UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

THESIS TITLE:

"THE DEVELOPMENT OF SPEAKING SKILLTHROUGH THE CLUBS OF CONVERSATIONS AS A STRATEGY WITH STUDENTS OF TERCERO DE BACHILLERATO"A" AT COLEGIO ACADEMIA MILITAR BERNARDO DÀVALOS LEÒN IN THE SCHOOL YEAR JULY 2015-FEBRUARY2016".

Work presented as requirement to obtain the Degree of "Licenciada en Ciencias de la Educación, profesor de Inglés"

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Riobamba-Ecuador

2015 – 2016

UNIVERSIDAD NACIONAL DE CIDMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y
TECNOLOGÍAS LANGUAGE CAREER

COMMITE MEMEBERS CERTIFICATE

THESIS TITLE: " THE DEVELOPMENT OF SPEAKING SKILLTHROUGH
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"Licenciatura en Ciencias de la Educación, profesor de Inglés". It has been approved
by the following Committee members at the Universidad Nacional de Chimborazo, it
has been confirmed by their signatures.
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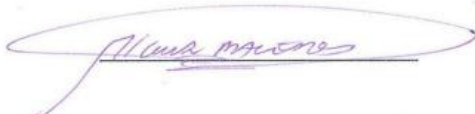
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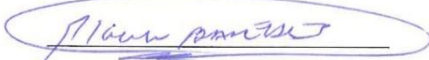MsC. Miguel Paredes

THESIS TUTOR

INFORME DEL TUTOR

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TUTOR DE TESIS Y DOCENTE DE LA FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS, CARRERA DE IDIOMAS DE LA UNIVERSIDAD NACIONAL DE CHIMBORAZO.

INFORMO O CERTIFICO:

Que el presente trabajo: "THE DEVELOPMENT OF SPEAKING SKILLTHROUGH THE CLUBS OF CONVERSATIONS AS A STRATEGY WITH STUDENTS OF TERCERO DE BACHILLERATO "A" AT COLEGIO ACADEMIA MILITAR BERNARDO DÀVALOS LEÒN IN THE SCHOOL YEAR JULY 2015-FEBRUARY 2016", de autoría de las señoritas: Lourdes Piedad Guapi Bustos y Mayra Alexandra Díaz Ramos, ha sido dirigido y revisado durante todo el proceso de investigación. El citado trabajo cumple al 100% con los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para graduación, en tal virtud autorizo la presentación del mismo, para su calificación correspondiente.

MSc. Miguel Paredes

AUTHORSHIP

We, Lourdes Piedad Guapi Bustos y Mayra Alexandra Díaz Ramos, students of the language career, declare we are the only one authors of the research work named: "THE DEVELOPMENT OF SPEAKING SKILLTHROUGH THE CLUBS OF CONVERSATIONS AS A STRATEGY WITH STUDENTS OF TERCERO DE BACHILLERATO "A" AT COLEGIO ACADEMIA MILITAR BERNARDO DÀVALOS LEÒN IN THE SCHOOL YEAR JULY 2015-FEBRUARY 2016", ideas and commentaries specified in this document are responsibility of its authors.

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DEDICATORY

This thesis work is dedicated primarily to God because he has blessed me during my study and life. I am truly thankful to him.

This work is also dedicated to my family specially my parents, Angel Guapi and Delfina Bustos, they have been a constant source of support and encouragement during the challenges of graduate school and life. Who have always loved me unconditionally and whose good examples have taught me to work hard for the things that I aspire to achieve.

Lourdes Piedad Guapi Bustos

DEDICATORY

First, I thank God for His blessings and to reconcile and repaid during these years. I thank my family: parents for giving my life in the first place, for educating and giving their unconditional support and encouragement to pursue our interests; my lovely husband Dario and my son Ian for their patience, understanding, love and care. Their unconditionally supporting makes me to reach successfully the culmination of this stage.

Mayra Alexandra Diaz Ramos

ACKNOWLEDGEMENT

First of all our thankfulness is to God for his infinitive love, for providing us with health and strength to overcome during our research.We take this opportunity to express gratitude to all of the Department faculty members for their help and support. Sincere thanks are to our family, especially our parents, who were our inspiration in the pursuit of this academic work, who have motivated us to conclude this degree and achieve our professional goals. We would also like to express our deepest gratitude to our thesis advisor, Mcs. Miguel Paredes, for his dedicated and invaluable guide during the development of this research. Our immense recognition is also to the students and teacher of the Academia Militar Bernardo Dávalos León who participated in this investigation with enthusiasm and collaborative spirit and encouraged us to conclude it.

Lourdes Piedad Guapi Bustos

Mayra Alexandra Díaz Ramos

TABLE OF CONTEXT

RESUMEN

El aprendizaje del idioma inglés es un proceso permanente que se debe desarrollar en un ambiente agradable y creativo, tomando en cuenta metodologías y estrategias actuales con el fin de motivar un aprendizaje significativo.

Esta investigación propone clubs de conversación como una estrategia metodológica para el desarrollo de la comunicación (speaking), la cual se llevó a cabo en el Colegio Academia Militar Bernardo Dávalos León. Se utilizó el método cuantitativo.
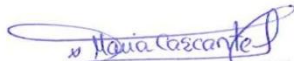
 La información fue recopilada por medio de la aplicación de un pre-test y un pos-test, para determinar la fluidez y hesitación en la comunicación. La estrategia metodológica se aplicó por un mes que permitió mejorar la comunicación y confianza al momento de establecer un dialogo.

Se pudo constatar a un inicio el bajo nivel de comunicación, su fluidez y hesitación impedía entender el mensaje, la utilización de diversos temas conjuntamente con la estrategia ayudo significativamente, logrando cambios en participación, interés, e adquiriendo un nivel de comunicación clara.

 Se recomienda el uso del role - play como una estrategia para mejorar la comunicación por el logro evidenciado.

SUMMARY

The learning of the English language is an ongoing process that must be developed in a friendly and creative environment, taking into account current methodologies and strategies with the aim of motivating a meaningful learning. This research proposes clubs of conversation as a methodological strategy for the development of communication (speaking), which took place in the Military Academy High School Bernardo Dávalos León. The quantitative method was used. The information was compiled by means of the application of a pre-test and a post-test, to determine the fluency and hesitation in the communication. The methodological strategy was applied for a month which helped to improve the communication and confidence at the time of establishing a dialog. We were able to see at the startup the low level of communication, its fluency and hesitation prevented to understand the message, the use of various topics together with the strategy helped significantly, achieving changes in participation, interest and acquiring a level of clear communication. It is recommended the use of the role-play as a strategy to improve the communication by the managed evidenced.

