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A la Unidad Académica de Titulación del Centro de Posgrados

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TABLE OF CONTENTS

PORTADA.....	i
A la Unidad Académica de Titulación del Centro de Posgrados.....	ii
AUTORÍA DE LA INVESTIGACIÓN.....	iii
DERECHOS DE AUTOR.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	viii
AGRADECIMIENTO.....	ix
DEDICATORIA.....	x
RESUMEN EJECUTIVO.....	xi
CHAPTER I.....	1
THE RESEARCH PROBLEM.....	1
1.1. Introduction.....	1
1.2. Justification.....	3
1.3. Objectives.....	5
1.3.1 General.....	5
1.3.2 Specific.....	5
CHAPTER II.....	6
RESEARCH BACKGROUND.....	6
2.1. Research Background.....	6
2.2. Literature Review.....	7
2.2.1 Independent Variable.....	8
2.2.2. Dependent Variable.....	17
CHAPTER III.....	27
METHODOLOGY.....	27
3.1. Location.....	27
3.2. Equipment and materials.....	27
3.3 Types of research.....	28
3.3.1. Quantitative.....	28

3.3.2. Observation.....	28
3.3.3. Quasi-experimental.....	28
3.4. Hypothesis approach.....	30
3.5 Population and sample.....	30
3.6. Information collection.....	31
3.7. Information processing and statistical analysis.....	31
3.8. Response variables or results achieved.....	32
CHAPTER IV.....	33
RESULTS AND DISCUSSION.....	33
4.1. Results.....	33
4.1.1. Control group pretest results.....	33
4.1.2. Experimental group pretest results.....	34
4.1.3. Control group posttest results.....	35
4.1.4. Experimental group posttest results.....	36
4.1.5 Comparative analysis pretest and posttest in experimental group and control.....	37
4.2. Discussion of results.....	38
4.3 Hypothesis verification.....	40
CHAPTER V.....	41
CONCLUSIONS AND RECOMMENDATIONS.....	41
5.1. Conclusions.....	41
5.2. Recommendations.....	42
CHAPTER VI.....	44
PROPOSAL.....	44
6.1. Informative Data.....	44
6.2. Background of the proposal.....	44
6.3. Justification.....	46
6.4. Objectives.....	47
6.4.1. General.....	47
6.4.2. Specific.....	47

6.5. Feasibility analysis	47
6.6. Theoretical foundation	48
6.7. Methodology	50
6.8. Operational model	52
References	66
Annexes	80

LIST OF TABLES

Table 1 Population	30
Table 2 Pretest control group	33
Table 3 Pretest experimental group.....	34
Table 4 Control group posttest.....	35
Table 5 Experimental group posttest.....	36
Table 6 Comparative chart	37
Table 7 t-test	40
Table 8 Operational model.....	52

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DEDICATORIA

*To my loving family, my
wife Naty, my two sons
Isaac David and Mike
Daniel, for everything that
I do is because of them.*

With love,

Mike

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TEMA:

*THE USE OF CONVERSATION CLUBS TO IMPROVE CLASS PARTICIPATION
OF HIGH SCHOOL STUDENTS*

MODALIDAD DE TITULACION: *Proyecto de Titulación con Componentes de
Investigación Aplicada y de Desarrollo*

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FECHA: *Veinte y siete de febrero de dos mil veinte y tres*

RESUMEN EJECUTIVO

Conversation clubs promote communicative competence among their participants by allowing the implementation of listening and speaking skills due to a greater exposure to the practice of a language with their activities such as exchange of ideas, debates, games, songs, forums, and among other. For this reason, this research aimed to analyze the use of conversation clubs to improve student participation in class. The research had a quantitative approach and was observational and quasi-experimental. The study population consisted of first-year high school students (50) from the "San Pio X" Educational Unit, corresponding to courses "A" and "B". The age of the participating students fluctuates between 15-16 years of age. Data on student participation in classes was collected at two times; the first, before the application of the participation clubs and the second, after some sessions of application of this resource. As a data collection instrument, a four-level rating scale was used: exemplary, competent, developing, and unacceptable, levels used in each of the following dimensions: frequency of participation, quality of comments issued by the student, and listening skills. Each aspect was considered according to the number of questions asked by the teacher in a period of time which was 2 classes, and the interventions made by each student. The outcomes indicated that the use of conversation clubs in high school students brought effective results in their

participation since before the intervention they had little initiative to participate, the interventions were forced, the comments issued by the students were imprecise, the limited vocabulary, in addition to the lack of attention while listening, making it impossible to interact and communicate properly. However, these deficits were overcome during the pedagogical intervention based on the conversation clubs because a better performance in class participation was achieved, initiative, attention and quality in the comments made were observed, as well as greater communicative competence.

KEYWORDS: *CONVERSATION CLUBS, COMPETENCIES, SKILLS, COMMUNICATION, PARTICIPATION.*

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

The current research analyzes the use of conversation clubs to improve the participation in class of high school students since this pedagogical strategy could allow solving the difficulties that students face when they want to participate orally in the English class.

Worldwide, significant changes have been observed in the field of language teaching and the acquisition of a second language in the last 20 years, where although teaching-learning approaches have paid special attention to the four language skills, no significant results have been obtained (Neda & Rahman, 2019). Especially oral production skills, being the most challenging to develop in the context of foreign language acquisition, because they require not only work on pronunciation and fluency but also in communication skills (Ortega & Minchala, 2018).

According to Ciobanu (2018), the existence of these shortcomings makes it necessary to modernize the teaching methodology as a fundamental element to integrate theoretical knowledge in the real context because currently, learning foreign languages is not a hobby but a necessity because being able to perform personally and socially depends on its domain. Being the reason for today the main objective of language teaching is focused on improving communication skills for active participation (Gulchehra, 2021). Students are often afraid and nervous when they want to speak or express themselves for fear of making mistakes (Buyung, 2020).

In addition, the reality of English in Latin America emphasizes the deficiency in the development of communication skills in students since the mastery of it is low. In such a manner that in Ecuador, students cannot communicate with other speakers of the English language and have a deficiency in developing basic dialogues, therefore it is imminent that there must be changes in the strategies used by teachers to teach in English (Alcazar et al., 2021).

Hence, in Ecuador, through the Ministry of Education (2022), there are strategies to achieve standards for quality education, emphasizing the design of the English language curriculum. One of its main objectives is the necessity for a communicative approach because language is best learned as a means of interacting and communicating rather than as a memorized knowledge. Within this framework, it is necessary to apply strategies to help students improve their communication skills, participating actively in class and outside of it. One of the most striking strategies in this scope is the conversation clubs, receiving special attention at an educational level due to their potential and functionality at a linguistic level (Demydovych & Holik, 2020).

Conversation Clubs are forums where students could meet with others (students or professionals) to participate in various activities with which their learning is encouraged (Ngadimun et al., 2019). Activities in these clubs can incorporate reading, writing, listening, speaking, and critical thinking; however, the focus of this community is to practice oral language skills, i.e., mainly speaking and listening. (Kathlee & Bryce, 2016). Within the conversation clubs, students have the opportunity to improve their English especially their speaking skill by having more exposure to the language and time in learning due to practice in activities such as debates, games, sketch, poem, song, etc. under the guidance of a professional (Yuliandasari & Kusriandi, 2015).

According to Wahyuniati et al. (2020), based on previous studies, they maintain that the conversation club is an effective means to facilitate the practice of the language and to increase and build motivation to learn and practice speaking because students could exchange, share their knowledge and obtain new vocabulary and information with the group in a safe and pleasant environment.

According to the above, it was necessary to analyze the use of English conversation clubs to improve the participation in high school students from “San Pio X” Educational Unit. Conversation clubs were used to improve student participation. Student participation was measured before and after the intervention to determine the progress and effectiveness of the proposed strategy.

The research work was structured as follows:

Chapter I: Problem Statement. – It consists of the description of the problem, the justification, and the objectives to be achieved.

Chapter II: Theoretical Framework. – It indicates the background of the research, the philosophical basis, the legal basis, literary review of both the independent variable conversation clubs and the dependent variable participation in class with related topics.

Chapter III: Methodological Framework. – It indicates the study methodology, the focus and type of research, the population or sample, the techniques, the instruments, and the information collection procedure.

Chapter IV: Results and Discussion. – It exposes the results obtained in the field study, presents the data collected from the pretest and posttest, the discussion of the results and the verification of the hypothesis.

Chapter V: Conclusions and Recommendations. – It presents the conclusions and recommendations of the study in a systematic way.

CHAPTER VI: presents the pedagogical proposal based on the application of conversation clubs for the participation improvement.

Finally, the bibliography and annexes are included.

1.2. Justification

Conversation clubs are similar because they are essential tools to encourage participation. They allow to meet new people, practice pronunciation, expand vocabulary, achieve a better understanding of the language in a conversation and, of course, lose fear of conversing in English in front of people. It is the reason for developing the current research, to find out how the use of conversation clubs can improve the class participation of high school students. Accordingly, the interaction among peers can lead to the development of fundamental communication skills for English proficiency.

In addition, the research is developed to bring into context, a new pedagogical alternative to encourage student participation in English classes. As in a professional

environment, the majority of students cannot communicate effectively in a second language due to lack of interaction.

Research regarding conversation clubs contributes significantly to various areas of today's society. At an academic level, it allows to practice all the knowledge learned about grammar, vocabulary, diction, pronunciation, which is an important link to refine the development of pronunciation in English. At a social level, it seeks an optimal development of the English conversational practice, through the exchange and linguistic interaction of various topics, which will enable a better performance as future professionals, since currently, the English language is a necessity instead of a requirement. At an economic and environmental level, the study shows an important contribution because the use of conversation clubs does not generate economic expenses, nor does it require the use of large material resources.

The direct beneficiaries of conversation clubs as a class participation strategy are on the one hand, high school students, while they managed to perform better in English classes; on the other hand, secondary school teachers because they may have a guide to improve their classes.

The research presents some unexpected results, despite the fact that its main objective was to improve student participation. The use of conversation clubs allowed an improvement in communication skills, reduction of emotional barriers to the practice of English as well as encouragement. Therefore, once the research is completed, students continue to participate in other conversation groups in order to improve their skills.

Therefore, the results obtained from the research contribute to a broader conception of the teaching-learning of a second language because the student is not only encouraged to improve their performance but also to practice and become interested in new aspects to enrich their knowledge and culture.

The results regarding the usefulness of the conversation clubs in student participation, were distributed through the institutional repository of the UTA and were socialized within the educational unit under study, allowing students, teachers,

and the community can find this tool and may use it in favor of better performance in a second language.

1.3. Objectives

1.3.1 General

To analyze the use of conversation clubs to improve class participation of high school students.

1.3.2 Specific

- To identify the role of conversation clubs in students' class participation.
- To evaluate the use of conversation clubs in the high school students, to improve their participation in class.
- To compare the initial and final results of the use of conversation clubs to improve class participation of high school students.

CHAPTER II

RESEARCH BACKGROUND

2.1. Research Background

Several previous studies are the support to develop this research work. They are described below to analyze the use of conversation clubs to improve the class participation of high school students.

