for the English Teaching class.

Interpretation:

This result allows us to deduce that the 62.1% of students consider that the methodology is totally useful in English learning class; probably the teacher knows how to reach the students, making them understand the matter through dynamic classes and using brilliant resources.

11. Cuando usted comete errores en inglés el profesor le llama la atención con enojo?

TABLE nº 11

RESPUESTA	FRECUENCIA	PORCENTAJE
SI	7	24.13%
NO	6	20.7%
AVECES	16	55.18%
TOTAL:	29	100%

Source: Questionnaire applied to the Third Year Students
Elaborated by: E. Subína; M.Balbuca.

GRAPHIC nº 11
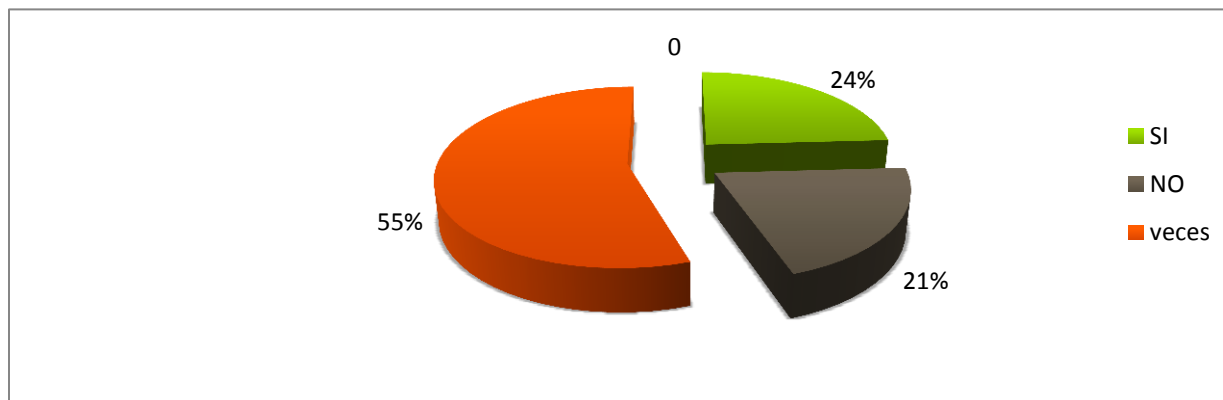
Source: Table Nº 11
Elaborated by: E. Subína; M.Balbuca.

Analysis:

The analysis reveals that 55% of the sample represent 16 students of the third year of general basic Education at Unidad Educativa Eloy Alfaro who think **sometimes** the teacher get upset in English class when students commit mistakes, the 24.13% of the sample represent 7student who**agree** that teacher lose his nerves in English class and 20.7% of the sample represent 6 students who ever have been victims of teachers` angerin class.

Interpretation:

This result allows us to deduce that 55% of students mostly consider that sometimes teacher reacts violent when a student commits mistakes during the English class.

12. El profesor le hace notar claramente en donde comete el error y como corregirlo?

TABLE nº 12

RESPUESTA	FRECUENCIA	PORCENTAJE
SI	20	69%
NO	1	3.44%
AVECES	8	27.58%
TOTAL:	29	100%

Source: Questionnaire applied to the Third Year Students
Elaborated by: E. Subína; M.Balbuca.

GRAPHIC nº 12
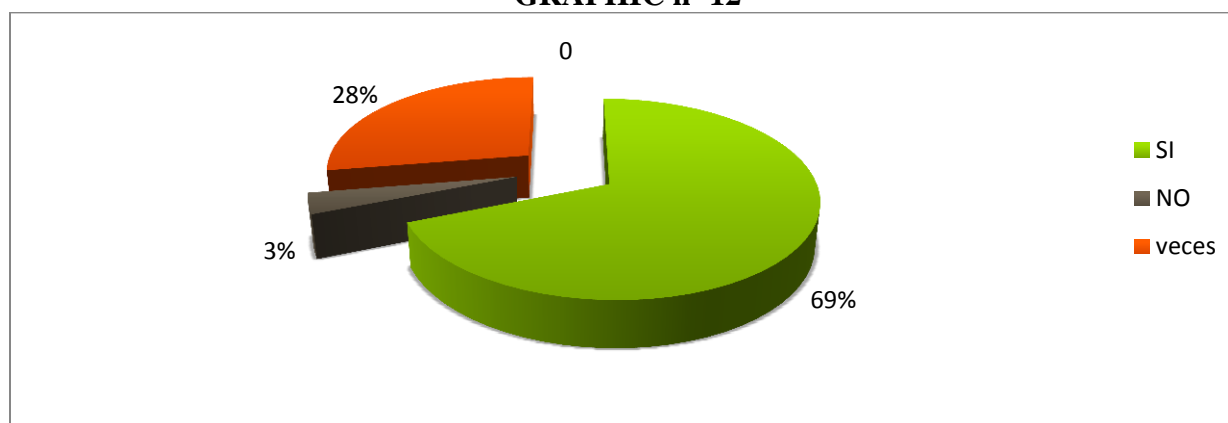
Source: Table Nº 12
Elaborated by: E. Subína; M.Balbuca.