Mgs. Myriam Trujillo B.
DELEGADA DEL CENTRO DE IDIOMAS

INTRODUCTION

The use of new methodological strategies in the productive English speaking skills play an important role in the teaching-learning process which are presented to the teachers to develop their classes and advantages obtained on their students. The goal of this research is to apply clubs of conversations as a strategy to improve speaking skill with students of Tercero de Bachillerato "A" at Colegio Academia Militar Bernardo Dàvalos Leòn in the school year July 2015-February 2016. The lack of vocabulary and hesitation have been causing misunderstanding in communication, through the application of role play based on real situation. Students feel confidence and improve fluency in the communication. The work has five chapters, which are detailed below:

The first chapter is Reference Framework which contains; outlining of the problem, Formulation of the problem, the objectives that were achieved in the application of survey and observation guide, and Justification of the problem. The second chapter is the Theoretical Framework which contains previous research to this one. The research is related to both variables causes and effects through critical analysis of the problem. There is also the Theoretical foundation, which are concepts regarding to both variables of the research. It includes definitions of basic terms of this one. The third chapter refers to Methodological framework; it is formed by scientific method which is quantitative. Research design, it has Documental research and Field research. Level of research are and evaluation test. Techniques and instruments of data collection which is evaluation and finally it has strategy for processing and analyzing the results.The fourth chapter is the Analysis and Interpretation of results. The evaluation is analyzed to conclude a final results. All this process is presented to verify the hypothesis. In the fifth chapter is the conclusion and recommendation obtained of the results from the evaluation and observation test

CHAPTER I

1.REFERENCE FRAMEWORK

Students misunderstand messages when they communicate and have difficulties to speak.

 1.2 PROBLEM STATEMENT

   At the Academia Militar Bernardo Dávalos León High School, located in the city of Riobamba, Chimborazo province was founded on November 26th 1994. There are one hundred sixty students, ten teachers and nine classrooms. Students at third grade "A" of High School are eleven. Over the last 20 years the Academia Militar Bernardo Dávalos León High School has been growing and delivering to full capacity, giving experience to youth service under its principles as Science, Discipline and Freedom. During years, it has been evidenced that third grade "A" of high school students have misunderstanding in communication and difficulties in their speaking. . The learning of English is causing a shortage of motivation in the students to learn new vocabulary affecting the communication process.

One of the main causes is that have difficulty in learning and improving their speaking skill, the lack of vocabulary, fluency and the traditional methods that have not changed. Students feel afraid to make mistakes and be embarrassed creating an irreversible shyness while they are talking in front of the class, so English teachers need to pay more attention to the development of learners' competence and focus on a more effective and successful method.

1.3**. FORMULATION OF THE PROBLEM.**

How does the development of speaking skill through the clubs of conversations as a strategy to improve communication with students of Tercero de Bachillerato "A" at Colegio Academia Militar Bernardo Dàvalos Leòn in the school year July 2015-February 2016?

1.3 QUESTIONS GUIDELINES

1. Do students feel confidence with the use of the conversational clubs as a strategy to get improving in their communication?

2. How do clubs of conversation as a strategy influence in improvement of students' fluency?

3 How do the clubs of conversation as a strategy help to improve the speaking skill?

1.4.OBJECTIVES

1.4.1.GENERAL:

To apply the strategy of conversation clubs as a mean to improve speaking skill with students of Tercero de Bachillerato ''A'' at Colegio Academia Militar Bernardo Dàvalos Leòn in the school year July 2015-February 2016.

1.4.2. SPECIFIC

- ❖ To develop role play as a strategy to improve speaking skills

- ❖ To assess the effects that influence clubs of conversation as a strategy to develop the speaking skills.

- ❖ To improve the students' speaking competence through the application of role play .

1.5. JUSTIFICATION OF THE PROBLEM

The need to provide this research is essential, because clubs of conversation as a strategy help to improve in the English speaking process, as the students have opportunities to practice base on real situation. Moreover, the teacher is not the only source of knowledge that the student can receive, they must be active and go in constantly practice of new vocabulary, grammar, pronunciation to make more effective the communication process.

One of the main important aspects that this investigation considered is the need to change a traditional method into creative methodology, boring class into a participative class, passive and shy students into active and confidence students at the moment of speaking English. Improving these aspects will cause a positive learning in the students. In addition this investigation is focusing on how the methodological strategies increased confidence and improved learners to become fluent.

On the other hand, this study is important and interesting because the society demands a high educational level in the students and it suggests and requires that learning- teaching process supports in modern and active methodological strategies. There are a lot of technological tools and new methodological strategies which provides opportunities to improve the speaking skill. This investigation allows to collect date and analyze, through Pre-test and post-test techniques which provide to obtain the results in two fundamental aspects of the communication (fluency and hesitation).The main beneficiaries are eleven students of Tercero de Bachillerato "A" at Colegio Academia Military Bernardo Dávalos León, investigators and teachers.

Based on our experience and academic study this investigation is feasibility and it is necessary to apply the role play technique to get an enjoyable atmosphere into the classroom. There are relevant resources such as: human, economic and technological because it has the authorities and teacher support who give every facility to meet all the investigative process and this research is what motivates us to work.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND OF PREVIOUS INVESTIGATIONS REGARDING THE PROBLEM TO BE INVESTIGATED.

Previous researches about this thesis have been reviewed at Universidad Nacional de Chimborazo, Facultad de Ciencias de la Educación Humanas y Tegnologias' library and there are not similar researches about, the development of speaking skill through the clubs of conversations as a strategy.

There is a research on the online database at Universidad Técnica de Norte about Methodological Strategies but it is totally different. It focuses on how to teach speaking English in correct way. So, the thesis is feasible for further possible solutions to the mentioned problem.

2.2. THEORETICAL FOUNDATIONS

2.2.1 LANGUAGE

The language is a means of communication. It is a specifically human activity of communication that humans use to coordinate actions, share thoughts influence each other and with other human beings, which uses of a language. Language is a set of abstract knowledge for communication.

Human languages due to evolutionary adaptations that occur exclusively in humans of the species Homo sapiens. Linguistic human behaviour is not instinctive type but must be acquired through contact with other human being.

Language is a set of abstract knowledge for communication. Human languages due to evolutionary adaptations that occur exclusively in humans of the species Homo sapiens. Linguistic human behaviour is not instinctive type but must be acquired through contact with other human being. The structure of natural languages, which are the concrete result of the human capacity to develop language, it allows to communicate ideas and feelings through a system of articulate sounds, dashed written or conventional signs, through which the

relationship and understanding between individuals are possible. Human language allows the expression of thought and externalization of the desires and affections. **Fuente especificada no válida.**

Analyzing the various concepts provided by the authors referred to the concept of language, it is concluded the inference that, language is a means of communication. It is a specifically human activity of communication that humans use to coordinate actions, share thoughts influence each other and with other human beings, which uses of a language.

2.2.2 ENGLISH LANGUAGE

English is the main language of Britain, United States and Canada, and it is presented as the main language in countries such as Australia, South Africa and others.

In the V century A.D. Anglo-Saxons, they were Germanic settlers. They took this language to Britain and then spread to bordering regions such as Scotland and Ireland. The origin of English word is derived from the term "Anglos".