In an Indonesian investigation developed by Ngadimun et al. (2019), it is mentioned that in teaching English it is necessary to develop communicative competence through participatory strategies such as conversation clubs. The aim of this research was to describe the empowerment of the English Club for English speaking achievement in PG-PSD sixth semester students at Lambung Mangkurat University. The methodology applied in this study was the qualitative approach, with a descriptive and documentary research design. The study population were 55 students of VI A and the 58 students of VI B were involved. To collect the data, an interview, a questionnaire, and observation were applied. The results showed that the students managed to speak better because the majority achieved an excellent score. The conclusion of this study is that the English Club empowers the student to participate in class, supports the teaching-learning process in the classroom, especially in the speaking component.

A second research regarding conversation clubs is the one developed by Wahyuniati et al. (2020) where it is mentioned that the majority of students of English as a foreign language have difficulties to interact. In this research, the objective was to identify whether or not the conversation club improves the ability to speak in students. The research methodology used had a qualitative approach with a descriptive design. To collect the data, questionnaires distributed to students through the Google form were used. The method used by the researcher to analyze the data was a percentage formula for each question. The results of this study showed that most of the students affirm that the speaking club is very important and useful for them, because by joining the English-speaking club, they manage to improve their pronunciation, vocabulary, and fluency. The conclusions were that joining the speaking club

improves the English-speaking ability of the students, encouraging them to be more motivated to speak English with their friends in that club.

Finally, in a study developed in Semarang-Indonesia by Totok (2021), it is stated that the majority of English students require assistance to improve their communication skills. In addition, the existence of these difficulties have been identified for a long time by the school community, especially by teachers, however, they have not yet managed to provide a real solution to this problem because passive methodologies were handled. The study aimed to describe the implementation of conversation clubs and analyze the perception of students and teachers towards their implementation. This study had a qualitative methodology with a case study design. The study population consisted of an English teacher and two students from a secondary school in Gresik, Indonesia. For the collection of information, observation, semi-structured interview and documentation were used. For the data analysis, the researcher focused on analyzing the data taken from the teacher's lesson plan to know the preparation activity before carrying out the program and the subsequent activity. In addition, the researcher participated in the videoconference as an observer to learn about the implementation of the activity. The results demonstrated that the intervention program had a positive impact on the learning of English, giving a new cultural knowledge. In addition, the teacher realized the need to improve students' speaking ability through some accelerated programs, as well as technological literacy. The conclusion of this study was that the global quarantine conversation club greatly contributed to students learning English.

2.2. Literature Review

The literary review shown below, starts from the categorization of the study variables (Annex 1).

Regarding the independent variable, the approach of the conversation clubs starts from themes such as teaching strategies and participatory strategies which support the need to promote the English learning in interactive contexts, therefore, students are actively involved in their learning.

Around the dependent variable, class participation is framed within communication skills and these within language; elements that are basic for social and cultural development.

2.2.1 Independent Variable

Teaching strategies

Teaching strategies refer to all the processes and activities designed to impart knowledge, skills, and comprehension at all levels of education. In general, and simple terms, the way of acting or intervening where people learn (Aondolumun, 2017). In other words, they are all those facilitates provided to the student by the teacher to enable a deeper processing of the information (Vargas, 2020). They are tools to turn teaching into different interactive actions (Bonilla et al., 2020).

According to López (2018), the teaching strategy is a dynamic concept as a procedure or adaptive set where the action is sequentially organized to achieve the desired purpose or objective, being great important in the classroom because through well-thought-out strategies, students have successful results in their learning. Rondan et al. (2020) considered that didactic strategies are procedures and methods that allow students to achieve learning and achieve desired results. Nonetheless, it is important to consider that they must be adapted to the needs of each one of those who participate in the teaching-learning process. According to González et al. (2022), the use and application of creative teaching strategies is necessary because it allows the student to awaken ingenuity, develop critical thinking, streamline knowledge processes, be effective, develop skills argumentative, and achieve goals.

According to Pipit and Syamsiah (2018), teaching strategies are plans, designs, and systematic procedures in the learning process. Inside of them, there are two groups:

Direct instruction strategies: applied at the academic level to achieve the goals of the lesson or planning. The teacher monitors students' comprehension and provides feedback to students on their performance (Pipit & Syamsiah, 2018). Direct instruction moves the student from a collective learning space to an individual learning space, and the resulting collective learning space is transformed into a

dynamic and interactive learning environment, where the teacher guides the students to apply the concepts and participate creatively in the topic (Vidal, 2016). This instructional model uses face-to-face learning, where the teacher uses their effort to monitor and control student persistence (Berni & Olivero, 2019).

Indirect Instruction Strategies: is an approach to teaching and learning, teaching in the educational context the concepts, patterns, and abstractions to optimize learning. Within the indirect strategies there are three groups:

- **Metacognitive strategies:** These refer to the methods used to help students understand, improving thought processes. These types of strategies should focus on the learning process, on organizing and planning content and evaluating student learning (Pipit & Syamsiah, 2018). They explore the strengths and weaknesses of the university student in the face of learning, their ability to organize the school activities and recognize the advancement mechanisms to implement in learning (López et al., 2018). For this reason, the role that metacognitive skills play in several types of activities related to cognitive processes such as: memory, attention, and reading comprehension (Silvi et al., 2018).
- **Affective strategies:** are learning strategies related to the management of emotions, both negative and positive (Silvi et al.,). These strategies intend to decrease student anxiety, encourage students, and take students' emotional temperature (Pipit & Syamsiah, 2018). In this sense, they are related to tactics that some individuals implement to identify, control, and enhance their own emotions and feelings to favor the learning process (Fernández, 2016).
- **Social strategies:** help the student to work with others and understand the target culture as well as the language. For this purpose, students can interact and actively participate with the environment through activities of interaction, collaboration, and cooperation (Pipit & Syamsiah). These involve interaction with others and how it affects the learning process. (Fernández, 2016). Indeed, the student develops a critical capacity and seeks purposes towards social facts and develop skills to participate actively in their social environment (Camizán et al., 2021).

Participatory strategies

Participatory methodologies are defined as the set of processes, procedures, techniques, and tools that actively involve the student in the teaching-learning process, being an interactive methodological approach based on dialogic communication teacher-student and student-student (Orozco, 2016). In effect, the student learns more from what the teacher does than from what he says (Sáenz, 2020). Thus, incorporating participatory strategies promotes the involvement and commitment of students in their own learning process (Aveleyra et al., 2021).

Participatory teaching methods are didactic methods, strategies and techniques focused on encouraging students to participate and actively involved in their learning process. In addition, they aim to increase students' awareness and sense of responsibility about the organization, management, and evaluation of educational experience (Concina, 2019). In accordance with Kucharciková and Tokarciková (2016), the participatory teaching approach is a form of reflective teaching approach, sometimes referred to as an interactive teaching method. This method emphasizes the students' participation and the self-construction of knowledge. In the same way, Lizardo et al. (2021) added that participatory strategies are the work developed as a team, executed, and founded by the students, through active cooperation with their other classmates, in a profitable and motivated way with the teacher's support, promoting socialization and empathy.

In accordance with Neda and Rahman (2019), collaborative learning in second language acquisition is important because it fosters the growth of students' interdependence, responsibility, people skills, and cognitive and critical thinking skills. Within this field, they mention that communicative strategies should encourage: a) interaction as a textual activity where students modify their linguistic resources to maximize the possibilities of mutual understanding and reduce the interruption of communication; b) interaction as an interpersonal activity that helps students negotiate and co-construct meanings of statements; and c) interaction as an ideational activity that adapts students' linguistic and discursive resources to the social, cultural, and political context.

In line with, Ciobanu (2018) mentioned that participatory methods are modern ways of stimulating learning and personal development because they favor the exchange of ideas, experiences and knowledge through communication, collaboration, and interactivity to create learning situations; in that sense, according to Fontes et al. (2019), the active and simultaneous participation of the entire group of students in the tasks is promoted. Therefore, students can compare their results at the end of the activity. In addition, it allows the student to achieve skills in the same process (Brito & Vaca, 2021).

According to Ciobanu (2018), these types of methods have the following features:

- Attractive and stimulating.
- Stimulate active participation in the teaching task.
- Stimulates initiative.
- Guarantees a better application of knowledge, skills, and communication skills.
- Provide an interactive approach to teaching-learning-assessment.
- Capitalizes on and stimulates creative potential and spontaneity.
- Act on students' critical thinking.
- Promote cooperative learning.
- Motivate students to communicate with each other and listen to the opinions of others.

Furthermore, González and Poveda (2016), stated that participatory strategies facilitate relationships, communication, and mutual learning, stimulate, and motivate learning, reduce stress in educators and students, being ideal ways to provide confidence in individual and group abilities. According to Vélez and Ramos (2018), this would improve the quality of the English language teaching-learning process, since it is more active and participatory (Llano, 2022).

Some basic techniques of participatory education are simultaneous dialogues, discussion groups and brainstorming:

Simultaneous dialogues: it consists of the conversation of all the students in pairs or, exceptionally, up to three people, to answer a question posed by the teacher or to

ask a question. It could be a support for other techniques that require a previous conversation, it can also be implemented in isolation (Estrada, 2020).

Estrella (2013) mentioned that for the application of simultaneous dialogues, the topic of discussion and the time must be previously selected. Later, divide the group into pairs, discuss the topic in a low voice for minutes, draw conclusions guided by the teacher, develop open brainstorming in each class group and finally establish comments.

Intended for González and Poveda (2016), the benefits of applying the focus group strategy are:

- It requires little preparation, only that the questions asked must be properly planned to be of interest.
- Gets up and running quickly. The instructions given should be simple and last as short a time as possible.
- It is an informal environment and procedure method, which is often perceived as more affordable and easier to participate.
- The components do not need to move from their place, it is enough for them to talk to the one next to them.
- It applies to any type and size of group, although logically if there is only one teacher a size of 30-40 students should not be exceeded.

Discussion groups: this is when a small group (from four to twenty people) discuss and seek to solve a problem or answer questions raised by the teacher (Estrada, 2020). This technique is used for the group to express their needs, interests, suggestions, or questions. It allows a rapid meeting of ideas or proposals, with broad participation (González & Poveda). A topic is raised, and the members of the group give their opinion and discuss it informally (López, 2022).

According to Giménez et al. (2018), applying discussion groups, small groups must be formed, maximum of ten people, the ideal is between five and seven people. After this, the groups will discuss, debate, propose questions, and analyze the topic on the task for a period, being relatively short time. It is important to note that the work process is directed and supervised directly by the teacher.

According to Giménez et al. (2018), among the main benefits of applying the focus group strategy is:

- Encourage the exchange of opinions and ideas on a topic.
- Take advantage of students' knowledge and experience.
- Develop the capacity for reflection, enhance listening, respect.
- Enable understanding of reality in a debated manner.

Brainstorming: it is a technique that seeks to promote ideas and its purpose is to achieve the greatest production of ideas without restrictions or limitations of any kind. The ideas are not subject to discussion, they all are accepted without questioning them (González & Poveda, 2016). It is characterized by being creative, flexible, and spontaneous. Several times, it is used to encourage reflection and problem solving (Estrada, 2020). Indeed, it is suitable for generating ideas about specific content or solving a specific problem (Farrach, 2016).

In short, the above techniques are an aid for the teacher, which encourage the participatory capacity of the students, in turn, they learn from each other. Regarding the learning process, it becomes much more enjoyable, pleasant, and innovative.