Analysis:

The analysis reveals that 69% of the sample represent 20 students of the third year of general basic Education at Unidad Educativa Eloy Alfaro who definitely **do** agree that teacher give feedback to the students,the 3.44 % of the sample represent 1student who does **not** agree that teacher performed feedback in English class and 27.58% of the sample represent 8 students who think **sometimes** the teacher takes time to give them a correct feedback.

Interpretation:

This result allows us to deduce that 69% of students mostly agreed that teacher give them feedback and how to overcome the mistakes committed in the classroom during the English class.

13. Las clases de inglés contienen temas que son útiles para usted?

TABLE nº 13

RESPUESTA	FRECUENCIA	PORCENTAJE
SI	6	20.69%
NO	2	6.90%
AVECES	21	72.41%
TOTAL:		100%

Source: Questionnaire applied to the Third Year Students
Elaborated by: E. Subína; M.Balbuca.

GRAPHIC nº 13
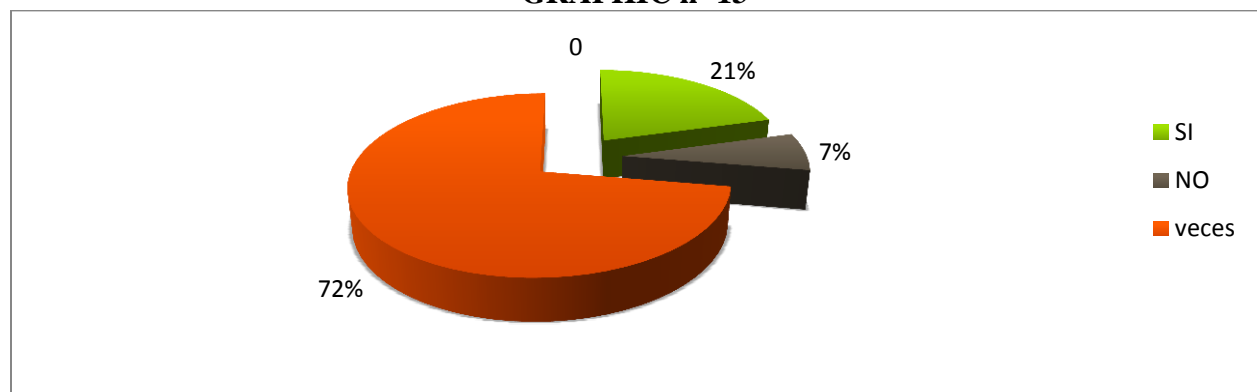
Source: Table Nº 13
Elaborated by: E. Subína; M.Balbuca.

Analysis:

The analysis reveals that 20.69% of the sample represent 6 students of the third year of general basic Education at Unidad Educativa Eloy Alfaro who definitely **do** agree that the topics have interest for the students in English class, the 6.90 % of the sample represent 2 students who does **not** agree that the topics are really interesting in English class and 72.41% of the sample represent 21 students who think **sometimes** the topics maintain them interested in English class.

Interpretation:

This result allows us to deduce that 72.41% of students mostly agreed that sometimes the topics in English are interesting for them, it depends on the type of class.

14. Cree usted que la falta de practica influye en el bajo rendimiento en Ingles?

TABLE nº 14

RESPUESTA	FRECUENCIA	PORCENTAJE
SI	23	79.3%
NO	1	3.4%
AVECES	5	17.3%
TOTAL:	29	100%

Source: Questionnaire applied to the Third Year Students
Elaborated by: E. Subína; M.Balbuca.