The importance and power that Britain reached in terms of culture, politics and scientific advances, this language became popular throughout Europe. Until the XVII century, it crosses the continent and reaches North America where the British colonize this territory and infuse Native Americans making it in their official language.

A significant number of English words are built on roots from Latin, because this was the franca-language of the Christian Church and European intellectual life for centuries.

Due to the importance and influence of world powers such as USA and UK, the English language has become the link language between people from different cultures and nations.

Through this extensive and explicit definition the author refers to the conception of human language in communication is considered important to different cultures and nations which clarify the characteristic of human beings.

2.3 SPEAKING SKILL

2.3.1 DEFINITION OF SPEAKING

It is a means of communication in expressing ideas, information and feeling to others. It is the most essential way in which the speaker can express through a language. Brown states that speaking is literally defined as to say things, express thought aloud, and uses the voice.

According to Revel (1979) Communication is an exchange of knowledge, information, ideas, options and feeling. Students should be given opportunity to practice their English.

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997).

Speaking is defined operationally in the study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language.

Chastain (1976) states that learning to speak is obviously more difficult than learning to understand the spoken language. Although it is difficult but it can be achieved by doing much practice in real situation.

Widdowson (1985) states that an act of communication through speaking is commonly performed in the face to face interaction and occurs as a part of dialogue or rather form of verbal exchange. What is said therefore, defends on an understanding of what case has been said in the interaction. In this further discussion

According to some authors "speaking" is understanding, discussion and interaction face to face to perform an orally, coherently, fluently and appropriately exchange knowledge, information and ideas like this students achieve a meaningful communication by doing practice in the real situation.

2.3.2 THE DEFINITION OF TEACHING SPEAKING

According to Hornby (1995: 37) teaching means giving the instruction to (a person): give a person (knowledge skill, etc). Meanwhile, speaking is how to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate. Tarigan (1990: 3-4) defines that speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned. It means that speaking is the basic language. The goal of teaching speaking skills is to communicate efficiency. It can be concluded that teaching speaking is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech.

2.3.3 THEORY OF SPEAKING

2.3.3.1 SPEAKING THEORIES – BYGATE VS. HARMER

Speaking together with writing belongs among productive skills. (Harmer, 2001) Gower at al. (1995, 99-100) note down that from the communicative point of view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and, fluency, considered to be 'the ability to keep going when speaks spontaneously.

The theories provided by Jeremy Harmer, The Practice of English Teaching has many different aspects that are more important to involve strategies. Martin Bygate, Speaking (1987), whose theoretical inputs concerning the elements of speaking will be analyzed and their views compared the ability while they are talking.

2.3.4 FLUENCY IN SPEAKING SKILL

Fluency, according to the Oxford dictionary, is defined as the quality or condition of being fluent, in particular the ability to express oneself easily and articulately. Ellis and Barkhuizen (2005), following Skehan (1998), define fl

uency as "the production of language in real time without undue pausing or hesitation."

To put into simpler words, fluency is the ability to speak, write and read smoothly and effortlessly. Teachers who put more emphasis on fluency aim to produce students who are competent in expressing themselves and giving responses in communication. They focus more on meaning and context rather than grammatical structure. The usual classroom activities to promote fluency are public speaking, debate, role play, group works and games

2.3.5 ASPECTS OF SPEAKING:

Eventually, aspects of the speaking skill need to be closely scrutinized and put into consideration. These aspects pose some challenges and identify some guidelines for understanding this skill and hence design instructional activities to prepare learners to communicate effectively in real life situations.

2.3.5.1 SPEAKING FACE TO FACE:

Most conversations take place face to face which allows speakers to get immediate feedback, i.e. "Do listeners understand? Are they in agreement? Do they sympathize (Cornbleet &Carter, 2001: 16). Thus communication through speaking has many assets, such as facial expressions, gestures and even body movements. Speaking also occurs, most of the time, in situations where participants or interlocutors are present. Such factors facilitate communication (El Fayoumy, 1997: 10, Widdowson,1998 & Burns, 1998)

2.3.5.2 INTERACTIVE SPEAKING:

Whether we are speaking face-to –face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps 35 or everyone talking over each other (Bygate, 1998: 30 and Cornbleet & Carter, 2001: 27) Turn taking, a main feature in interaction, is an unconscious part of normal conversation. Turn takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages (Mc Donough & Mackey, 2000

2.3.5.3 SPEAKING HAPPENS IN REAL TIME:

During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this (Foster et al., 2000: 368). These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway; which is termed a false start. The speaker's sentences also cannot be as long or as complex as in writing. Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves (Miller, 2001: 27). This implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties. The use of formulaic expressions, hesitation devices, self-correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands (Bygate, 1987: 21; Foster et al., 2000 and Hughes, 2002: 76). Actually, exposing students to these spoken discourse features facilitates their oral production and helps them compensate for the problems they encounter. It also helps them sound normal in their use of the foreign language.

2.3.6 SPEAKING SKILL DEVELOPMENT

Initially the process of development of oral skills must be involved for the help of the teacher, as stated (LG Alexander, 1973) "The conversation has to be guided, before becoming free talk and texts area an excellent means through which can be guided oral work".

There are several strategies that can help the development of oral skill. It was mentioned by (Byrne, D, 1975) "The use of small dialogues and drama (role-plays) they serve well to help students to work out in practice of this skill, and there is a huge gala of possibilities to facilitate it in English classes, such as wall posters, drawing on the blackboard, movies, creole-Cards, etc."

In the process of applying drama and dialogues in the classroom, the thoughts and ideas of students should be introduced gradually, with control as teachers, as manifested (Long,M, 1973) "It seems very convenient to practice the skill of speaking. So it can be a guarantee of the development of oral skills in students, which are intended to teach a language, you need to create an environment where the language has a key role, as stated (Finocchiaro, M, .pgs2,7) "

It is appropriate to use English in class as it is possible, for real communication, by the word of our ideas on the different functions of language: personal, interpersonal, managerial, imaginative etc."

(Forum Staff, 1974) It is obvious that the last stage in the acquisition of this skill of speaking is the actual practice of free communication "free communication", in which students will feel specially motivated, to be able to actively use their mental faculties, and therefore much more interested in learning the English language, which has to be always one of the main purposes or goals of any good teacher.The uses of "free communication" in English classes are really important because learning a second language should be a natural and creative process, and it is not a simple acquisition of linguistic habits. Therefore, care must be taken not to insist on the repetition of mechanical exercises, providing students the opportunity to communicate and even think significantly in the second language.

2.4 DEFINITION OF CONVERSATION

Conversation is more than merely the exchange or information, when people take part in conversation, they bring to the conversation process share assumption, and expectation about conversation is   how conversation develops, and the sort of contribution they each expected to make. When people engage in conversation they share common principle of conversation that leads them to interpret each other's utterances.

Conversation is the verbalization of concept involving abstractions and concrete object which make up the reality in which we reside. Further, a conversation is communication by two or more people, or sometimes with one's self, often a particular topic. It means the speaker and listener should be able to follow the flow of a topic through a conversation.