According to Herrán (2011), applying this brainstorming strategy is necessary for students to understand what is requested, they must accept and be enthusiastic about the possible creative results. Its duration is variable, depending on the components, motivation, content, and purpose. For example, a very focused brainstorm might take 30 seconds, while a large group might take 10 minutes.

On the other hand, Herrán (2011) pointed out that the benefits of this strategy are:

- Getting most of a group to speak in a few minutes of interaction, with positive repercussions for the social climate of the classroom and of the activities.
- Add to the group a student who may seem a little apart from the group, or a new student.
- Analyze prior knowledge or perform an immediate assessment.
- Share the knowledge of others, unlock initiatives, inspire divergences, among others.

- Foster unusual associations and new relationships, from the unconscious and the conscious.
- Favor the best knowledge of others and increase the social ZPD.
- Listen to the proposals of others, enriching or rectifying students' own.
- Induce possible changes in one's own knowledge, beliefs, prejudices, opinions, criticism, creativity, among others.
- Incorporate a deep evaluative nature, regardless of the purpose it has. It can serve to co-evaluate what others know or propose, and to evaluate both the contributions of the group and the changes and personal openings slowly achieved.
- Help overcome students' own egocentrism and its reflection in knowledge (partiality, duality, identification, attachment, among others.)
- Contribute to expand the curricular content.

Conversation Clubs

The conversation clubs are informal meeting places where a group of people from distinct parts of the world meet voluntarily and regularly to practice English language skills, the members of these clubs can be professionals or students from high school or university level. (Kathlee & Bryce, 2016). It is worth mentioning that the practical dimension of conversation includes people capable of storing, processing, and transmitting information. Considering that, through a conversation club, students conduct workshops for a conversation in English which is supervised by a teacher (Samaniego, 2017).

To provide details, Markee (2019) stated that conversation clubs are also known as conversation rooms. These activities are organized to provide foreign language students with an environment for the target language. According to Mosquera and Villafuerte (2021), the conversation club is ideal for students and teachers to interact and exchange oral practices to acquire a new language. Regarding the characteristics and objectives of the conversation clubs, Proaño (2015) mentioned the following: improving the aspects of speaking and listening, acquiring greater verbal fluency, having direct contact with the culture of an English-speaking country, and sharing experiences with another person in the language learned.

Conversation Club Features

From the perspective of Demydovych and Holik (2020), conversation clubs are an interactive extracurricular activity that requires the application of modern cooperative teaching methods to support learning and professional knowledge, promote social exchange through language skills development and interaction, however, for this purpose. As mentioned by Mosquera and Villafuerte, the characteristics and objectives of the Conversation Club are a) to improve speaking and listening, b) to acquire greater verbal fluency, c) to have direct contact with the culture of an English-speaking country, and d) share experiences with another person in the language learned. The use of conversation clubs must meet the above characteristics to be a strategy capable of significantly increasing oral production in English learners because they work with clear objectives. According to Mikeladze (2018), this type of club works well when members have different English language abilities and provide lexical response.

Equally, Demydovych and Holik asserted that the conversation clubs must comply with three main rules:

- Mistakes are never corrected to build confidence and fluency in the foreign language. Participants improve their language skills by listening, speaking, reading, and writing, that is, practicing more than making mistakes.
- Demonstrate mutual respect and tolerance by avoiding discrimination against participants based on race, religion, age, and lifestyle. Provide support and encouragement to each participant.
- Club meetings must be rigorously planned because student participation is greater if the chosen topics complement the academic curriculum. The aspects of each topic must be discussed in the work meetings.

Types of Conversation Club Activities

The activities that take place in the conversation clubs are part of the lingual method that gives value to oral production and part of listening, its main objective is to achieve mastery of the English language through the application of exercises that allow interaction with other people, build confidence in the student, and gain greater

fluency and spontaneity in the language (Alcazar et al., 2021). In addition to this, the activities of the conversation clubs must comply with several dimensions: practical and pedagogical. The practice emphasizes the acquisition of productive skills, including people capable of storing, processing, and transmitting information. Also, the pedagogical dimension because it is essential an active relationship between the components of knowledge in learning contexts, including technology. In a synthetic way, (Susilowati, 2017) affirmed that the activities of the conversation club are debate and oratory.

Likewise, Kathlee and Bryce (2016) revealed that the conversation clubs offer countless activities to develop, but the most frequent are the following:

Skits: the club meeting begins with the leader asking for volunteers to play characters in the skit. After that, they plan and practice the skit in private. When ready, the volunteers perform the skit in front of the members. At the end, the leader checks that the members understand the skit and then discusses it. Depending on the club size, members may break into small groups for discussions focused on the topic of the skit. In addition, members can share ideas about what could happen after the skit's time frame or what could have happened before. Furthermore, members can share personal experiences that are like those of the characters in the skit.

Role plays: to start, the club leader or members must choose a problem, describe the scene, the people or characters involved. Members volunteer to play the characters in the role play, practice the role in private, and then perform it in front of the club or in small groups. Afterward, the members talk about role-playing.

Discussions: The club meeting begins with the choice of the topic for discussion. The topic needs a "pro" and "con" side and should explore a topic that is relevant to members. After the club members select a topic, each volunteer is placed in the team corresponding to their position, prepares and when everyone is ready, the club leader chooses a member to function as timekeeper while everyone intervenes in an orderly manner.

Social change: considered the most important in English clubs, the activity starts when the members of the club discuss the problems that are critical in their communities. This activity involves the completion of three activities.

The first club meeting should serve to identify the problem or issue. One way to do this is to brainstorm.

Then members divide into groups, with each group selecting a problem to discuss. These conversations should focus on the reasons for the problem, possible changes that could solve the problem.

Once members have a better comprehension of the problem, they should create an action plan. Small groups should complete an action plan to present. By consensus or vote, members must agree on the specific steps they will take and assign tasks to members.

In addition to the four basic club activities presented, there are many more that clubs can use:

- Meetings to learn singing.
- Discussions about news.
- Listen to podcasts and discuss.
- View and discuss short video clips or TV shows.

2.2.2. Dependent Variable

Language

According to the Royal Academy of Language (2022), language is the ability of the human being to express himself and communicate with others through articulated sound or other sign systems. From the perspective of Loria (2018), language constitutes the mental ordering of conventional verbal approaches that facilitates interaction with others, through messages. In this sense, the language is the most powerful tool of communication. Its function includes communication of ideas, thoughts, opinion and emotional expression, social interaction, the power of sound use, registration of facts, expression of identity. However, at the same time, a

common barrier to effective communication (Buarqoub, 2019).

Along with Huff and Christensen (2018), language is a complex and dynamic system of conventional symbols used in several ways for thought and communication. Language learned and used through the interplay of biological, cognitive, psychosocial, biological, and environmental factors. Its effective use requires a broad understanding of associated factors such as nonverbal cues, motivation, and sociocultural roles. Similarly, Herrera et al. (2018) mentioned that it is a key piece in the development of an individual because it is the means that facilitates learning. For his part, Martínez (2017) referenced that language fulfills the function of communicating content: emotional or expressive, in which the sender shows intent; threatening or appellative, when the language seeks to provoke a reaction of any kind in the receiver; poetic or aesthetic, which determines if the message is established in an appropriate way.

Language corresponds to a complex system with three main components related to form, content, and use (Figueredo, 2020). Form includes syntax, morphology, and phonology, content encompasses semantics, and usage falls under pragmatics (Calderón, 2022). To continue, Martos (2019) asserted that there are four components of language: phonology, semantics, morphology, and pragmatics. According to Mora (2018), language has four fundamental pillars:

First: language is a cognitive behavior because it is the product of long evolutionary processes that involve neurobiological and psychobiological processes. These elements allow the realization of two types of representations, the first do not have intentionality and the secondary ones allow the biological entity to develop basic operations such as prediction and organization.

Second: language has a psychosocial component to establish relationships with other people. This pillar is one of the most complex to achieve because it not only involves receiving information but also processing, interpreting, and manipulating it to interact in external situations.

Third: language manifestation is the product of a system: cognitive-linguistic, where both situations are highly related, and practically inseparable at the level of higher cognitive processes.

Fourth: language is a dynamic process that does not take place only internally or externally to the subject, but also occurs in both places at the same time.

Language development comprises the following levels:

Phonological level: refers to the rules that govern the structure, distribution and sequence of speech sounds, and the combination of syllables (Granada & Pellizzari, 2019). Phonology studies aspects such as intonation or rhythm and phonetics the articulation of phonemes (Godoy & Figueroa, 2020); at this level it is necessary to follow a sequence from less to greater complexity, which corresponds to rhyme level, syllable level, and phoneme level (Granada & Pellizzari, 2010).

Morpho-synthetic level: it has two aspects, one referring to morphology and the other aspect referring to syntax (Granada & Pellizzari). Morphology is related to the internal organization of words and syntax, delimits the type of combinations of words considered acceptable, or grammatical, and which are not (Granada & Pellizzari). Referring to the rules and the way in which phrases and sentences are formed (Godoy & Figueroa, 2020).

Semantic level: studies the meanings and the meaning changes suffered by words (Granada & Pellizzari, 2019). It addresses the meaning of the words of a language (Godoy & Figueroa, 2020), its unit of analysis is the topic (Lorenzo, 2010).

Pragmatic level: refers to the characteristics of language use in communicative interaction (intention to communicate, motivation of the speaker, reaction of the interlocutor), constituting a set of rules in a communicative context (Granada & Pellizzari, 2019). It refers to communicative use based on contextual characteristics (Godoy & Figueroa, 2020). In other words, it studies linguistic acts and the contexts in which they are performed (Lorenzo, 2010).

The four previously mentioned levels are relevant in the current research since through them it is possible to better understand the mechanisms that make language

useful and the best method for communication. Language allows human communication to exist, where people can express themselves and understand others, for this reason, these components are a useful support for students' language, making available to communicate with each other in certain circumstances.

Communicative skills

To define communicative skills, it is necessary to delve into the two words that constitute it. On the one hand, the ability that is the capacity, and on the other hand, communicative has the meaning of exchange or interaction. Therefore, communicative competence is nothing more than a “competence to communicate” that means, having the ability to communicate to satisfy communicative needs (Sabri & Sunil, 2018). In the same way, Tarvin (2015) mentioned that communicative competence or communicative skills are the ability to use language, or to communicate, in a culturally appropriate way to make sense of and perform social tasks effectively and fluently through extended interactions. In this sense, Reinoso (2017) asserted that the notion of ability encompasses a broader content that links knowledge, experiences, will and ability, around a continuous learning process that models and guides the subject from their sociocultural environment.

Communication skills encompass both speaking (attracting speaking) and listening (listening with empathy), it is a skill that must be learned or improved (Barrio & Barrio, 2018). On the other hand, Domínguez and Medina (2019), mention that oral language and communicative skills require one another, since for the communicative act to take place, the intervention of the signs that intervene in language is necessary. According to Fauziah and Farizawati (2017), there are ten fundamental principles in communicative competence: first, meaning is paramount, second, dialogues that focus on communicative functions are not normally memorized, third, contextualization is a basic premise, fourth, language learning is learning to communicate, fifth perforation may occur but peripherally, sixth understandable pronunciation. To continue, seventh, attempts to communicate encouraged from the start, eighth, judicious use of the mother tongue accepted when feasible, ninth, the teacher assists students to motivate them to work with the language, and tenth the language is created by the individual often through trial and error.