GRAPHIC nº 14
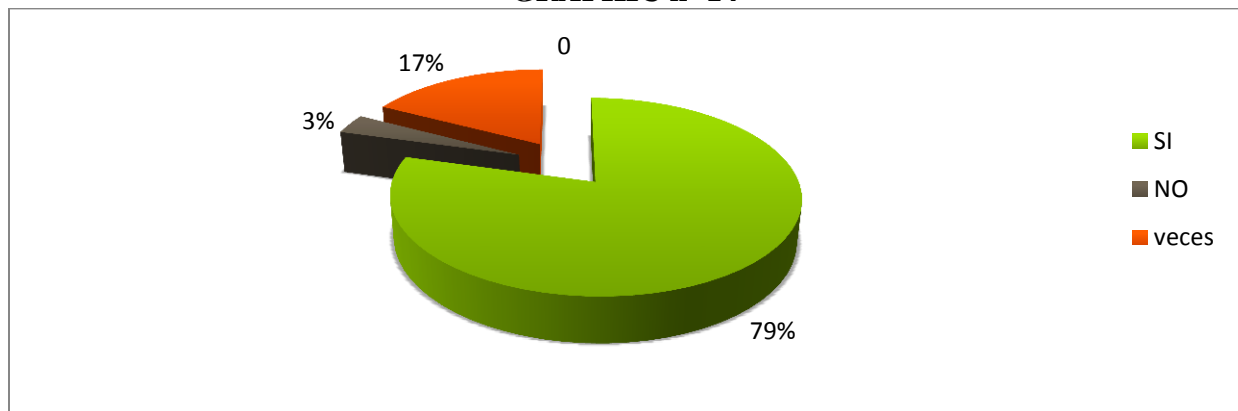
Source: Table Nº 14
Elaborated by: E. Subína; M.Balbuca.

Analysis:

The analysis reveals that 79.3% of the sample represent 18 students of the third year of general basic Education at Unidad Educativa Eloy Alfaro who **agree** that without practice the students are prone to poor performance in English class, the 3.4 % represent 1 student who does **not** agree that practice influences in the poor performance of English and 17% represent 5 students who think **sometimes** practice influences in the poor performance of English class.

Interpretation:

This result allows us to deduce that 79.3% of students mostly agreed with the influence of practice in the performance of English, this affirm the old said "PRACTICE MAKES A MASTER", each student must practice and study hardly to get what they need to achieve, and they clearly know it. It is necessary for any subject, but principally in English proficiency the practice should be continuous.

15. Señale con un visto el porcentaje de inglés que usa el profesor en el aula de clase?

TABLE nº15

RESPUESTA	FRECUENCIA	PORCENTAJE
100%	3	10.3%
75%	4	13.8%
50%	21	72.4%
25%	1	3.5%
TOTAL	29	100%

Source: Questionnaire applied to the Third Year Students
Elaborated by: E. Subína; M.Balbuca.

GRAPHIC nº 15
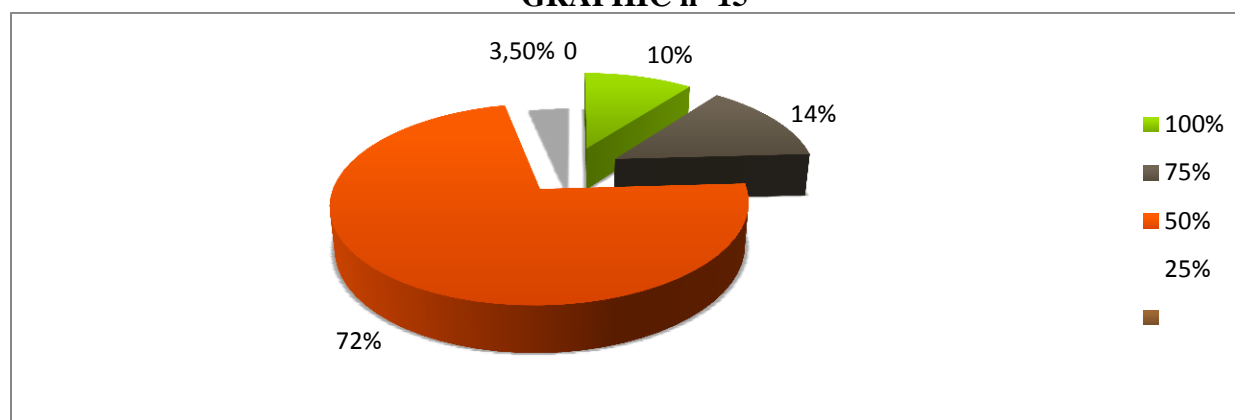
Source: Table Nº 15
Elaborated by: E. Subína; M.Balbuca.

Analysis:

The analysis reveals that 10.% of the sample represent 3 students of the third year of general basic Education at Unidad Educativa Eloy Alfaro who say that teacher performs all 100% of the class timingspeaking in English, the 14% of the sample represent 4 student who consider that teacher speaks in English 75% during the English class, the 72.41% of the sample represent 21 students say that teacher use the 50% of English in the class, and the 3.44% that correspond to one student considers that teacher only use a 25% of English in the class.

Interpretation:

This result allows us to deduce that the teacher speaks the 50% of English during the class, it is comprehensible due to the English level of the students.