From the definition above the writer concludes that conversation is composed activities speaking and listening. It is conducted by two parties, speaker and hearer as to share an assumption about goals and process of conversation, which enable them to interact with each other's d interact conversation as an enjoying developing and related success of utterance.

The general purpose of conversation is to communicate and maintaining social relationship.

2.4.1 CONVERSATION ELEMENTS

2.4.1.1 QUESTION AND ANSWER

It is a major element in natural conversation, are the backbone of directed conversation session. In the question and answer drill helps the students internalize the phonetic and syntactic design of English.

2.4.1.2 COMMENT

Comment used when we converse-either in the form of simple remarks ("it looks like it is going to rain.") or in the form of rejoinders (" you are right!")

2.4.1.3 EXCLAMATIONS

Exclamation in conversation – though not as frequent as question and answers or comment is exclamation. Exclamation results from unexpected circumstances in the linguistic or non-linguistic environment.

2.5 METHODOLOGICAL STRATEGIES

(Cave,2008) The strategies are processes by which we choose, coordinate and implement the skills. They are linked with meaningful learning and learning to learn. The methodological strategies indicate that these arise from the analysis and planning when we prepared a class, through them, we pretend to get the learning in the students. (Schuckermith , N, 1987) The knowledge of the learning strategies used and how to favor in the performance of different disciplines, they will allow understanding the strategies in those people that they do not put in practice effectively, and in that way improving their ability to work and study. But it is very important that teachers are aware that they are responsible to facilitate the teaching and learning processes, energizing the activity of the students, the parents, and community members. According to the authors, it is consider the methodological strategies as resources to serve to achieve learning and vary according to the content and the type of students. Teachers cannot reply only one or two strategies; they must use several of them to guide the learning process. In the teaching learning process the student should be the author of their own develops though the application of some abilities likes: organization, planning, regulating their knowledge and time.

2.5.1 CONVERSATIONAL CLUB

English Conversation Club is one way of teaching in classroom activity that includes integrated needs of teachers and also students.

This strategy is considered not only to be appropriate to communicate approach but also effectively help students to be accustomed to use spoken English   and give them not only realistic useful exercise but also expression they can use. Beside that they try to manage their own capability in speaking English and try to manage their cooperation between their club mates.

An English conversational club is a place for students to use English in a fun environment. In the English Club, the students will have an opportunity to practice the speaking skill based on real situations. Moreover, the English Club will encourage and support students to help each other to improve their speaking.

2.5.2 WHAT IS A ROLE-PLAY?

Role play in a simulation exercise where persons take on assumed roles in order to act out a scenario in a contrived setting. The learners or participants can act out the assigned roles in order to explore the scenario, apply skills (maybe communication, negotiation, debate etc.), experience the scenario from another viewpoint, evoke and understand emotions that maybe alien to them. It helps to make sense of theory and gathers together the concepts into a practical experience.

2.5. IMPROVING SPEAKING SKILL THROUGH ROLE PLAY

Role-plays can be simple or complex, short or long and can be adapted to suit the needs of what is being taught or explored. If it is a simple skills being practiced we can set the scene quickly and let the participants practice. (Harmer, 1989)The key steps in constructing a role-play are:

Introduction
incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class and not a 'one-off' event. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful. However, if the teacher isn't convinced about the validity of using role-play the activity "will fall flat on its face just as you expected it to" (Gillian Porter Ladousse 1987). Therefore, if you think positive and have a go, you may be pleasantly surprised! The role play is a way to bring a real life situation into the class. When the role play is developed, the students can imagine.

2.5.4 TEACHING SPEAKING USING ROLE PLAY METHOD

According to Gower et-al, "A role play part of a particular person: a customer, a manager, a shop assistant, for example. As this person, they take part in a situation, acting out a conversation. It is unscripted, although general ideas about what they are going to say might be prepared beforehand. These might well come out of a text or a previous context".

It means that role play has number of possibilities for communication practice. Students are no longer limited to the kind of language used by learners in a classroom. Meanwhile according to Revel, role play defined as an individual's spontaneous behavior reacting to others in a hypothetical situation. The essential core of the activity is understanding the situation of with the other participants' roles, not just his own. It can be illustrated that in role play, a player is given basic information about who he is, what he is like, and what he wants to do. A player must interact with others relate to the situation to theirs.

The writer concludes that role play is a technique in English teaching in which the students learn in an imaginary situations or roles in order to develop the students' fluency. The situations and the roles are made as a real life situation so the students know the functions of English in real life.

2.5.5 REASON FOR USING ROLE PLAY

There are many reasons why teachers should use role play technique in teaching speaking as viewed by Nation and Thomas in communication Activities those are:

a. Role play allows a wider range of language functions and language varieties to occur than would normally occur within a classroom

b. Role play allows exploration of cultural issues, in particular, appropriate ways to behave in certain situations such as when being offered food or drink.

c. Role play can add interest to an activity and by distributing roles can ensure participation in an activity.

d. Role play can result in repetition of speaking activity by providing a change.

In short, role play covers a wide range of possibilities because in students have to enter into many different situations. Moreover, it can help students to achieve maximum communication.

2.5.6 VOCABULARY CHECKS

Several teachers took time during lessons to check that students had understood the meaning of key words or concepts. This strategy may have enabled individuals to connect new vocabulary with words that they already knew in their first language (Brewster, Ellis and Girard 2004). Participants often used questions to check that students had understood the meaning of key words or concepts. Brewster, Ellis and Girard (2004:81) suggest that, "Providing examples of words, their meanings and demonstrating how they might be used when beginning to learn a language may be more important than attention to the grammatical components and spelling of vocabulary" (Brewster, Ellis and Girard 2004:81). It may also be of importance to note that, "The acquisition of word meanings takes much longer than the acquisition of the spoken form of the words, and children use words in their speech long before they have full understanding of them" (Cameron 2001:73).

2.5.7 THE IMPORTANCE OF VOCABULARY CHECK IN LANGUAGE LEARNING AND TEACHING.

Teaching vocabulary is not a hard sell. One of the longest, most clearly articulated lines of research in literacy education describes the strong connection between readers vocabulary knowledge and their reading comprehension (National reading Panel, 200). Educators and parents also recognize the importance of vocabulary check during the process teaching-learning.

As authors and researches on vocabulary (Blachwicz & Fisher, 200, 2001, 2003) we had many ideas for teaching vocabulary- too many, according to our staff development colleagues! They wanted a streamlined set of points to help their teachers and administrators develop the following overview of the research on vocabulary instruction and a description of what every educator should know about successful practices that improve students' vocabulary knowledge.

According to Biemiller (2001), a young student's reading vocabulary usually runs about two years behind his or her oral vocabulary. Therefore, the school curriculum should expose students to rich oral language, and engage students in word exploitation. Studies also show that exposure to concepts in books and other materials are crucial to vocabulary development during the school years (Nagy & Herman, 1987). The activities such as readings and books provide the personal vocabularies.