Communication skills are very important in learning and mastering a second language because it makes students capable of using the language in real life situations and motivates and encourages them. In addition, it helps trigger language acquisition and therefore, it is the best practice of using the language (Abrejo et al., 2019). In this context, Abrejo et al. affirmed that communication skills have four elements:

- 1. Grammatical competence:** knowledge of syntactic structure, lexical elements, morphology, phonology, and semantics (Abrejo et al.). It allows to give linguistic form to the meaning and to extract meaning from the linguistic form (Menegotto, 2018). It links to domain the set of morphological norms (Tasso, 2017).
- 2. Sociolinguistic competence:** the use of sociocultural knowledge and rules of discourse (Abrejo et al.). This element proposes that mental schemes, attitudes, and values are the result of the community minds interaction, that is, a social fact (Bermúdez & González, 2011).
- 3. Discursive competence:** how ideas are connected through organization patterns, cohesive and transitional devices (Abrejo et al.) between the elements of the message and its relationship with the rest of the discourse (Ayora, 2017). In this sense, students and teachers intervene, at the same time, externalizing their own points of view and internalizing the position of the other. (Villanueva, 2020).
- 4. Strategic competence:** overcome the language gap, achieve fluency in the conversation and modify the text for the audience (Abrejo et al.). This ability encompasses the factors related to the effective use of the language (Bermúdez & González, 2011). It emphasized on achieving fluid and effective communication using strategies to compensate for deficiencies in communication (Ayora, 2017).

Along with Azimova (2019), communication skills include the following three aspects of language knowledge:

- How to use language for a variety of different purposes and functions. Knowing how to vary the use of language according to the setting and the participants.
- How to produce and understand different types of texts.
- How to maintain communication despite having limitations in the knowledge of the language.

Class participation

Class participation is a didactic and evaluative strategy frequently used in classrooms to encourage active learning that benefits critical thinking, listening, and speaking skills, as well as attention and involvement in class (Rueda et al., 2017). Through a notion more focused on the classroom, Hidalgo and Perines (2018) considered that participation is all those initiatives that schools undertake and are aimed at increasing the role of students in decision-making on the design, management, and evaluation of any aspect during the school life. To clarify, class participation is a strategy that teachers use to encourage active and reflective learning by their students (Aondolumun, 2017).

In fact, there are multiple benefits that emanate from class participation, which include improvements in grades, motivation, learning, critical thinking, character development, oral and written communication, appreciation of cultural differences and group interpersonal interactions (Eliason & Turalba, 2019). Indeed, class participation is crucial because it raises the quality of learning, and they also point out that participating students are more open and eager to learn (Sezer et al., 2017). Finally, in line with Bergmark & Westman (2018), student participation is an active and engaged students in the classroom. Students who impact the design of the curriculum and the feeling of belonging to the educational community, their role is essential to achieve better results in the educational field.

In line with Moliní and Sánchez (2019), the strategies used to encourage class participation are:

- Explain the relevance of critical reflection and participation. Set texts related to the teacher's strategy and ask students to make a critique
- Before classes, leave the material to be discussed on the virtual platform, especially the Power Points that will be used.
- Improve students' critical reasoning by encouraging their participation in the classroom. During the classes, ask students questions that require thinking and establish debates on the selected topic.
- Highly value participation. Students who exceed ten interventions can increase the final grade for their additional participation. The one who has participated the most gets an extra point and the others what corresponds to them in a proportional way. It is established that they can reach ten with relative ease (especially in small groups), since each intervention of interest in class is worth one point. In favor of the shy, everyone can get participation points without speaking in class, noting the contributions of their classmates.
- Objectively evaluate student participation. Three students (two if the group is small) write down the participation in each class. If they get it right (there are no conspicuous contradictions between the lists) they receive a participation point for it. Students are randomly selected from among those who volunteer, and they change in each class, so they never know who is the next.

Types of participation in classes

Participation occurs as answers to questions from the teacher. Sometimes students intervene at any time in class, asking a question or a comment of their own (Moliní & Sánchez, 2019). In this sense, Ochoa (2019) indicated that class participation is classified as: simple, consultative, projective, and meta-participation. For their part, Mohd et al. (2012) mentioned that the participation in classes can vary from passive to active participation because students can sit quietly, take notes, listen, or ask questions, give opinions, or answer questions posed. In this way, student participation can be classified into:

Active: Full participation: implies full integration, students actively participate in the class, act appropriately and their participation in class is usually spontaneous and occurs naturally (Mohd et al.). Within the active participations, there is participation for incentives, such as responding for obtaining a better score in the participation note (Delbury & Cárcamo, 2020).

Circumstantial Participation: Occurs when students influenced by factors: socio-cultural, cognitive, affective, linguistic, or environmental, often reduced and speak only at the appropriate time (Mohd et al.).

Passive: Marginal Participation: Students act more like listeners in the classroom (Artal, 2016). Unlike students who actively participate in classroom discussions, this category of students would rather listen and take notes than participate in the classroom (Mohd et al.). In passive participation, the subject records that he is there as a spectator, who, with his mere presence, validates an act, action or human fact already agreed upon by other people, but does not feel responsible for what happened (De Pinto et al., 2015).

Silent observation: students tend to avoid oral conversations in the classroom. They appear to receive materials delivered in the classroom by taking notes using various strategies, such as tape recording or writing (Mohd et al.).

In addition, Pérez and Ochoa (2017) mentioned that participation has different levels depending on the role of the student in the teaching-learning process:

Simple level: students are mere spectators or passive performers in learning.

Advisory level: students must give their opinion on a specific issue.

Projective level: students are active agents involved in the development and construction of learning by designing, planning, and executing it.

Meta-participatory level: students themselves generate new spaces and participation mechanisms.

That is why, to achieve genuine participation in the school environment, it is necessary to allow students to assume an active role in their own educational process.

Factors Influencing Student Engagement

The participation of the students requires elements such as the mental and emotional to achieve their objectives, therefore, Triyanto (2019) mentioned that participation depends on the following factors:

The first lies in the personality of the students because there are students with high self-efficacy who show better academic achievement due to a greater interest in learning (they ask questions, discuss, question). The second element is the teacher and the teacher's traits, and skills are immersed in it, such as having an open mind, being supportive, understanding, accessible, friendly, elements that allow greater or less participation.

In addition to these factors, according to Mohd et al., it is immersed in an environmental factor. This field includes everything that surrounds the student or the teacher, such as the classroom or study scenario. This occurs because when the classroom is large, less student participation is observed. Also, when the resources are insufficient and, on the contrary, when the groups are small, it is possible to observe greater participation in the students.

Importance of student participation

Participation is achieved when students act and get involved (Congreso Internacional de Didáctica, 2015). Participation is a way to take students actively in the educational process because they feel more motivated, learn better, become better critical thinkers, and have improvements in character when they are prepared for class and participate in discussions. The more they participate, the less they memorize (Rocca, 2010). Hence, the participation of students is essential for their own learning, students earn more grades as their participation in classes increases. On the other hand, it is important to mention that the most significant factors that do not allow the development of participation in class are empathy, shyness, fear of making grammatical and pronunciation errors, and lack of vocabulary (Basante & Gaviria, 2016).

In addition, students learn better when they participate, engage mentally, emotionally, and involve in the learning process because when students are learning

passively, their brains do not fully function, do not process information, nor do they hold information efficiently; on the contrary, when the participation of the students is active, greater learning occurs (Triyanto, 2019); effectively, the greater the participation, the greater the chances of achieving significant learning (Flores, 2015), being an important factor in the process of teaching and learning English as a second language (Martínez & Pereira, 2020).

It is worth mentioning that the participation of the students is based on four aspects, in the first one it has great value because it is the core of the active teaching methods centered on the student, in which the students are the protagonists of their learning (Abrejo et al., 2019). Secondly, it is important within the formation of the democratic citizen, that is, informed, critical, supportive subjects and willing to make decisions that affect the people (Barrio & Barrio, 2018); the third is directly related to the formation of the students, since they are considered, assuming responsibilities for the subsequent acts in the class processes. Finally, it is a source of intrinsic motivation, therefore, it influences teaching processes and learning outcomes, thus determining school performance (Buarqoub, 2019).

From the above, it follows that an extrinsically motivated student feels more secure while developing the activities, valuing, and encouraging the contribution of ideas, and direct participation in the classroom (Cobeña & Moya, 2019). Finally, researchers emphasize that student participation implies, for example, that students and teachers work together in associations; students who have an active role in the co-creation of the curriculum with teachers; and students acting as agents of educational change (Ciobanu, 2018). The active participation of students, whether in the classroom, in the management of the curriculum or in alliances with other stakeholders, can open for the recognition of an active critical citizenship, as well as of the social welfare beyond measurable results and high performance (Bergmark & Westman, 2018).

CHAPTER III

METHODOLOGY

3.1. Location

The research is conducted at the "San Pio X" Educational Unit in Ambato-Ecuador. It is a catholic institution, founded by the Diocese of Ambato in 1955. Over the years, it has become an innovative institution, and this is due to the correct way of educating and guiding students. (Unidad Educativa San Pío X, 2023).

The Educational Unit has two campuses: the traditional and emblematic Atocha campus and the innovative and recent Quillán Loma Campus, located in Izamba parish, inaugurated in the 2019-2020 school year, where this research took place.

In recent years, work has been done on the development and improvement of the English area with the aim of becoming a bilingual institution through the development of skills and a new scheme that integrates knowledge, innovation and technology, and values as the axis central to the teaching-learning process.

Under this premise, the present investigation is developed as a contribution to the improvement of the teaching-learning of English and its commitment to continuous improvement.

3.2. Equipment and materials

Various resources were used for the development of the research: human, institutional, material, bibliographic and technological. Among the human resources were the students of "San Pío X" educational institution and the researcher. In the institutional ones, the Technical University of Ambato and the "San Pio X" Educational Unit. The material resources used were sheets of paper, copies, pens, and folder. The bibliographic resources were books, magazines, articles, and academic publications related to the research variables. Finally, among the technological resources used were computer, printer, internet, and flash drive.

For the proposal execution, the materials used were the physical space of the classroom, audiovisual material, stationery, and academic material (guidebook).

3.3 Types of research

3.3.1. Quantitative

The study was framed in the quantitative approach, which is fundamentally focused on observable aspects and susceptible to quantification through statistical tests for data analysis (Polanía et al., 2020). In addition to being a structured way of collecting and analyzing data obtained from different sources, which implies the use of computer, statistical, and mathematical tools to obtain conclusive and objective results. (Neill & Cortez, 2017).

Hence, the current investigation had a quantitative approach because a statistical management of the data was made regarding the participation of the students in two determined moments (pretest-posttest), obtaining the results and verifying the proposed hypothesis that was: Conversation clubs improve the participation in classes of first-year high school students from the "San Pio X" Educational Unit, using a statistical treatment.

3.3.2. Observation

The research was of observation type because the information gathered was acquired by observing the behavior of students in their natural environment, which is their regular English class with their everyday teacher conducting the class and no intervention from the researcher. (Price et al., 2017). According to, Ciesielska, et al. (2018), observation is defined as the basis of our everyday social life, and as humans we are meticulous observers of behaviors and our environments.