16. Ponga en orden del 1 al 6 de acuerdo a la frecuencia con la que practica las destrezas lingüísticas de la lengua en el aula.

TABLE nº 16

RESPUESTA	FRECUENCIA	PORCENTAJE
1.-Listening	4	13.8%
2.-Reading	6	20.7%
3.-Speaking	5	17.2%
4.-Writing	10	34.5%
5.-Grammar	1	3.4%
6.-Vocabulary	3	10.3%
TOTAL	29	100%

Source: Questionnaire applied to the Third Year Students
Elaborated by: E. Subína; M. Balbuca.

GRAPHIC nº 16
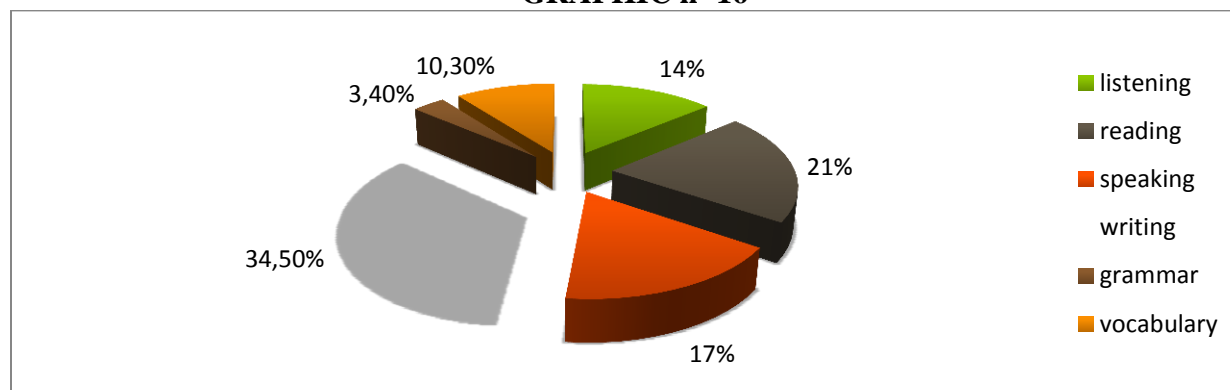
Source: Table Nº 16
Elaborated by: E. Subína; M.Balbuca.

Analysis:

The analysis reveals that 13.8% of the sample represent 4 students of the third at Unidad Educativa Eloy Alfaro who practice the listening skills in the class,the 20.7% represents 6 students who consider that they practice reading, the 17.2% represent 5 students who consider that they practice the speaking, the 34.5% correspond 10 students who consider that is writing, the 3.4% represent 1 student who practices grammar and finally the 10.3% representing 3 students that practice vocabulary.

Interpretation:

This result is 34.5% thatallows us to deduce that the teacher practice during the English classroom mostly the writing skills, clearly using the others skills but not so reinforced like writing.

17. Le gustaría formar parte de un club de conversación en Ingles?

TABLE nº 17

RESPUESTA	FRECUENCIA	PORCENTAJE
SI	24	82.8%
NO	2	6.8%
AVECES	3	10.3%
TOTAL:	29	100%

Source: Questionnaire applied to the Third Year Students
Elaborated by: E. Subína; M.Balbuca.

GRAPHIC nº 17
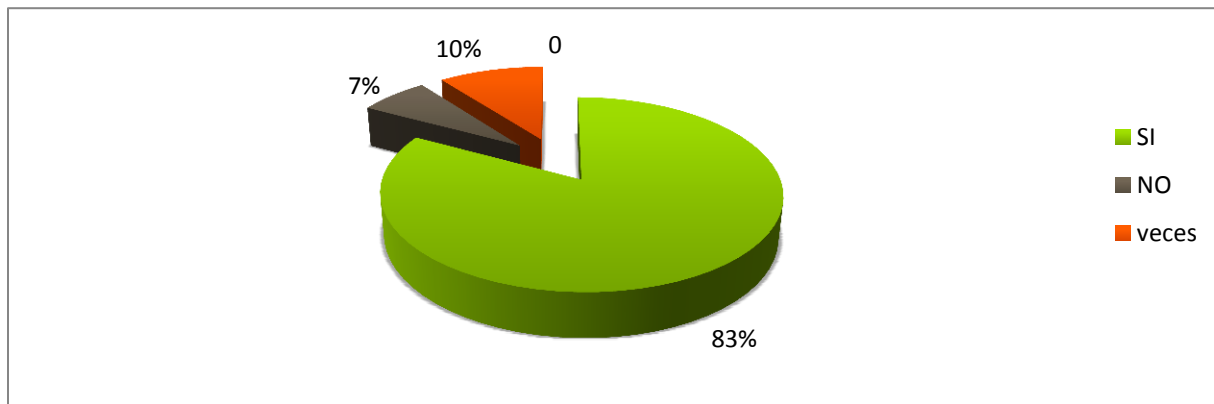
Source: Table Nº 17
Elaborated by: E. Subína; M.Balbuca.