Mastery of vocabulary is a basic ingredient for communication. No matter how much we know about language, if words fail to come no message is conveyed. Fortunately, communicative approach has emphasized the weight of vocabulary in language learning. Here are some opinions "Knowledge of a language demands mastery of its vocabulary as much as of its grammar" (Wilkins 1974:19) "We may use structures or illusions acts, but without an extensive vocabulary from which to select we can convert neither into comprehensible communication" (Rivers 1983), "When our first goal is communication, when we have little of the new language at our command, it is the lexicon that is crucial. If we can but find the words, we know we can take care of our immediate need" (hatch 1983:74), "Language is much more lexical than is usually accepted, particularly when real time processing is involved" (Skehan 1998:29)

There is renewed recognition these days of the importance of vocabulary knowledge for second language learners. This means that it is often necessary to find out, for diagnostic and for research purposes, how many words are known by particular learners. In order to measure vocabulary size, we need to deal with three methodological problems: defining what a word is; selecting a suitable sample of words for testing; and determining the criterion for knowing a word. A first attempt to produce a diagnostic test of this kind for EAP learners is represented by the Vocabulary Levels Test, which uses a matching format to measure knowledge of words at five frequency levels. The development of the test is outlined, followed by an analysis of the results obtained from a group of learners at Victoria University. Another approach, the checklist, is proposed as an alternative testing format. The literature on the checklist is reviewed, with particular reference to methods of controlling for the tendency of learners to overrate their knowledge of the words.

Several teachers took time during lessons to check that students had understood the meaning of key words or concepts. This strategy may have enabled individuals to connect new vocabulary with words that they already knew in their first language (Brewster, Ellis and

Girard 2004). Participants often used questions to check that students had understood the meaning of key words or concepts. Brewster, Ellis and Girard (2004:81) suggest that, "Providing examples of words, their meanings and demonstrating how they might be used when beginning to learn a language may be more important than attention to the grammatical components and spelling of vocabulary" (Brewster, Ellis and Girard 2004:81). It may also be of importance to note that, "The acquisition of word meanings takes much longer than the acquisition of the spoken form of the words, and children use words in their speech long before they have full understanding of them" (Cameron 2001:73).

2.5.8 MOTIVATION

Many students equate being able to speak a language as knowing the language and therefore view learning the language as learning how to speak the language, or as Nunan (1991) wrote, "success is measured in terms of the ability to carry out a conversation in the (target) language." Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. Speaking is fundamental to human communication just think of all the different conversations you have in one day and compare that with how much written communication you do in one day.

2.6 DEFINITION OF SELF CONFIDENCE

Self-confidence is a "can do" attitude that shows no vulnerability, uncertainty, or self-doubt. They believe one simply goes out and gets things done without regard to how feels. Self-confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is characterized by personal attributes such as optimism, enthusiasm, the ability to handle criticism and emotional maturity. Confidence is learned, improve, and practiced it is not inherited. Confidence and esteem affected by several factors involved, the influence of the culture which formed our perspectives and social class.

 It is concluded that true self- confidence means you can be honest and show your vulnerability and still be confidence.

2.6.1 IMPROVING STUDENTS' SELF CONFIDENCE

English Conversation Club is a group activity that generally take place every week to practice a more congenial atmosphere, some activities in English conversation club are like English conversation, English discussion, English grammar meeting and others. This activity that quite easily modified, can be done both inside and outside of the classroom with a minimum amount of prepare of preparation.

There are many reason why English conversation club is used in improving students' self-confidence, they are: Create a friendly, enjoyable atmosphere and encourage student to speak or discuss given topic Assist individuals in conversation by providing feedback and guidance on pronunciation and grammar as well as directly teach pronunciation, and vocabulary to small groups of participant Increase participant's comfort and confidence speaking English through interaction with patient, friendly facilitator and other group members within a relaxed, informal environment.

 Analyzing that self-confidence provide opportunity to training and practice will wear away fright and give self-confidence with the Enjoyable atmosphere, informal environment, and more opportunity to practice the students will have a comfortable, motivated to speak and create a habit because with that habit will wear away fright.

2.7 DEFINITION BASIC TERMS

Language

A systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings.

Speaking

It is not only referring to the act of speaking , but encompasses the acquisition and understanding to a given language, for which first we explained about the act of speaking and everything related to this and then we focus on the development of oral proficiency in the English language. (Ur 1991)

Strategies

They are a way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation. These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the teacher. Once these variables have been analyzed, informed decisions can be made about course content, structure, methods of assessment, and other key components. (http://tll.mit.edu/help/what-strategic)

Methodological Strategy

Approach set of guidelines to follow in each one of the phases of the teaching-learning process. The judgment of the teacher is very important (Martin, 2007)

Learning

The process through which they acquire new abilities, skills, knowledge, behaviors or values as a result of study, experience, training, reasoning and observation. This process can be analyzed from different perspectives, so there are different theories of learning. (Velasquez, 2001)

Conversation

It is a form of interactive, spontaneous communication between two or more people. Typically it occurs in spoken communication.

Conversation Club

It is one way of teaching in classroom activity that includes integrated needs of teachers and also students.

Role-play

It is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation!

2.8. SYSTEM HYPOTHESIS

The clubs of conversation as strategy influence in the positive way in the development of speaking skills in communication at 3ro de Bachillerato "A" at Academia Militar Bernardo Dávalos León.

2.9 VARIABLES

2.9.1 INDEPENDENT

Clubs of conversation as a strategy.

2.9.2 DEPENDENT

The speaking skills

2.9.3 OPERATIONALIZATION OF VARIABLES.

VARIABLES	CONCEPT	CATEGORY	INDICATORS	TECHNIQUES AND INSTRUMENT
The Speaking skill	Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.	Communicate	FLUENCY	Evaluation. Test (pre and post)
Clubs of conversation as a strategy	This strategy is considered as a communicative appropriate approach and it helps students effectively to be accustomed to use spoken English.	Strategy	ROLE PLAY	Observation

<center>**CHAPTER III**</center>

3. METHODOLOGICAL FRAMEWORK.

3.1 SCIENTIFIC METHOD

For the development of this research the quantitative method was applied:

- **Quantitative method:** we emphasised in the statistical analysis of data collected through evaluation.

3.1.1. RESEARCH DESIGN

At the beginning of this research it was necessary to perform an initial speaking test to students with the purpose of determining how well they used these strategies and to know if the teacher had applied them for teaching English.

Finally, it was necessary to make a final speaking test to know which the results were before the application of methodological strategies for developing speaking skill.

So, in order to contrast the results there are the tables that compared the initial and final pre speaking test that was applied at the beginning and the post speaking test at the end of the research.

3.1.2. LEVEL OF RESEARCH

- **Deductive method:** we emphasised in theory explanation and theorical

Models so we collected data based on the study theorical framework.

- **Factual or empirical Investigation**

Because it was based in the experimentation and observation

- **Bi-variable Investigation**

Since the present research had two variables: dependent and independent variable.