In this particular case, the observation research was chosen as the initial and final part of the research. The researcher goes to the classes, where the students will act naturally, the researcher does not intend to control what is happening at the moment (Coe et al., 2017).

3.3.3. Quasi-experimental

In concordance with Hernandez-Sampieri (2017), in quasi-experimental studies

At least one independent variable is deliberately manipulated to observe its effect on one or more dependent variables, only they differ from "pure" experiments in the degree of security that can be had about the initial equivalence of the groups. In quasi-experimental designs, subjects are not randomly assigned to groups or paired, but groups are already formed before the experiment. (p. 151)

According to Bono (2017), quasi-experimental studies have the same purpose as experimental studies: to prove the existence of a causal relationship between two or more variables applicable when random assignment is impossible. They also allow estimating the impacts of the treatment or program depending on whether a basis for comparison is established.

In the particular case, the quasi-experimental design was chosen because it took an already formed group of first-year high school students from the "San Pio X" Educational Unit, with different levels of performance and with which an experiment was conducted with conversation clubs.

The quasi-experimental process began with the selection of an "experimental" group with which the conversation clubs were used and a "control" group to be able to make a comparison. After that, both groups were initially evaluated regarding participation during the course of a normal class using a rubric (Annex 2).

After the evaluation, the conversation clubs were used for four weeks in the experimental group. The topics of the conversation clubs were the same ones stipulated in the curricular planning. The proposed activities (Annex 3) lasted approximately 30 minutes.

On the other hand, the "control" group did not participate in the conversation clubs and continued with normal classes.

After using the conversation clubs for four weeks, the students in both the experimental and control groups were retested to determine the differences. Thus, determine the impact of the strategy used in the experimental group.

3.4. Hypothesis approach

The hypotheses raised in the research were:

H1: Conversation clubs improve the participation in classes of first-year high school students from the "San Pio X" Educational Unit.

H0: Conversation clubs do not improve class participation of first-year high school students from the "San Pio X" Educational Unit.

The verification of the hypothesis was conducted through the student's t test (two-sample test) because the values reached by the students in terms of participation in classes were compared both at the beginning and at the end of the educational intervention, in the group experimental and control.

3.5 Population and sample

The study population consisted of first-year high school students from the "San Pio X" Educational Unit, corresponding to courses "A" and "B". The age of the participating students fluctuates between 15-16 years of age.

Table 1

Population

Population	Frequency	Male	Female	Percentage
Experimental group (Course "A")	25	16	9	50%
Control group (Course "B")	25	14	11	50%
TOTAL	50	30	20	100%

Note: Frequency of Gender in selected classes from "San Pio X" Educational Unit

The sample selection was of a non-probabilistic type, which is a selection procedure in which the probability that the elements have to integrate the sample is unknown and is used when the selection of subjects with a certain characteristic is required. (Cabezas et al., 2018).

Within the non-probabilistic sampling, the intentional one was selected which according to Arias (2006), it is similarly known as opinion because the sample elements are chosen based on criteria proposed by the researcher. In the particular case, due to the accessibility and proximity to work with the group of students.

The students participated in the investigation after explaining the activities and with the parents' authorization.

3.6. Information collection

Information regarding student participation in classes was collected at two specific times: the first, before the application of the participation clubs and the second, after some sessions of application of this resource.

The information was collected around aspects such as: frequency of participation in classes, quality of comments, and listening skills with the following scale:

- Exemplary (90%-100%)
- Competent (80%-90%)
- In development (70%-80%)
- Unacceptable (<70%)

Each aspect was considered according to the number of questions asked by the teacher in a period of time which was 2 classes, and the interventions made by each student. The frequency was counted with each intervention the students made, quality of comments was calculated by the grammar structure used and listening skills was considered by answering the questions appropriately. This rubric was applied in their normal English classroom and the conversational club was applied as an extracurricular activity.

The class participation scale was used in both groups (experimental/control) both before and after the intervention.

3.7. Information processing and statistical analysis

For data management, descriptive statistics was used, which according to Faraldo and Pateiro (2013), implied a set of numerical and graphic techniques to describe and

analyze a group of data from a population through basic descriptive techniques such as the construction frequency tables and graphing. In addition, descriptive statistics help integrate and give coherence to the results of a work, the researcher must have the ability to summarize and present data in an orderly, simple and clear way. Therefore, the data could be interpreted by other researchers as well as by reviewers and readers (Rendón et al., 2016).

In the particular case, descriptive statistics were used to order and process the data obtained from the evaluation of student participation in classes before and after the intervention with the conversation clubs. For this purpose, an Excel database was created where the name of the student was placed, the group to which he or she belongs (Experimental/Control), the initial and final qualification was placed. Subsequently, the data were exported to SPSS (Statistical Package for Social Sciences) version 2.0 where they were processed through descriptive statistics. The results were presented in absolute and relative frequency tables as well as in bar graphs for their respective analysis and interpretation.

Once the results were obtained, they were contrasted with the theoretical scientific evidence in the discussion section, which served to formulate the conclusions and recommendations.

3.8. Response variables or results achieved

The results of the investigation certified that conversation clubs allow to improve student participation because they are tools that emphasize interaction, promote active listening and oral production. Additionally, they permit the student to lose the fear of intervening during class and gain greater confidence in their abilities.

This result was obtained from the comparative analysis of the pretest and posttest through the "t test" which is a procedure that allows examining the differences between two independent samples to determine differences after the application of any treatment, which in the present investigation were the conversation clubs (Sánchez, 2015).

CHAPTER IV

RESULTS AND DISCUSSION

4.1. Results

The current research study used descriptive statistics to summarize the quantitative results obtained in two groups of first-year high school students from "San Pio X" Educational Unit, one control and one experimental, who were evaluated regarding participation in classes, at two given moments for the corresponding comparative analysis.

The control group only participated in the pretest and posttest evaluation activities, while the experimental group was initially evaluated, participated in conversation clubs, and was evaluated after the application period.

In the first part of this chapter, the results of the pretest (Table 1 and 2) are presented, followed by the posttest (Table 3 and 4) in both the control and experimental groups. Table 5 shows a comparative analysis of the initial and final results of both groups.

4.1.1. Control group pretest results

Table 2

Pretest- Control Group

Students	Frequency of participation in class	Quality of comment	Listening skills	Average
General average	52%	60%	61%	58%

Note: Percentage of class participation before application of the Conversation Club in the controlled group according to the rubric.

Analysis and interpretation:

According to the results of the pretest, the general average of class participation in first-year high school students from San Pío "X" Educational Unit from the control group was 58%, an average lower than the required level because it shows a lack of both listening/understanding and oral expression skills. This translates into a lack of

students' communication skills as well as a fear of participating due to ignorance or feeling afraid during the interaction with classmates and teacher.

The frequency of participation, which was how many times the students interacted in class was the lowest dimension with an average of 52%, followed by the quality of the comments where the average was 60% and finally in listening skills 61% was obtained. All the averages were under 70%, which is what is allowed since they translate into unacceptable.

Based on these results, the students from the control group presented deficits in class participation, since shortcomings were evident such as: little initiative to participate, the interventions were forced by the teacher. In addition to the above, the comments made were inaccurate and shortcomings were observed in terms of listening skills, mainly in attention to what others say.

4.1.2. Experimental group pretest results

Table 3

Pretest -Experimental Group

Students	Frequency of participation in class	Quality of comments	Listening skills	Average
Average	56%	58%	59%	58%

Note: Percentage of class participation before application of the Conversation Club in the experimental group according to the rubric.

Analysis and interpretation:

The results obtained in the pretest applied to the experimental group were similar to those observed in the control group. The general performance average was 58%, regarding to the frequency of participation, a performance of 56% was obtained. In terms of quality in the comments 58%, and with respect to listening skills 59%. All these averages also translate into an unacceptable performance because deficiencies were observed both in comprehension and oral expression, just as in the control group.

According to these results, students have a low level of participation in classes and not only due to the fact of the low frequency of participation on their own initiative

but also because of the quality of the comments issued, which makes clear the deficits presented by the students in both, receptive and productive skills.

These results promoted the pedagogical intervention and the use of conversation clubs in favor of students developing their participation skills such as active listening, comprehension, and appropriate and more fluent expression. In addition to breaking with the fear of greater interaction with classmates and teacher.

4.1.3. Control group posttest results

Table 4

Control Group Posttest

Students	Frequency of participation in class	Quality of comments	Listening skills	Average
Average	56%	60%	63%	59%

Note: Percentage of class participation after application of the Conversation Club in the control group according to the rubric.

Analysis and interpretation:

When applying the posttest to the control group, no significant differences were observed compared to the initial evaluation since the general average initially obtained was 58%, and at the end of 59%, which makes it clear that the level of progress in participation achieved by the students was not significant and the deficits evidenced at the beginning were maintained.

These results are also observed in Participation frequency where the general average was 56%, the quality of comments 60% and listening skills 63%. These averages were higher than those observed in the first intervention, however, they were still not appropriate, meaning they fall below 70%. The averages obtained in each of the dimensions of participation are unacceptable because they show that the students were not interested in interacting with the classmates and teacher.

According to these results, the control group did not show progress in participation as it continued to be forced by the teacher, and when this occurs, the comments are poorly intelligible or wrong because of the poor listening comprehension. This result makes it clear that students' communication skills must be worked with greater

emphasis so that they can capture the message and produce an appropriate response to interact with other people and gain confidence.

4.1.4. Experimental group posttest results

Table 5

Experimental Group Pretest

Students	Frequency of participation in class	Quality of comments	Listening skills	Average
Average	71%	72%	70%	71%

Note: Percentage of class participation after application of the Conversation Club in the experimental group according to the rubric.

Analysis and interpretation:

When applying the posttest to the experimental group after working for 4 weeks with the conversation clubs, the results were favorable. The overall participation performance average was 71%. Regarding the frequency of participation, the average was 71%, regarding the quality of comments, the average performance was 72% and finally, in listening skills, 70% was obtained.

These results generally reflect that students are "developing" class participation because the averages achieved were above 70%, which is an acceptable level. This level makes clear the effectiveness of the conversation clubs in the participation of the students since after their use, the students showed a better initiative to participate with and without encouragement from the teacher, the comments were issued with basic but appropriate terminology and a better listening attention was observed, although with the help of reminders and attention calls.

In addition to this, reaching this level of participation is positive because it shows the progress made by the students who went from an unacceptable or inadequate level to an acceptable one, demonstrating the development of participatory competence and its process to a competent level. That is the reason to continue working on students' interactivity and communication skills to achieve confidence and fluency.

4.1.5 Comparative analysis pretest and posttest in experimental group and control

Table 6

Control and experimental groups Comparative Chart

	Test	Frequency of participation in class	Quality of comments	Listening skills	Global
Control Group	Pretest	52%	60%	61%	58%
	Posttest	56%	60%	63%	59%
Experimental Group	Pretest	56%	58%	59%	58%
	Posttest	71%	72%	70%	71%

Note: Comparison percentage of class participation before and after application of the Conversation Club in both groups.

Analysis and interpretation:

After the pretest application, it was possible to observe, in the first instance, that the performance averages in both groups were similar. Both groups presented deficiencies in class participation, since in both cases the averages did not reach 60%. On the other hand, after posttest, it was determined that the conversation clubs improved the participation of the students during the class because in the control group the performance went from 58% to 59%, while in the experimental group, the initial performance was 58% but the final 71%. In other words, the progress achieved was 13%, which translated into a step on the qualification scale where it went from an "unacceptable" level of participation to "Developing".