Analysis:

The analysis reveals that 82.8% of the sample represent 24 students of the third year of general basic Education at Unidad Educativa Eloy Alfaro who definitely **do** agree that they would like to belong to club of conversation in English, the 6.8 % of the sample represent 2 students who do **not** agree with the participation in a club of conversation and 10,3% of the sample represent 3 students who **sometimes** think to participate in clubs of conversation in English.

Interpretation:

This result allows us to deduce that 82.8% of students mostly agreed that they would like to participatein clubs of conversation in English, demonstrating their concern about the poor performance in English, being conscious of the advantages that real and direct conversation give learners, they could reinforce their fears, share their experiences helping them to establish, express and understand daily life language of communication.

18. Le gustaría que la Unidad Educativa implemente un club de conversación para mejorar su Ingles?

TABLE nº 18

RESPUESTA	FRECUENCIA	PORCENTAJE
SI	28	96.6%
NO	1	3.4%
AVECES	0	0.0%
TOTAL:	29	100%

Source: Questionnaire applied to the Third Year Students
Elaborated by: E. Subína; M.Balbuca.

GRAPHIC nº 18
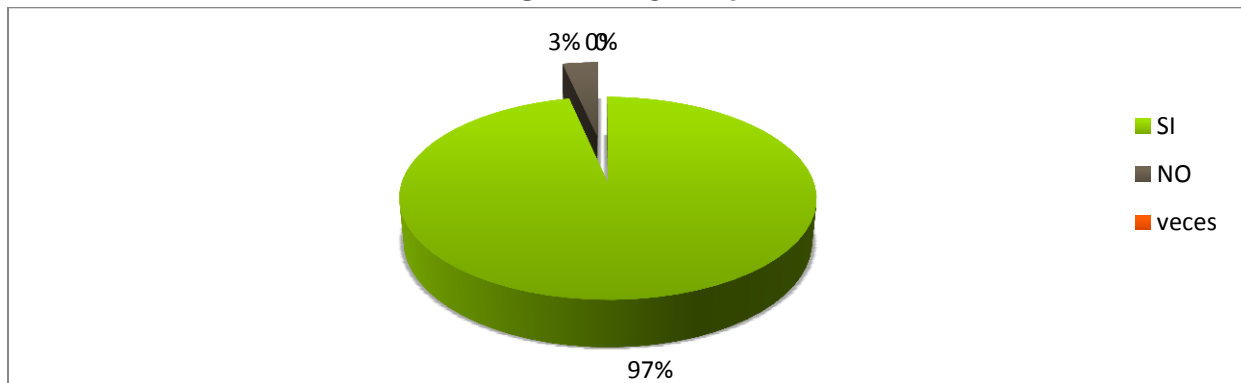
Source: Table Nº 18
Elaborated by: E. Subína; M.Balbuca.

Analysis:

The analysis reveals that 96.6% of the sample represent 28 students of the third year of general basic Education at Unidad Educativa Eloy Alfaro who definitely **do** agree that they would like that clubs of conversation be implemented to increase English level, 3.4% of the sample represent 1 student who **donot** agree with the implementation of a club of conversation in English,and 0.0% of the sample represent 0students.

Interpretation:

This result allows us to deduce that 96.6% of students would like to participate in clubs of conversation in English implemented by the Unidad Educativa Eloy Alfaro, demonstrating their positive disposition to contribute with the performance of clubs of conversation and the improvement of their English level, being conscious of the advantages that real conversation provides.