- **Field research**

Because it was developed in the places the facts are happening, at Colegio Academia Militar Bernardo Dávalos León

- **Documental Research.-** It allowed to get different types of data through the use of printed materials, in order to understand, analyse and interpret different approaches and criteria of several authors on a particular issue.

3.2. POPULATION AND SAMPLE

3.2.1. POPULATION

3ro de Bachillerato "A" at Colegio Academia Militar Bernardo Dávalos León. There are a population of 11 students and 1 teacher; with a total of 12 people.

3.2.2. SAMPLE

As the population was small, it was applied, in consequence the research worked with all the involved in the investigation process.

3.3. TECHNICAL AND INSTRUMENT DATA COLLECTION

In the research project is used the following techniques:

- **Pre-test:** It is the way that was measured a starting point or the amount of pre-existing knowledge on the course topic and later to be compared.
- **Post-test:** This is a way that was measured the student learning to get result of the strategy applied and later to be compared with the pre-test results.

3.4. TECHNICAL PROCEDURE FOR ANALYSIS.

The research will be through observation and will be use the following steps:

Review of the questionnaire

Classification of questions for collecting data to know the levels of fluency in speaking.

Get conclusions of the research.

CHAPTER IV

4. 1 DESCRIPTION OF APPLIED EVALUATION

This research work was developed at the Academia Militar Bernardo Dávalos León in third grade of high school "A" in academic period from December 20215 to May 2016 in order to describe how the clubs of conversation as a strategy are developed. It was read and collected a lot of information of both variables (skill and English clubs of conversation as a strategy); the principal sources to find information were the online materials, online thesis and books which were very useful to develop the project.

Pre-test and post-test were applied in the single group of Tercero de Bachillerato "A" at Colegio Militar Bernardo Dávalos León to gather information from the participants.

In the pre-test activity students spoke about themselves at the same time they were recorded, fluency and hesitation was evaluated through a rubric.

Later on, the role play technique was applied in class to see student' reaction letting them choose different topics. During the development of the role play students worked in groups and the dedication of most of them was evident, even though their fluency and hesitation was still smoothly.

Finally in the post-test, students were evaluated developing a role play in pairs.

4.1.2 DATA ANALYSIS

4.1.2.1 THE ANALYSIS OF PRE-TEST

The pre-test was conducted on April 3rd 2016 with eleven students of Tercero de Bachillerato "A" at Colegio Academia Militar Bernardo Dávalos León.

The pre-test allowed to identify the problems in communication (hesitation and fluency). The used rubric (table Nº 1) helped to determine some difficulties in speaking.

The students' fluency and hesitation were evaluated through a short description of themselves. So, the data shows that the pre-test fluency (table Nº 2) the 36% are poor in vocabulary, 45% need improvement and 19% are satisfactory. In pre-test hesitation (Table Nº3) the 72% are poor in vocabulary, 19% need improvement and nobody is good neither excellent.

After the results, it was determine that many students had difficulties in speaking, specifically in fluency and hesitation so role play technique was implemented in speaking class, in order to improve the speaking achievement. I was applied for a month on 11 students.

4.1.2.2 THE ANALYSIS OF POST-TEST

On May 13th, 2016. The role play was performed by students in order to analyze the results and then compared the both instruments (pre-test and post-test).

The data shows that the post-test fluency (table Nº 4) the 45% are satisfactory, 55% are good. Post-test hesitation (Table Nº 5) the 73% are satisfactory, 19% are good, 9% needs improvement and nobody is excellent and good. Which means that the role play technique helped positively to improve fluency and hesitation.

RUBRIC OF PRE AND POST TESTS

The improvement of students' speaking skill was measured by a short rubric, the following parameters was evaluated in pre-test and post-test.

Table Nº 1

FLUENCY	mean score	class performance
	100	Excellent
❖ Use the vocabulary learned	80	Good
	60	Satisfactory
	40	needs improvement
	20	Poor
HESITATION	mean score	class performance
	100	Excellent
❖ Speak smoothly to communicate	80	Good
	60	Satisfactory
	40	needs improvement
	20	Poor

TABLE N°-2 SOURCE:

OPTIONS	QUANTITY	PERCENTAGE
Excellent	**0**	**0%**
Good	**0**	**0%**
Satisfactory	**2**	**19%**
Needs improvement	**5**	**45%**
Poor	**6**	**36%**
TOTAL	11	100%

Source: pre-test Fluency
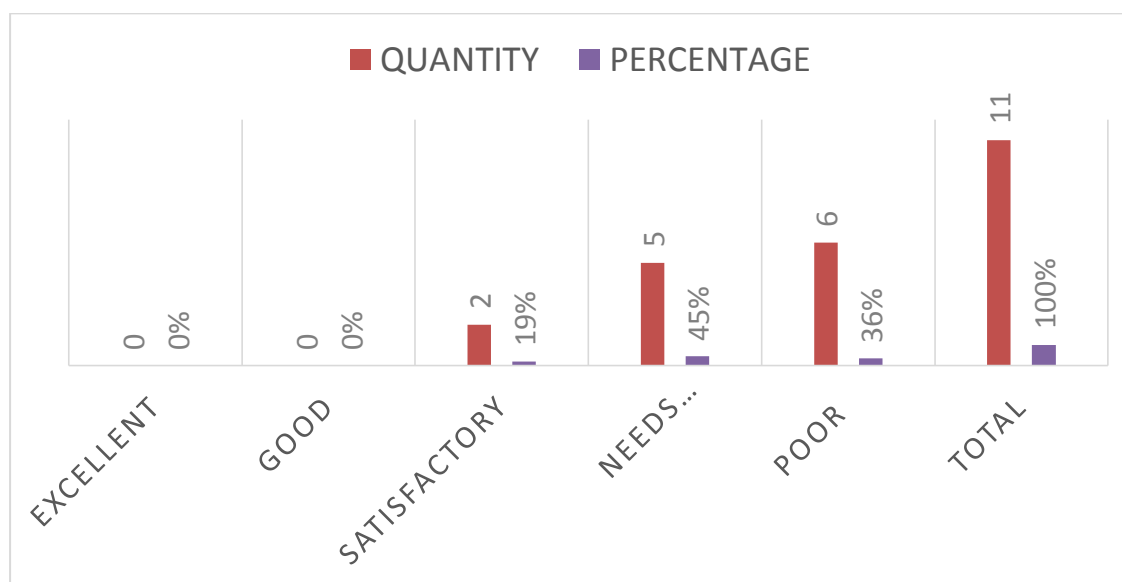
Fuente: Table 2

Done by: Lourdes Guapi and Mayra Diaz

Analys.- Data analsys shows that the pre-test fluency (table Nº 2) the 36% are poor in vocabulary, 45% need improvement and 19% are satisfactory.

Intepretation.- In the pre-test fluency the majority of students show a low level in speaking.