The level of progress of the students was also observed in the dimensions of participation, the frequency of participation went from 56% to 71%, the quality of the comments went from 58% of performance to 72% and finally, in listening skills went from 59% to 70%. In all these dimensions there is at least 20% progress which allows assuming the development of participatory competition.

These results were positive because in the experimental group, the use of conversation clubs allowed students to develop listening skills, issue quality comments, with appropriate terminology, and the intervention frequency was higher than what was observed at the beginning. However, it is necessary to work for longer periods of time with the conversation club strategy so that students consolidate the knowledge acquired and the rate of participation reached during the intervention because this will allow them to reach higher levels of participation, interrelate, and communication in the English language.

4.2. Discussion of results

Class participation is a fundamental aspect of learning as it is a way to actively involve students in the educational process because they feel more motivated, learn better, become better critical thinkers, and improve their character when they are prepared for class and participate in discussions. The more they participate, the less they memorize (Rocca, 2010). Hence the participation of students is essential for their own learning, students get better grades as their participation in classes increases.

In fact, there are multiple benefits that derive from class participation, which include improvements in grades, motivation, learning, critical thinking, character development, oral and written communication, appreciation of cultural differences, and group interpersonal interactions (Eliason & Turalba, 2019). Indeed, class participation is crucial because it raises the quality of learning, and points out that participating students are more open and eager to learn. (Sezer et al., 2017).

According to the above, in the current investigation, it was considered important to address class participation because, as was observed at the beginning of the investigation, this is generally low in students. Hence, the need arose to work on this important area of learning through the use of conversation clubs, which are informal meeting places where a group of people from different parts of the world meet voluntarily and regularly to practice the English language. The members of these clubs may be professionals or high school students. (Kathlee & Bryce, 2016).

In addition, conversation clubs are ideal for students and teachers to interact and exchange oral practices to acquire a new language because the activities are aimed at creating an environment of the target language (Mosquera and Villafuerte, 2021), thereby, it is possible to support learning and knowledge, promote greater social exchange and consequently the development of linguistic and communication skills to improve participation (Demydovych & Holik, 2020).

Due to the advantages that conversation clubs provide with respect to communicative and interactive skills, in the present investigation its effect on participatory competition in a group of high school students was tested. The results showed that conversation clubs improve class participation and, in light of the results, the frequency of participation, the quality of comments and listening skills were improved.

These results are supported by the Indonesian research by Ngadimun et al., (2019), where, after using the conversation club in a group of university students, found that this strategy is effective because of the excellent performance of the students after its use. This study mentions that the English Club empowers the student to participate in class, supports the teaching-learning process in the classroom, especially in the speaking component because it emphasizes interaction and consequently communication skills.

Similarly, there is the research developed in Bogotá-Colombia by Valderrama (2021), whose purpose of study was to emphasize the participation of students for the implementation of English language knowledge and skills through conversation clubs. The results showed that this strategy is effective because the students after its use were more participatory, and developed communication skills such as active listening and spontaneous expression, despite some difficulties regarding vocabulary and pronunciation. This study, presented the interaction as the reason why conversation clubs allow a better performance of the students, alluding that this strategy adheres to the principles of Vygotsky where it is mentioned that the reason: "knowledge results as a product of social and cultural interaction" (p. 23).

In these investigations, as well as in the current one, the conversation club constitutes an adequate strategy to promote learning and interest in the English language

because it encourages the voluntary participation of students who in these spaces have the possibility of interacting with other people, develop pronunciation and active listening, strengthen comprehension and vocabulary.

4.3 Hypothesis verification

For the verification of the hypothesis raised in the investigation, the T-student test was used, which allows to determinate if there is a significant difference between the means of the pretest and the posttest.

Table 7

t-test

	Paired Differences					
	t	gl	Sig. (bilateral)	Mean	95% Confidence Interval of the Difference	
					Lower	Upper
PRETEST	25,42 8	24	,000	5,75200	5,2851	6,2189
POSTTES T	58,02 0	24	,000	7,12400	6,8706	7,3774

Note: Table of differences between pretest and posttest

As shown in the previous table, there is a significant difference between the group means in the pretest and the posttest because at the beginning it had a value of 5,75 and then, the mean was 7,12.

According to the t-test carried out in SPSS, it is observed that the p.value (sig.bilateral) is less than the level of significance $\alpha = 0.05$; for this reason, the null hypothesis is rejected, and the alternative hypothesis is accepted. Thus, conversation clubs improve the participation in classes of first-year high school students from the "San Pio X" Educational Unit.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

Through the development of the research and according to the raised objectives, the conclusions are the following:

- The use of conversation clubs improved the participation in classes of high school students from San Pío "X" Educational Unit. The result became evident in the level of progress reported in the experimental group. After the application of activities based on this strategy, greater competition arose in terms of frequency of participation, quality of comments made during the interventions, and a greater development of listening sub-skills.
- Conversation clubs play an important role in student participation in class because this strategy gives special value to oral production and active listening, elements that are basic to interact and establish communication with other people, enabling the development of sub-skills such as verbal fluency, pronunciation, vocabulary, and communicative competence for adequate social interaction.
- The use of conversation clubs in high school students brought positive results in their participation because before the intervention they had little initiative to participate, the interventions were forced by the teacher, the comments made were imprecise, the vocabulary limited, in addition to the lack of attention during listening, being impossible to interact and adequately communicate. However, these shortcomings were addressed during the intervention, achieving a better initiative in participation as well as greater communicative competence, both receptive and productive.
- The initial results of the secondary school students' participation were similar in the control and experimental group with an overall performance of 58%, which was translated into an unacceptable level. At the end of the intervention, the participation of the experimental group improved, and a

71% performance was globally achieved; 71% regarding the frequency of participation, 72% in the quality of the comments made and 70% in listening skills. Results that demonstrate the progress achieved in the ability of students to capture messages and issue appropriate responses during class interaction.

5.2. Recommendations

- It is suggested that the conversation club is done outside of the regular classroom as an extracurricular activity and focusing on the students' interests so that they feel engaged in the activity, and it is productive for them.
- It is necessary that within the educational units that manage bilingualism initiatives to apply pedagogical strategies that promote linguistic skills and, above all, interaction in students inside and outside the English classroom, as conversation clubs do to ensure that students acquire and develop communication skills.
- Conversation clubs are imperative resources to encourage student participation, being important for their application to consider the following aspects: clear objectives of use, guidance by a professional, have an order, be pleasant (familiar topics and topics of interest) and encourage development of receptive and productive skills at the same time.
- To the English teaching and pedagogical staff, it is necessary to consider the implementation of conversation clubs as a strategy to strengthen language levels with greater emphasis on the participatory aspect because of the significant results in this research about oral expression, listening skills, fluency, pronunciation, and vocabulary.
- Based on the initial and final results regarding class participation obtained in the current research, it is recommended that in future interventions conversation clubs be considered as complementary strategies to the school

curriculum established within the educational units because it is an effective way to develop interaction and communication skills in students.

CHAPTER VI

PROPOSAL

6.1. Informative Data

Topic: The Use of Conversation Clubs.

Name of the Institution: “San Pio “X” Educational Unit.

Beneficiaries: High School Students.

Location: Ambato, Himno Nacional Street and Mentor Mera Street.

Estimated time for the execution: 3 weeks.

Research: Lic. Mike Nunez.

Cost: \$15.

6.2. Background of the proposal

After analyzing the statistical data obtained withing the present study, it was evidenced that students presented deficit in class participation, due to several shortcomings such as: little initiative to participate, forced interventions by the teacher, inaccurate comments. Additionally, other shortcomings were observed regarding the ability to listen, especially when paying attention to what the others say.

The effectiveness of the use of conversation clubs is supported by the following research papers:

In the scientific article developed by Buyung (2020) with the aim of describing the implementation of the speaking community in encouraging students to promote their ability to speak, as well as to describe the students’ response to the speaking community regarding their English speaking. This study was a qualitative descriptive study. Data was obtained by observation and interview. Based on the result, it can be

concluded that the implementation of the English-speaking community is divided in three steps: pre, while and publish activity.

The proposal of using conversation clubs consisted in an activity where the students were warmed up for the subsequent activities. Mainly in the previous activities, the teacher used a game or a simple chat, while in the intermediate activity, the teacher provided various interesting topics related to their life. Subsequent activities were used to assess student performance outcomes. Secondly, the opinion of the students was really interesting because during the activity, the teacher provided a very interesting topic and activity that got the students excited and engaged.

The research concluded that the implementation of the conversation clubs began with the warm-up activity that encourage the good mood of the students and fun activities, and backed up with the positive feedback b, and backed up with the positive feedback by the teacher who was really good at getting students to improve their speaking. Also, the students really liked the activities because they really enjoyed it.

In another scientific article carried out by Alcazar et al., (2021) with the objective of evaluating the effectiveness of the Speaking Club in learning English, the research carried out a five-year experiment to assess the efficiency of the Speaking Club in terms of the level of language proficiency of the participants and their participation in social activities.

The proposed intervention included four stages that lasted from 2012 to 2017, which provided evidence of a general improvement in the four basic language skills (reading, writing, listening comprehension, and oral expression) and, therefore, there was a general increase in the level of proficiency of the English language of the participants of the Speaking Club.

The study had general conclusions drawn from the findings obtained before and after the experiment, the Speaking Club proved to be an effective extracurricular activity in the process of students learning English.

Finally, in the study carried out by Ngadimun et al., (2019) with the objective of describing the empowerment of the English Club so that students can speak in English. This study was carried out using a qualitative approach.

The study proposal was carried out through three meetings attended by 68 students., which were held once a week for two hours, where the teacher used activities to improve the students' speaking ability. In that sense, by speaking people manage to convey what they think about ideas, thoughts, feelings, and report about something to others and for this they must use an appropriate expression of language to obtain feedback as a response. The teacher needed to teach the students to have a communicative competence to relate and achieve a good interaction with other people.

The conclusion of this study was that the use of conversation clubs helped to improve the class participation of students, since it allowed to improve their ability to achieve speaking in English. It also supported the students' teaching-learning process; therefore, most of the students were able to achieve a high score for each speaking component and scored excellently, while few students got a good score.

In this study it was concluded that the use of conversation clubs allows high school students to improve participation in English classes, because they developed skills such as active listening comprehension, adequate and more fluent expression.

6.3. Justification

The execution of the present research was based on the fact that English is known as the international language of common use all over the world, for this reason, it is important to understand and speak the language. In the era of globalization, people need to communicate with one another in a different way, by having good communication, people can communicate fluently and properly.

Developing the speaking ability is one of the critical aspects of teaching-learning a foreign language such as English, therefore, in this research it was considered necessary to use conversation clubs in a formal educational context to improve participation of high school students.

Through the conversation club, the teacher provided many opportunities to speak, since the teacher supervised and controlled the activities that they carried out to give an assessment at the end. Also, allowing the students to feel safe even if they make a

mistake, therefore, when they made mistakes, it was not corrected immediately but rather as a general comment to all students at the end of the class.