4.2 RESULT OF THE SURVEY MADE TO THE STUDENTS OF THIRD YEAR OF GENERAL BASIC EDUCATION OF UNIT EDUCATIVE "ELOY ALFARO"

N°	INDICADORES	SI	NO	A VECES
1.	Como estudiante se le hace fácil entender las instrucciones del maestro en Ingles?	55.3%	6.8%	37.9%
2.	Siente preocupación y ansiedad cuando no logra entender el inglés?	58.6%	10.3%	31.1%
3.	Tiene oportunidad de hablar o expresar en ingles lo que siente y quiere dentro de la clase?	37.9%	13.8%	48.3%
4.	Puede responder preguntas básicas en situaciones cotidianas?	17%	38%	45%
5.	El vocabulario que aprende en el aula de clase es suficiente para expresar sus ideas	34.4%	17.4%	48.2%
6.	Siente temor cuando usa el Idioma Ingles en el aula?	27.6%	31.1%	41.3%
7.	. Esta el Ingles dentro de sus materias preferidas?	31.1%	24.1%	44.8%
8.	Cree usted que podría entablar una conversación en Ingles?	34.4%	31.1%	34.5%
9.	¿Cree que el inglés es útil para su futuro?	89.7%	0%	10.3%
10.	De acuerdo con su opinión el método utilizado por los profesores para enseñar inglés es adecuado?	62.1%	3.4%	34.5%
11.	Cuando usted comete errores en Inglés el profesor le llama la atención con enojo?	24.13%	20.7%	55.18%
12.	El profesor le hace notar claramente en donde comete el error y donde corregirlo?	69%	3.4%	27.58%
13.	Las clases de Ingles contienen temas que son útiles para usted?	20.69%	6.90%	72.41%
14	¿Cree usted que la falta de práctica afecta su bajo rendimiento en Ingles?	79.3%	3.4%	17.3%
17	Le gustaría formar parte de un club de conversación en Ingles?	82.8%	6.8%	10.3%
18	Le gustaría que la Unidad Educativa implemente un club de conversación para mejorar su Ingles?	96.6%	3.4%	0%
PROMEDIO :		**51.85%**	**13.14%**	**34.91%**

4.3 INTERVIEW APPLIED TO THE TEACHERS IN THE THIRD YEAR OF GENERAL BASIC EDUCATION IN THE UNIT EDUCATIVE ELOY ALFARO OF HUIGRA.

TEACHER'S INTERVIEW

UNACH

Entrevista a los Profesores:

1. ¿Según su criterio qué actividades cree que son fundamentales para motivar el aprendizaje en los estudiantes en la Asignatura de Inglés?

Teacher A: Actividades lúdicas.

Teacher B: El uso de videos sobre lecturas y que expliquen la gramática y la pronunciación. Y que los temas sean de interés para los estudiantes y de acuerdo a nuestras actividades.

2. ¿Qué visión tiene usted del por qué lo estudiantes no pueden expresar sus ideas en ingles dentro de clase?

Teacher A: Porque la lengua materna es una gran barrera para aprender un segundo idioma, ya que influye acento y otros aspectos.

Teacher B: Porque no están seguros de su forma de pronunciar y tienen miedo que los compañeros se rían y les molesten y por qué no tiene pautas para aplicar la pronunciación de acuerdo a las reglas explicativas.

3. ¿Según su criterio a qué se debe el bajo rendimiento de los estudiantes en las clases de Inglés?

Teacher A: No ponen interés, los libros de inglés no contienen temas acorde a las necesidades o situaciones reales que existe en cada institución

Teacher B: Se debe a que no hay actividades que les ayude a practicar el tema que están aprendiendo, no entienden las diferencias entre escritura, pronunciación y reglas del idioma.

4. De acuerdo a su experiencia cuales son las barreras lingüísticas que afectan el desarrollo de las destrezas del Idioma Ingles en los estudiantes.

Teacher A: La lengua materna, el acento.

Teacher B: Porque la combinación de letras y consonantes no cumplen siempre las reglas de gramática ala aplicarlas y eso crea confusión.

5. ¿Cree usted que la metodología aplicada en la enseñanza del inglés tiene los recursos necesarios y es suficientemente adecuada?

Teacher A: No se cuenta con los recursos necesarios, muchas veces existen temas que no van acorde a la vida real, entonces no hay recursos adecuados para aplicar en la enseñanza del idioma.

Teacher B: Para nada, porque el material con el que aprendemos no se aplica a nuestra realidad. Por qué el tiempo de aprendizaje diario es muy corto, mayor es el tiempo que hablamos español, se debería aumentar las horas de inglés y también que otras materias sean dictadas en inglés.

4.3.1INTERVIEW INTERPRETATION

The interview reveals that Teachers apply several fundamental activities in English to encourage students, including the use of videos, and ludic activities, which contains grammatical and pronunciation accuracy, they have a vision about the students deficiency in expressing own ideas inside the classroom that lies with the fear felt by students to be embarrassed by their peers, for not being sure of the correct pronunciation and because the native language is a barrier to learning a second language.

Teachers believe that poor performance of students is caused because they do not differentiate writing and pronunciation, on the other hand learners do not put interest in the subject, and the English book does not contain topics according the needs and real situations.

The linguistic barriers that affect the performance of English skills in the students according to the Teachers are the mother tongue, speech, and culture and student´s level, additionally schoolteachers do not believe that methodology applied is enough accurate for Teaching English class, not to mention that teachers do not have the time and resources needed for teaching the topics, for these and many more reasons teachers are totally agreed that the creation of a club of conversation will be helpful in English classes .