TABLE N°- 3 SOURCE:

OPTIONS	QUANTITY	PERCENTAGE
Excellent	**0**	**0%**
Good	**0**	**0%**
Satisfactory	**1**	**9%**
Needs improvement	**2**	**19%**
Poor	**8**	**72%**
TOTAL	11	100%

Source: pre-test Hesitation
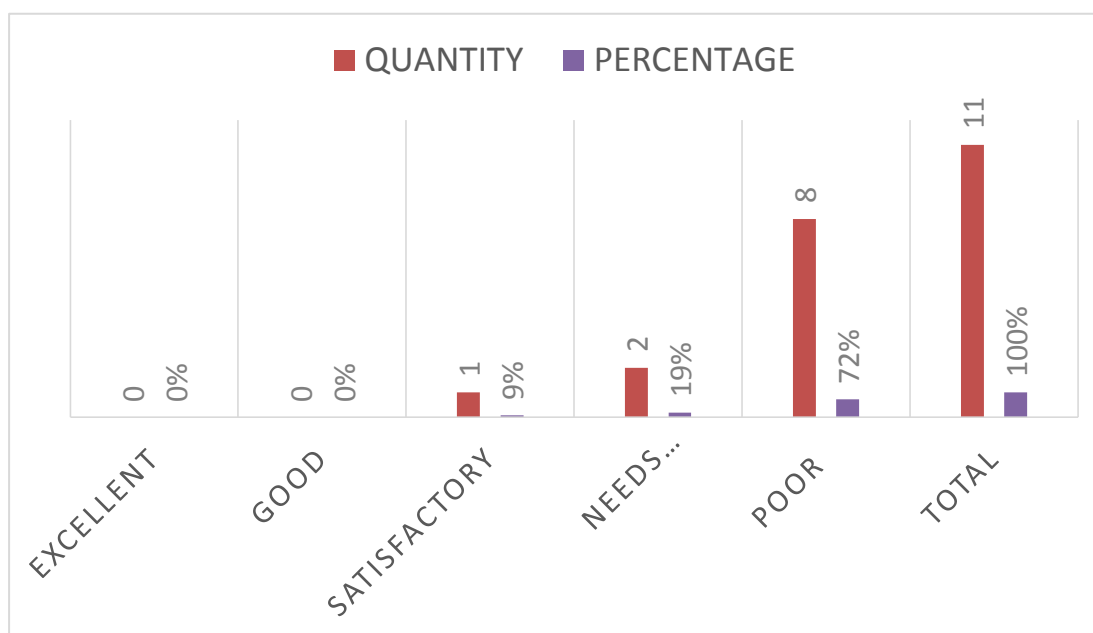
Fuente: Table 3

Done by: Lourdes Guapi and Mayra Diaz

Analys.- Data analysis shows pre-test hesitation (Table N°3) the 72% are poor in vocabulary, 19% need improvement and nobody is good neither excellent.

Intepretation.- In the pre-test hesitation the majority of students are poor in the vocabulary learned.

TABLE N°- 4 SOURCE:

OPTIONS	QUANTITY	PERCENTAGE
Excellent	**0**	**0%**
Good	**6**	**55%**
Satisfactory	**5**	**45%**
Needs improvement	**0**	**0%**
Poor	**0**	**0%**
TOTAL	11	100%

Source: post-test Fluency
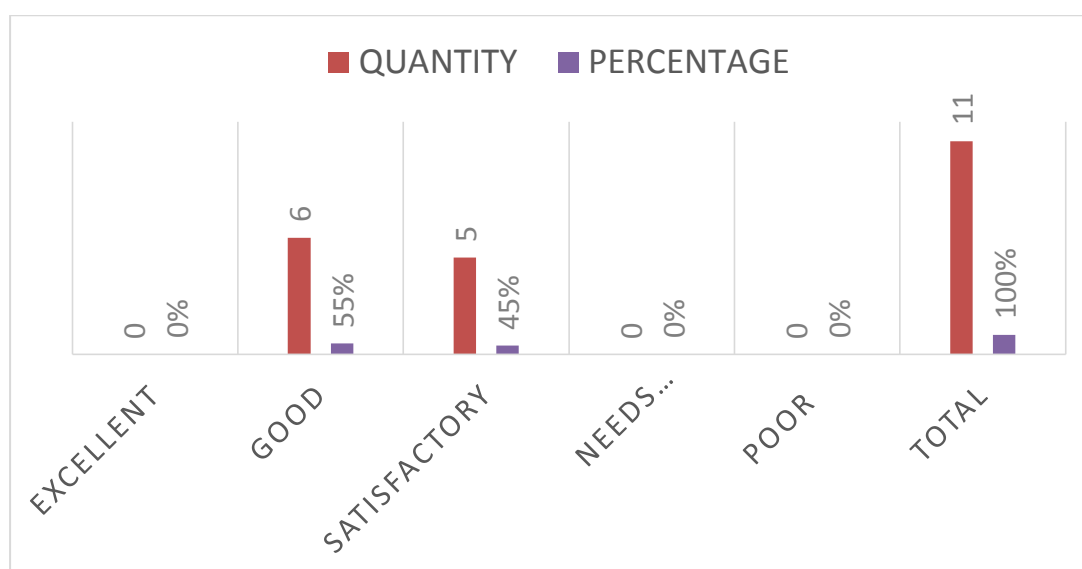
Fuente: Table 4

Done by: Lourdes Guapi and Mayra Diaz

Analysis.- data shows that the post-test fluency (table N° 4) the 45% are satisfactory, 55% are good.

Intepretation.- In the post-test fluency is evidenced that the majority of students improved in the vocabulary learned.

TABLE N°- 5 SOURCE:

OPTIONS	QUANTITY	PERCENTAGE
Excellent	**0**	**0%**
Good	**2**	**19%**
Satisfactory	**8**	**73%**
Needs improvement	**1**	**9%**
Poor	**0**	**0%**
TOTAL	11	100%