Therefore, the use of conversation clubs in English classes was of great importance, because it allowed to improve the class participation of high school students of San Pio X Educational Unit in an active way. It also helped to achieve a better oral or written communication because being an international language it will be used in communication at school, university, and an organization.

6.4. Objectives

6.4.1. General

- Propose the use of Conversation Clubs to improve class participation of high school students from San Pio X Educational Unit.

6.4.2. Specific

- Establish Conversation Clubs to improve class participation of high school students from San Pio X Educational Unit.
- Determine the activities to carry out at the Conversation Club in which high school students of San Pio X Educational Unit can practice integrated skills.
- Execution of activities by Conversation Clubs made up by high school students from San Pio X Educational Unit.
- Evaluate the execution of the activities developed by the Conversation Clubs made up by high school students from San Pio X Educational Unit.

6.5. Feasibility analysis

The proposal developed in this research had the following viabilities:

Organizational

The organizational viability of the proposal arose because the authorities, as well as the teachers of the educational institution, were aware of the importance of the application the proposal would have. The authorities and teachers supported the use

of conversation clubs in English classes since the application allowed the improvement of class participation in high school students of San Pio X Educational Unit.

Technological

The technological feasibility of the proposal is due to the fact that the proposal was applied in classrooms that have internet connection, laptop, whiteboard, and projector, which were used during the application process, mainly for the presentation of YouTube videos that were used in the proposal of this research work.

Economic/Financial

Lastly, the economic and financial viability of this proposal is presented because the costs were fully covered by the researcher, who was also responsible for carrying out the proposal raised in the research, for this reason the educational unit did not incur in any expense.

6.6. Theoretical foundation

Conversation Clubs

The conversation club is a conversation forum, which is formed by a group of people who meet regularly to participate in a particular activity. Therefore, the club is a forum where students can meet with others to participate in a particular activity, for example English club. Within the club there are activities of existence or efforts to do things that are helpless, powerless to be conditions that are powerful or strong. Students feel more relaxed and comfortable speaking in English. Therefore, the habituation of the interpretation is a good way for conversation club members to become more confident (Jiang et al., 2019).

According to Suriyah (2022), the conversation club is important because it is a connecting means that allows students to improve and master the subject of English, another reason is that it not only improves the ability to speak but also improves the motivation of students and achieve that they feel confident to talk as much as possible. It also provides environmental and mental support for learning English,

where students consider English material that can be obtained through environment, discussion, and experience, which can improve their English language skills.

Conversation clubs start with simple activities, for example introducing themselves and defining a simple word in students; own words to watching a movie together, then discussing about the movie, and then telling a story about the movie or their own experience. The English conversation club are storytelling, public speaking, and debate contests. For this, the activities need an instructor, some schools establish the English teacher as the instructor, they help students to develop a positive mentality towards the English language and to be triggered to speak in English. There are not lecture rooms with instructors and students, they are sage, nurturing and supportive environments in which students want to immerse themselves in English for a few hours (Melviza & Erdiana, 2017).

According to Lia (2020), conversation clubs have the following advantages:

- Develop English skills in students.
- Speak in English with new Friends.
- Stimulate students' participation.
- Gain problem solving skills, expression of ideas, presentation skills.
- Work as a team, make them safer.
- Improve the expression of ideas and presentation skills.

On the other hand, for Markadina (2019) the possible disadvantages of using conversation clubs can be:

- When a member turns to speak, the others sometimes do not pay attention to the speaker.
- Sometimes students do not show enthusiasm for the materials.
- Some students do not complete the activity because they do not see it as formal.

- Time is limited.

The conversation club emerges as an alternative to practice speaking in English which is focused on mastering English skills in teaching and learning through activities. Where the leader can initiate debates, games, songs among others. The English club is a real place where learning English is more practical, in the same way the public speaking club is considered as a means to facilitate students in practice, increase and build on students the motivation to learn and practice speaking. Students can exchange, share their knowledge, and get new vocabulary and information among their peers, they can even share their difficulties in speaking practice and hope to know how to understand and solve their problems (Wahyuniati et al., 2020).

For Wibowo et al. (2020) some activities are used in the classroom to promote the development of speaking skills in students. Many activities can be implemented in English conversation clubs and those activities are:

- Role plays can be performed from prepared scripts, created from a set of prompts and expressions, or written using certain forms and consolidation of knowledge gained from instruction or discussion of the speech act and its variations prior to roles. they play themselves.
- Discussion is probably the most common activity used in the oral skills classroom. It is a common fact that discussion is a really useful activity for the teacher to activate and involve the student in the classroom teaching.
- Conversation is one of the recent trends in oral skills used by pedagogy, the same one that has special emphasis on getting students to analyze and evaluate the language that they or others produce. In other words, it is not appropriate for students to produce a lot of language; they must become aware of many features of a language in order to become competent speakers and interlocutors in English.

6.7. Methodology

The study methodology had a mixed approach since, according to Altamirano et al., (2022) the research was based on a quantitative and/or qualitative scale associated

with pre-established criteria that measure the student's actions on the aspects of the activity that were evaluated.

In the learning process, intellectual capacity is as important as practice, since it allows students not only to know something, but also to know how to use it. And it is that during this process the skills focused on carrying out the strategies and techniques to carry out the required activity are developed, to avoid confusion between what is said and what the student is expected to achieve, because teachers commonly request learning activities from students without the guidance or orientation of the explanation given by them about the topic (Altamirano et al.,).

In this proposal, the use of conversation clubs was proposed to improve the class participation of high school students of the San Pio "X" Educational Unit, therefore, the rubric was used as an instrument that promotes the credibility of the evaluation, Seen from the different actors who participated in the learning process, it took place over two weeks, therefore it was the way to investigate the participants in social situations in order to improve their educational practices, as well as their understanding of those practices and of the situations in which they occur.

Based on these arguments, the use of the rubric in student evaluation was essential to improve the results of students' class participation, because it directly influenced the teaching-learning process.

6.8. Operational model

Table 8

Stages	Activities	Objectives	Resources	Responsible	Time
Socialization	<ul style="list-style-type: none"> To gather the teachers of the classes selected and create the conversation club for the English subject. 	<ul style="list-style-type: none"> Establish the conversation club for the English subject. 	<ul style="list-style-type: none"> Paper Folder 	Researcher	1 day
Planning	<ul style="list-style-type: none"> To prepare the planning of activities to be carried out by the conversation club. 	<ul style="list-style-type: none"> Determine the activities that fit the needs of conversation clubs for English classes. 	<ul style="list-style-type: none"> Laptop Internet 	Researcher	1 day
Execution	<ul style="list-style-type: none"> To apply the planning of the activities to be carried out by the high school 	<ul style="list-style-type: none"> Comply with the content of the planning of the activities determined for the conversation club made 	<ul style="list-style-type: none"> Laptop Internet Paper Videos 	Researcher	2 weeks

	students who make up the conversation clubs.	up for high school students.			
Evaluation	<ul style="list-style-type: none"> To observe the participation of high school students who make up the conversation clubs. 	<ul style="list-style-type: none"> Verify the participation levels of high school students that make up the conversation clubs by monitoring the application of lesson plans and rubrics. 	<ul style="list-style-type: none"> Laptop Internet Paper 	Researcher	1 day

Note: Operational model to develop the conversation clubs.

Guide of learning activities
for the use of
Conversation Clubs



Teacher Mike Nuñez

Introduction

The guide aims to provide teachers and students with a resource that helps teach communicative language through task-based instruction, where conversation clubs are used to improve class participation of high school students.

This guidebook contains learning activities for high school students.



Activities Day 1	Methodological Strategy	Resources
<ul style="list-style-type: none"> - Teacher introduces himself and introduces the idea of conversation clubs and the benefit for the students, review of class rules, and have students share some information. 	<ul style="list-style-type: none"> - Real world task. - Listing task. - Students make a list of what they like. 	<ul style="list-style-type: none"> Internet Laptop Whiteboard Projector
<p>This strategy encourages students to share information about themselves.</p>		
<p>Resource: Teacher and students share information.</p>		



Activities Day 2	Methodological Strategy	Resources
<ul style="list-style-type: none"> - Introduce the idea of skits, show a video related to the topic. Students will create a skit to perform in front of their peers. 	<ul style="list-style-type: none"> - Real world task - Creative task. - Students prepare the skit. 	<ul style="list-style-type: none"> Internet Laptop Whiteboard Projector

This strategy encourages students to be part of a team and collaborate with each other while creating a skit.

Resource: <https://www.youtube.com/watch?v=CBmFOV0CM9Q>



Activities Day 3	Methodological Strategy	Resources
<ul style="list-style-type: none"> - Teacher starts with the warm up “Last Letter Word Chain”, teacher shows another skit to students, they present their own skit in front of their peers, teacher introduces the idea of role plays, a video is shown related to role plays. 	<ul style="list-style-type: none"> - Real world task. - Creative task. - Students present the skit. - Introduction to role plays. 	<ul style="list-style-type: none"> Internet Laptop Whiteboard Projector

This strategy encourages students to become a character and participate freely in front of their peers.

Resource: <https://www.youtube.com/watch?v=gOy6z4zG19k>
<https://www.youtube.com/watch?v=rnsWY8taWt0>



Activities Day 4	Methodological Strategy	Resources
<ul style="list-style-type: none"> - Teacher starts the class with the warm up “Pictionary”, students brainstorm different ideas for a role play, students choose the characters and prepare the script for the role play. Teacher monitors the groups. A video of a role play is shown to students and are given the chance to practice. 	<ul style="list-style-type: none"> - Real world task. - Creative task. - Students prepare a role play. - Students practice a role play. 	<ul style="list-style-type: none"> Internet Laptop Whiteboard Projector
<p>This strategy encourages students to be part of a group and collaborate.</p>		
<p>Resource: https://www.youtube.com/watch?v=bgfdqVmVjfk</p>		



Activities Day 5	Methodological Strategy	Resources
<ul style="list-style-type: none"> - Teacher starts with the warm up “Hangman”, students present their role play to the class. 	<ul style="list-style-type: none"> - Real world task. - Students present their role play. 	<ul style="list-style-type: none"> Internet Laptop Whiteboard Projector
<p>This strategy encourages students to participate in front of their peers.</p>		
<p>Resources: Students and their role plays.</p>		



Activities Day 6	Methodological Strategy	Resources
<ul style="list-style-type: none"> - Teacher starts with the warm up “Bad Holiday”, teacher gives feedback on the groups’ presentations, students get back with their groups and prepare a better role play. 	<ul style="list-style-type: none"> - Real world task. - Students prepare the tole play according to the feedback received. 	<ul style="list-style-type: none"> Internet Laptop Whiteboard Projector
<p>This strategy encourages students to correct errors or mistakes.</p>		
<p>Resouce: Students and their improved role plays.</p>		



Activities Day 7	Methodological Strategy	Resources
<ul style="list-style-type: none"> - The teacher starts with the warm up “Riddles”, students present the improved role play, teacher gives immediate feedback after each presentation. 	<ul style="list-style-type: none"> - Real world task. - Students present the improved role play. 	Internet Laptop Whiteboard Projector
<p>This strategy aims to make the students feel comfortable when receiving feedback.</p>		
<p>Resource: Teacher’s feedback.</p>		



Activities Day 8	Methodological Strategy	Resources
<ul style="list-style-type: none"> - Teacher starts with the warm up “Two truths and one lie”, teacher introduces the topic of discussions, a video is presented related to the topic, teacher makes groups (for and against) for controversial topics. Students research about the topic and get their ideas ready. 	<ul style="list-style-type: none"> - Real world task. - Problem solving. - Comparing. - Students prepare their ideas according to the topic. 	<ul style="list-style-type: none"> Internet Laptop Whiteboard Projector

This strategy encourages students to work together in making a stand on controversial topics.