4.4 GENERAL INTERPRETATION

Based on the question guideline n° 1 results obtained in the interview and survey applied, the study reveals that majority of the sample of the course understands the teacher instructions in English class, demonstrating that students can deal successfully with the activities inside the classroom, however many students do feel worried and anxious when they need to understand English; in fact, it is a natural reaction of frustration that do not affect just students with poor performance but everyone indeed,creating unconsciously fears of failure and to commit mistakes in English classrooms.Other situation revealed by the research is that the students sometimes have the opportunity to express their own ideas and desires inside the class, because clearly it depends on the student´s number and class timing, not to mention the infrastructure of the institution what affect directly the process of learning, as well was demonstrated the students can sometimes to daily life questions with the vocabulary learned in class, but depending on the kind of difficulty and structure of the questions, clearly the vocabulary knowledge varies in each one of the learners.

Another important factor which interfere negatively on the development of the students skill´s is the fear of making mistakes, as they are pending the mistakes, if they mispronounce, made incorrect grammatical structures, conjugate verbs incorrectly, or have trouble remembering words, etc. what surrounds them in an atmosphere of insecurity and discomfort.

Many students are frustrated or unfit to start properly a conversation in English. As previously stated, it is supported based on educational experiences that have been gained inside and outside the classroom and previously related researches.

It must also be considered the numerous student groups as a reason that allows students to have a meaningful and personalized learning. Since for teachers it becomes difficult to meet the needs and weaknesses of each student.

Based on question guideline n° 2, clearly It is known that express ourselves is complicated and even further expressing in a language that is not our first language, for this reason it is understandable that students are likely to make mistakes and feel insecure when they have to speak English in front of the class, so these students are not the exceptionand this is because the language barriers play an important role in oral performance of students. Culture, social behavior and mother tongue, limit the development of the speakers, besides in their culture is not mandatory to teach the English language.

Other situation that could interfere with the lack of fluency and development of skills of foreign language is that many students opt for examples that do not go according to the teachings of the English language, or just to practice the language, which one or other way forces students to communicate in Spanish.

More factors related with the question guideline n°3 in this research is that English sometimesis consideredas a favorite subject by the students, since it depends on the attitude of the professor, classroom environment and student's mood.The teacher´s methodology affects directly on the motivation in students, it's the principal factor that makes them keep interested, besides from the point of view of the students, they feel that the subject is too difficult, and they consider that the methodology used for the teacher must be applied according to the students´ need, making them understand the matter through dynamic classes and using brilliant resources, therefore the teacher should encourage students to speak English inside and outside the classroom.

Despite the fact that the teachers apply several fundamental activities in English to encourage students, including the use of videosand ludic activities,they have not seen reflected some interest by students and They believe that the English book does not contain topics according the needs and real situations, besides educators consider that they do not have the time and resources necessaries for teaching the topics. They think that a club of conversation will be helpful in English classes.

Based on the question guideline n°4; this result allows us to deduce that the most of the students consider that nowadays the English is very useful for their future, because it can lead them to many opportunities, agreeing with the importance of a second language learning. Mostly when it is one of the worldwide spoken foreign languages,since it closely moves all social, economic, educational, psychological, cultural and technological areas.

On the other hand, the students are conscious that the constant practice of English language help to obtain good results and scores in the subject, this affirms the old said "PRACTICE MAKES A MASTER". Each student must practice and study hardly to get what they need to achieve, and they clearly know it. It is necessary for any subject, but principally in English proficiency the practice should be continuous.

As mentioned previously we have achieved to knowseveral consequences that students might deal because of their poor performance in listening and speakingskills in English. The main consequences are the loss of the school year, school dropouts, the dislike of the subject, self-esteem issues, and especially a communication without cohesion and coherence, which is why we promote the creation of a club of conversation in the educational institution to avoid these consequences, and improve the weaknesses of students.Since in conversational clubsthe students could do their works and projects simultaneously with the practice of their language requirements by the subject.

According to the results, Professors and students show interest for participate in the possible creation of clubs of conversation to improve their English Language skills and consequently address the problem of poor performance of students, once the causes of underperformance have been diagnosed it is possible to reinforce the weaknesses and preventing negative effects on the academic life of students.

CHAPTER V

5.1 CONCLUSIONS

This research according to the results of interviews and questionnaires reveals the following conclusions:

1. It has been determined that Students feel insecure and worried when they can´t understand instructionsand they are not able to establish conversations by themselves. Besides, students feel limited when they want to express their own ideas in English, creating fear and frustration on them and causing loss of interest.