Source: post-test Hesitation

Fuente: Table 5

Done by: Lourdes Guapi and Mayra Diaz

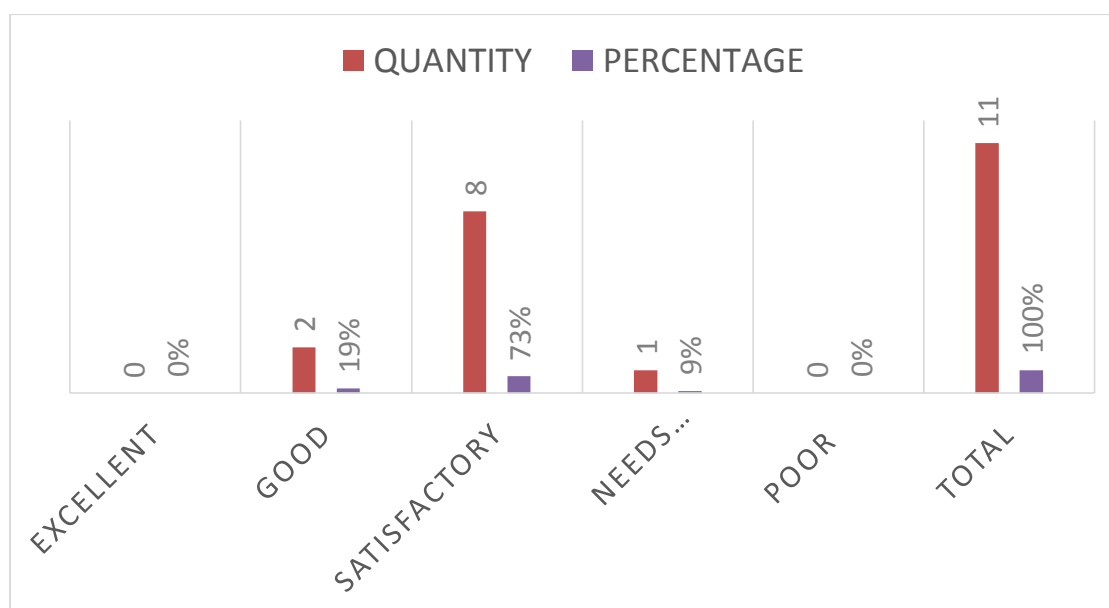**Analysis**.- data shows that the post-test hesitation (table Nº 5) the 73% are satisfactory, 2% are good.

Intepretation.- In the post-test hesitation is evidenced that the majority of students improved their speaking process.

4.2 HYPOTESIS

4.2.1 INITIAL HYPOTHESIS AND THEORECTICAL BACKGROUND

Clubs of conversation as a strategy had been applied at Colegio Academia Militar Bernardo Dávalos León. The data was collected through a pre-test and a post-test.

First, Research was done by Lourdes Guapi and Mayra Diaz (2016) tittle "The development of speaking skill through the clubs of conversation as a strategy" The finding of this research showed that: the end of this research about improving student's Speaking Ability and Speaking Motivation by using role play has been successful. It is proved that development of speaking through the role play can improve students' speaking skill and motivation at the tercero de Bachillerato "A", The total number of participant was 11 students based on the finding of the research, it is concluded that role play improved students' speaking skill better, giving response to others' opinion, working in group and the implementation of the clubs of conversation as a strategy.

COMPARISON OF TABLE 2 / TABLE 4

DATA			
PRE TEST FLUENCY		**POST TEST FLUENCY**	
OPTIONS	**QUANTITY**	**OPTIONS**	**QUANTITY**
Excellent	0	Excellent	0
Good	0	Good	6
Satisfactory	2	Satisfactory	5
Needs improvement	5	Needs improvement	0
Poor	6	Poor	0
TOTAL	**11**	**TOTAL**	**11**

COMPARISON OF TABLE 3 / TABLE 5

DATA			
PRE TEST HESITATION		**POST TEST HESITATION**	
OPTIONS	**QUANTITY**	**OPTIONS**	**QUANTITY**
Excellent	0	Excellent	0
Good	0	Good	2
Satisfactory	1	Satisfactory	8
Needs improvement	2	Needs improvement	1
Poor	8	Poor	0
TOTAL	**11**	**TOTAL**	**11**

There is a significant number of improvement on student's from pre-test and post-test . In the pre-test fluency and hesitation, the majority of students have low level, fluency 81% need improvement and poor in vocabulary while in hesitation 91% need improvement and poor in vocabulary too. In which the analysis shows that students need to improve their ability to communicate and they did not fell sure to establish a clear communication.

In the post test the role play was applied and the results are satisfactory the improvement of speaking skill was notable showing in the students a significant results, in booth aspects, fluency 100% and hesitation 98% are good and satisfactory . So it means that the majority of students improved in fluency and hesitation through the application of role play as a strategy in class. Therefore, the researchers consider that English conversational club has important role in improving students' self-confidence to speak spontaneously, and it is evidenced the improvement of students` oral production because of the positive results that was obtained with eleven students of Tercero de Bachillerato "A", at Colegio Academia Militar Bernardo Dávalos León.

CHAPTER V

5. CONCLUSIONS AND RECOMENDATIONS

5.1. CONCLUSIONS

After conducting the research of clubs of conversation as a strategy in speaking at Academia Militar Bernardo Dávalos León high school students through the use of Role -Play strategy, the result showed that it can improve the students' speaking competence at the students of third grade high school "A".

1. The use of role play as teaching strategy improved the students' speaking competence. The role-play technique to create some activity can made students achieve the indicators. The technique led students to have more practice in speaking.

2. The improvement in their speaking competence is quite significant. It was reflected from the students' attitude inside the class during the test application.

3. The strengths of the application of Role play helped to students' attitude, getting a better atmosphere.

5.2. RECOMMENDATIONS

1. The teachers should include the role-play as a strategy to achieve the fluency and hesitation in communication.

2. English classes must be creative and practical where learners can improve their performance and feel confident.

3. Teachers had better use clubs of conversation as a strategy in communication to get significant benefits of reflection and developing as main objective the Speaking skill.

5.3 REFERENCE MATERIALS

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6. – ATTACHED

Evaluation

UNIVERSIDAD NACIONAL DE CHIMBORAZO.

FACULTAD DE CIENCIAS DE LA EDUCACION HUMANAS Y TECNOLOGIAS

CARRERA DE IDIOMAS

PRE- SPEAKING TEST

Date: High school:

Name: Grade

The pre- test is to determinate the fluency and hesitation of the speaking skill of students in the 3rd de Bachillerato at " Academia Militar Bernardo Dávalos León"

Talk about basic information at least 5 minutes to analyze some items during the communication.

The parameters will be evaluated in the pre-test of speaking.

FLUENCY	mean score	class performance	mark
4. Use the vocabulary learned	100	Excellent	
	80	Good	
	60	Satisfactory	
	40	needs improvement	
	20	Very por	
HESITATION	mean score	class performance	
	100	Excellent	
5. Speak smoothly to communicate	80	Good	
	60	Satisfactory	
	40	needs improvement	
	20	Very por	

THANK YOU

UNIVERSIDAD NACIONAL DE CHIMBORAZO.

FACULTAD DE CIENCIAS DE LA EDUCACION HUMANAS Y TECNOLOGIAS

CARRERA DE IDIOMAS

POST- SPEAKING TEST

Date: High school:

Name: Grade

The post- test is to determinate the fluency and hesitation of the speaking skill of students in the 3rd de Bachillerato at " Academia Militar Bernardo Dávalos León"

Talk about basic information at least 5 minutes to analyze some items during the communication.

Role play's topics

> ➢ Checking in the hotel
> ➢ Police staton

The parameters will be evaluated in the pre-test of speaking.

FLUENCY	mean score	class performance	mark
	100	excellent	
6. Use the vocabulary learned	80	Good	
	60	satisfactory	
	40	needs improvement	
	20	Very poor	
HESITATION	mean score	class performance	
	100	excellent	
7. Speak smoothly to communicate	80	Good	
	60	satisfactory	
	40	needs improvement	
	20	Very poor	

THANK YOU