Resource: <https://www.youtube.com/watch?v=IqjOo-KNShI>



Activities Day 9	Methodological Strategy	Resources
<ul style="list-style-type: none"> - Teachers starts with the warm up “Hot Seat”, the teacher will monitor the discussion while students from both groups express their ideas on a controversial topic. 	<ul style="list-style-type: none"> - Real world task. - Problem solving. - Students present their ideas on a controversial topic. 	<ul style="list-style-type: none"> Internet Laptop Whiteboard Projector
<p>This strategy aims to motivate students to share and stand by their ideas.</p>		
<p>Resource: Students and their ideas.</p>		



Activities Day 10	Methodological Strategy	Resources
<ul style="list-style-type: none"> - The teacher starts with the warm up “Tongue Twisters”, teachers give feedback from the discussions, teacher introduces the topic of social change, students brainstorm problems in their community, in groups they will find a solution to a problem. 	<ul style="list-style-type: none"> - Real-world task. - Problem-solving. - Sorting and ordering. - Students prepare ideas to solve a problem in their community. 	<ul style="list-style-type: none"> Internet Laptop Whiteboard Projector
<p>This strategy encourages students to speak about their community.</p>		
<p>Resources: Community and students.</p>		



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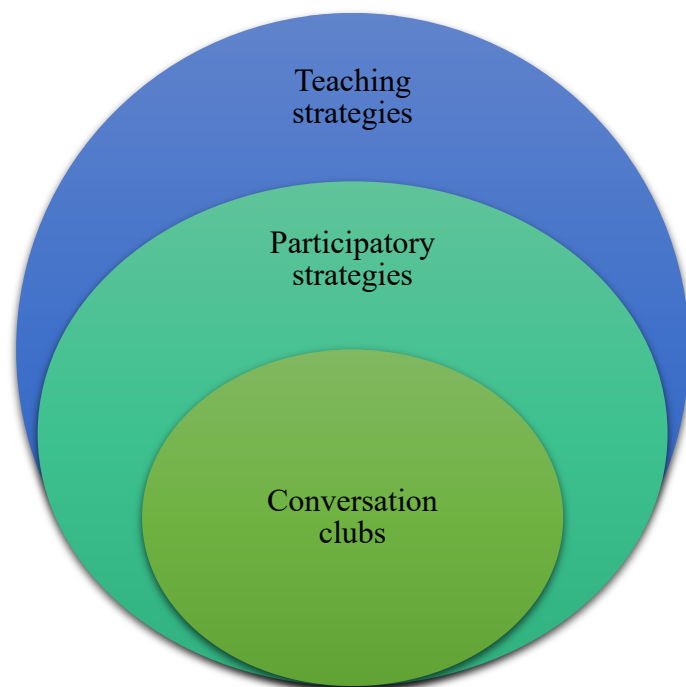
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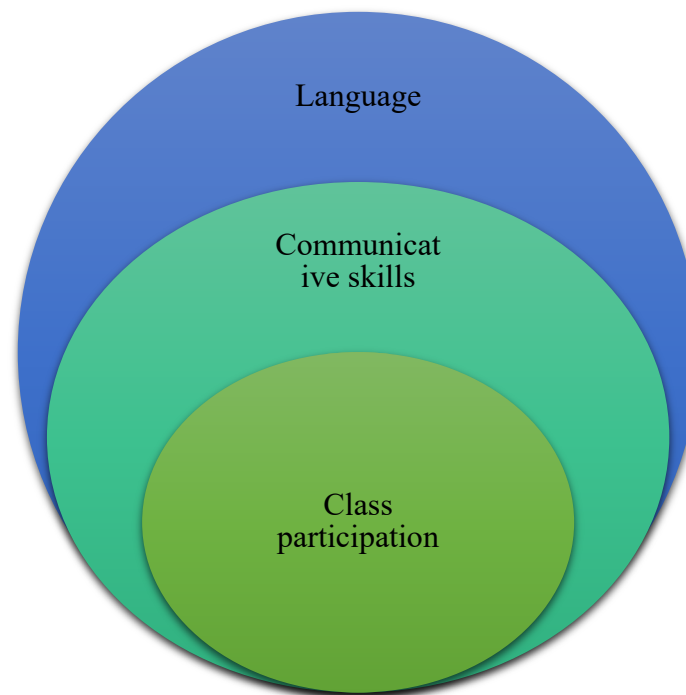
Annexes

Annex 1

Fundamental Categories



Independent Variable



Dependent Variable

Annex 2

RUBRIC FOR ASSESSING STUDENT PARTICIPATION

Student's Name: _____

Score: _____

Date: _____

	Exemplary (90%- 100%)	Proficient (80%-90%)	Developing (70%-80%)	Unacceptable (<70%)
Frequency of participation in class	Student initiates contributions more than once in each recitation.	Student initiates contribution once in each recitation.	Student initiates contribution at least in half of the recitations	Student does not initiate contribution & needs instructor to solicit input.
Quality of comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.

Annex 3.

Planning

UNIT TITLE	UNIT SPECIFIC OBJECTIVES
Conversational Clubs	To analyze the use of conversation clubs to improve class participation of high school students.
TEACHING METHOD	Communicative Language Teaching Task Based Instruction

1. PLANNING				
METHODOLOGICAL STRATEGIES	LEARNING ACTIVITIES	RESOURCES	CONTENT APPLICATION	Evaluation instruments and techniques
<ul style="list-style-type: none"> - Student Participation Rubric - Real-world task - Listing Task - Students list what they like 	<p>DAY 1</p> <ul style="list-style-type: none"> - Class observation - Check for the frequency of students' participation in class - Review quality of comments made by students - Check for listening comprehension <p>DAY 2</p> <ul style="list-style-type: none"> - Teacher introduces himself to the students. - Give an opportunity to all students to introduce themselves to the class. - Teacher introduces the idea of the conversational clubs 	<ul style="list-style-type: none"> - Internet - Laptop - Whiteboard - Projector 	<p>Students are able to introduce themselves by showing their English level learned in the previous years.</p>	<p>Oral Evaluation: Students talk about themselves freely.</p>

<ul style="list-style-type: none"> - Real-world task - Creative task - Students prepare a skit 	<p>and the benefit for students.</p> <ul style="list-style-type: none"> - Go over class rules with students. - Ask students to introduce themselves and to explain a sport they like to practice or watch. - Group students according to their favorite sport. - Have them share about their favorite team and player. <p>DAY 3</p> <ul style="list-style-type: none"> - Introduce the idea of skits to students. - Teacher shows students a video related to the topic. https://www.youtube.com/watch?v=CBmFOV0CM9Q - After students have understood what a skit is, they will work in groups of 5 to perform a skit on the following topics: <ul style="list-style-type: none"> • Music concert • Parade • Soccer game • Lunch • Doctor’s office - The teacher will monitor and give feedback as students prepare the skits for presentation the following day. <p>DAY 4</p> <ul style="list-style-type: none"> - Teacher starts the class with “Last Letter Word Chain” - Teacher shows a skit to students. https://www.youtube.com/watch?v=gOy6z4zG19k 			
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<ul style="list-style-type: none"> - Introduction to role plays 	<ul style="list-style-type: none"> - Students are given 4mins each to present their skit. - Teacher introduces the idea of role play to students. - Teacher shows a video related to the topic. https://www.youtube.com/watch?v=rnsWY8taWt0 			
<ul style="list-style-type: none"> - Real-world task - Creative task - Students prepare a role play - Student practice a role play 	<p>DAY 5</p> <ul style="list-style-type: none"> - Teacher starts the class with Pictionary, making groups of five students. - Students will brainstorm different events which will be the topic for the role play. - Teacher will monitor the groups as they choose the characters of the role play. - Students will create the script for the role play. Teacher will be available to answer questions and help with vocabulary. - Teacher will show a video of a role play. https://www.youtube.com/watch?v=bgfdqVmVjfk - Teacher will mute the video and students will practice. 			
<ul style="list-style-type: none"> - Real-world task - Students present their role play 	<p>DAY 6</p> <ul style="list-style-type: none"> - Teachers starts the class with Hangman, with vocabulary about the school subjects. - Students will present their role play to the class; each group will have 7 minutes to present. 			

<ul style="list-style-type: none"> - Real-world task - Students prepare the role play according to the feedback received 	<p>DAY 7</p> <ul style="list-style-type: none"> - Teacher starts the class with “Bad Holiday”. Showing pictures to students about holidays, they must say what could go wrong in each scenario. - Teacher gives students feedback on their role play presentation. - Students get back with their groups and work together to do give a better presentation. - Students prepare for the presentation on the following day. 	<ul style="list-style-type: none"> - Internet - Laptop - Whiteboard - Projector 	<p>Students are able to introduce themselves by showing their English level learned in the previous years.</p>	<p>Oral Evaluation: Students talk about themselves freely.</p>
<ul style="list-style-type: none"> - Real-world task - Students present the improved role play 	<p>DAY 8</p> <ul style="list-style-type: none"> - Teacher starts the class with “Riddles”. - Students present their improved role play. - Teacher gives immediate feedback after each presentation. 			
<ul style="list-style-type: none"> - Real-world task - Problem-solving - Comparing - Students prepare their ideas according to a topic 	<p>DAY 9</p> <ul style="list-style-type: none"> - Teacher starts the class with “Two truths and one lie” - Teacher introduces the topic of discussions. - Teacher presents a video related to the topic. https://www.youtube.com/watch?v=IqjOo-KNShI 			

<ul style="list-style-type: none"> - Real-world class - Problem-solving - Students present their ideas on a controversial topic 	<ul style="list-style-type: none"> - Teacher gives out a piece of paper with a controversial topic and students must write if they are for or against it. - Teachers makes 4 groups to have a discussion on the following topics. According to students' answers. <ul style="list-style-type: none"> • Women's Rights • Influencers - Students research information to help them with their case and prepare for a discussion the following day. <p>DAY 10</p> <ul style="list-style-type: none"> - Teacher starts the class with "Hot Seat". One student guesses a word while the team mimic the word. - Teacher will be the moderator of the discussion. - Students will be given time to express their ideas and the other side can challenge it. Each discussion group will have 15 minutes. <p>DAY 11</p> <ul style="list-style-type: none"> - Teachers starts the class with "Tongue Twisters". - Teacher will give feedback to students about the discussion. - Teacher will share useful tips for discussions. 			
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<ul style="list-style-type: none"> - Sorting and ordering - Students prepare ideas to solve a problem in the community - Student Participation Rubric 	<ul style="list-style-type: none"> - Teacher introduces the topic of social change. - Students will brainstorm the problems that teenagers face in their community. - Teacher will group students according to the problem that they mentioned. - Students work together to find a solution to the problem. <p>DAY 12</p> <ul style="list-style-type: none"> - Class observation - Check for the frequency of students' participation in class - Review quality of comments made by students - Check for listening comprehension 			
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