2. The research revealsthat the most common causes of the poor performancein the students of third year are principally the linguistic barriers (mother tongue, culture, social behavior), the lack of vocabulary, confusion between writing and pronunciation, shyness,and the fear of being object of mocking by their peer; causing several consequences such as:loss of academic year, desertion of the subject, and mainly the improper use of the foreign language.

4.It is concluded that Teacher and Students are predisposed to participate in a conversation club, with the objective of improving the English skills and to create a comfortable environment where student feel motivated and confident.

5.2 RECOMMENDATIONS

1. The teacher should play the principal role of monitor and motivator for the students to use the foreign language inside and outside the class. Promoting the use of daily situation as conversation in the class, without disassociate from the main topic.

2.it is recommended to Unidad Educativa Eloy Alfaro the use these investigation as the theoretical framework for implement Conversational Club.

3. It is proposed to the educational unit the creation of clubs of conversation, and It is recommended to Teachers to encourage students to participate and to remain as member of the conversation clubs, for their own good.

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ATTACHED

QUESTIONNAIRE APPLIED TO THE STUDENTS IN THE THIRD YEAR OF GENERAL BASIC EDUCATION IN THE UNIT EDUCATIVE ELOY ALFARO OF HUIGRA

STUDENT'S QUESTIONNAIRE

UNACH

Encuesta a los estudiantes:

El propósito de este cuestionario es diagnosticar las debilidades de los estudiantes en el Idioma Inglés y la posible creación de un club de conversación.

En el siguiente cuestionario no hay respuestas correctas o incorrectas. Además, no se necesita su nombre. Por favor, responda con honestidad ya que esto garantizará el éxito de este cuestionario.

1. Como estudiante se le hace fácil entender las instrucciones del maestro en Ingles?

SI		NO		AVECES	

2. Siente preocupación y ansiedad cuando no logra entender el inglés?

SI		NO		AVECES	

3. Tiene oportunidad de hablar o expresar en ingles lo que siente y quiere dentro de la clase?

SI		NO		AVECES	

4. Puede responder preguntas básicas en situaciones cotidianas?

SI		NO		AVECES	

5. El vocabulario que aprende en el aula de clase es suficiente para expresar sus ideas

SI		NO		AVECES	

6. Siente temor cuando usa el Idioma Ingles en el aula?

SI		NO		AVECES	

7. Esta el Ingles dentro de sus materias preferidas?

SI		NO		AVECES	

8. ¿Cree usted que podría entablar una conversación en Ingles?

SI		NO		AVECES	

9. Cree que el inglés es útil para su futuro?

SI		NO		AVECES	

10. De acuerdo con su opinión el método utilizado por los profesores para enseñar inglés es adecuado?

SI		NO		AVECES	

11.Cuando usted comete errores en ingles el profesor le llama la atención con enojo?

SI		NO		AVECES	

12.- El profesor le hace notar claramente en donde comete errores y como superarlo?

SI		NO		AVECES	

13.- Las clases de inglés contienen temas que son útiles para usted?

SI		NO		AVECES	

14.- Señale con un visto el porcentaje de inglés que usa el profesor en la hora de clase.

100%	
75%	
50%	
25%	

15.- Ponga en orden del 1 al 6 de acuerdo a la frecuencia con la que practica las destrezas lingüísticas de la lengua en el aula.

Escuchar	
Leer	
Hablar	
Escribir	
Gramática	
Vocabulario	

16.- Cree usted que la falta de practica influye en el bajo rendimiento en Ingles?

SI		**NO**		**AVECES**	

17. Le gustaría formar parte de un club de conversación en Ingles?

SI		**NO**		**AVECES**	

18. Le gustaría que la Unidad Educativa implemente un club de conversación para mejorar su Ingles?

SI		**NO**		**AVECES**	

INTERVIEW APPLIED TO THE TEACHERS IN THE THIRD YEAR OF GENERAL BASIC EDUCATION IN THE UNIT EDUCATIVE ELOY ALFARO OF HUIGRA.

TEACHER'S INTERVIEW

UNACH

Entrevista a los Profesores:

1. Según su criterio que actividades cree que son fundamentales para motivar el aprendizaje en los estudiantes en la Asignatura de Ingles?

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2. Que visión tiene usted del porque lo estudiantes no pueden expresar sus ideas en ingles dentro de clase?

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3. Según su criterio a qué se debe el bajo rendimiento de los estudiantes en las clases de Inglés?

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4. De acuerdo a su experiencia cuales son las barreras lingüísticas que afectan el desarrollo de las destrezas del Idioma Ingles en los estudiantes.

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5. Cree usted que la metodología aplicada en la enseñanza del inglés tiene los recursos necesarios y es suficientemente adecuada?

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