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**TRABAJO DE TITULACIÓN**



**UNIVERSIDAD BOLIVARIANA DE ECUADOR**

**MAESTRÍA EN PEDAGOGÍA DEL IDIOMA INGLÉS COMO LENGUA  
EXTRANJERA**

**TRABAJO DE TITULACIÓN**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE  
MAGÍSTER EN PEDAGOGÍA DEL IDIOMA INGLÉS COMO LENGUA  
EXTRANJERA**

**TEMA**

**English Language Club to Develop Speaking Skills in Ninth-Grade Students of  
Basic General Education "A" at U.E.F. Luis Enrique Morales Alfaro.**

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### DEDICATION

This research work is a heartfelt tribute to my parents, José and René, whose unwavering support has driven my academic success. I also dedicate this to my kids, Josselyn and Rebeca, whose pleasure and patience brighten my journey and provide me with strength. Furthermore, I dedicate to all my students, whose enthusiasm and dedication have enriched my academic career.

I dedicate this achievement to you with pride and appreciation, their presence has made every challenge more exciting and every victory more significant, acknowledging the value of family and academic support in this successful path.

By: Lcda. Helen Andrea Lucio Escudero

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And to God, my steadfast support and the driving force behind my faith and achievements. With gratitude for the strength and guidance received, allowing me to reach this significant milestone.

By: Eco. Luis Anival Ordoñez Navas. MSc.



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## TRABAJO DE TITULACIÓN

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By: Lcda. Helen Andrea Lucio Escudero

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By: Eco. Luis Anival Ordoñez Navas. MSc.



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## RESUMEN

La presente trabajo de investigación se centra en el desarrollo e implementación exitosa del Programa de Club de Inglés en la U.E.F. Luis Enrique Morales Alfaro, con el objetivo principal de mejorar las habilidades de expresión oral entre los estudiantes de noveno grado "A". La investigación se fundamenta en teorías de adquisición de lenguaje socio cultura, enseñanza comunicativa y aprendizaje basado en tareas. La metodología incluyó sesiones estructuradas del Club de Inglés, diseñadas estratégicamente para estudiantes de nivel A1, y se evaluó mediante una Guía de Observación Didáctica.

Los resultados revelaron una mejora significativa en las habilidades de expresión oral, destacando aspectos como vocabulario, comunicación no verbal, compromiso y confianza, fluidez y claridad. La validación se respaldó con encuestas de satisfacción de educadores y estudiantes, destacando el impacto positivo en la confianza y participación activa de los estudiantes.

Los hallazgos no solo enfatizan la mejora de las habilidades de expresión oral, sino también la influencia positiva del Programa en el rendimiento académico. La recomendación unánime de los estudiantes y el reconocimiento de docentes y administradores respaldan la noción de que el Club de Inglés y superó las expectativas.

La sostenibilidad del Programa se refleja en la asistencia constante, participación activa y el deseo de expandirlo a otras habilidades lingüísticas. En resumen, la implementación del Programa del Club de Inglés ha impactado favorablemente las habilidades de expresión oral y el rendimiento académico entre los estudiantes de noveno grado "A" en la U.E.F. Luis Enrique Morales Alfaro, validando la hipótesis inicial y destacando el Programa como un modelo exitoso para el aprendizaje de idiomas y el enriquecimiento académico.

**Palabras Claves:** Club de Inglés, Habilidades de Expresión Oral, Aprendizaje de Idiomas, Evaluación Didáctica, Impacto Académico.





## ABSTRACT

The present research work focuses on the development and successful implementation of the English Language Club Program at U.E.F. Luis Enrique Morales Alfaro, with the primary objective of improving oral expression skills among Ninth-Grade students "A". The research is grounded in sociocultural language acquisition theories, communicative teaching, and task-based learning. The methodology included structured English Language Club sessions, strategically designed for A1-level students, and was evaluated using a Didactic Observation Guide.

The results revealed a significant improvement in oral expression skills, highlighting aspects such as vocabulary, non-verbal communication, commitment, confidence, fluency, and clarity. Validation was supported by satisfaction surveys from educators and students, emphasizing the positive impact on students' confidence and active participation.

The findings not only emphasize the improvement of oral expression skills but also the broader positive influence of the Program on academic performance. The unanimous recommendation from students and the acknowledgment from teachers and administrators support the notion that the English Language Club, and exceeded expectations.

The sustainability of the Program is reflected in consistent attendance, active participation, and the desire to expand it to include other language skills. In summary, the implementation of the English Language Club Program has favorably impacted oral expression skills and academic performance among Ninth-Grade students "A" at U.E.F. Luis Enrique Morales Alfaro, validating the initial hypothesis and highlighting the Program as a successful model for language learning and academic enrichment.

**Keywords:** English Language Club, Oral Expression Skills, Language Learning, Didactic Evaluation, Academic Impact.





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## INTRODUCTION

Language acquisition and proficiency are crucial to a student's overall academic success and personal development. Proficiency in a second language, particularly in the context of English as a foreign language (EFL), is increasingly recognized as a valuable skill in today's globalized world. Therefore, fostering speaking skills and enhancing students' performance in English becomes a priority for educational institutions seeking to prepare students for future challenges and opportunities.

The Common European Framework of Reference for Languages (CEFR) plays a crucial role in English Foreign Language Teaching (EFLT) in Ecuador, particularly in the development of speaking skills, considering the sociocultural characteristics of the country. As Fois (2020) noted, the "Common European Framework of Reference for Languages (CEFR) provides a common framework for assessing and developing speaking proficiency, guiding the design of tasks that promote effective communication in real-life situations." Educators can incorporate Ecuador's sociocultural elements by aligning learning tasks with the Common European Framework of Reference for Languages (CEFR) descriptors for speaking skills, fostering intercultural competence and meaningful communication.

Brown (1994), when searching about speaking, pointed out various functions such as expressing opinions and emotions, making requests, and directly sharing knowledge or information. According to these authors, proficiency in speaking serves as an indicator of a student's level of mastery in the target language, reflecting their overall language acquisition progress. They also emphasize that speaking is considered a fundamental skill that serves as an indicator of language learners' success in acquiring a language. Interpreting the above elements may enable a possible implementation of a comprehensive speaking skills development Program in the educational institution looking for innovative impact.

An English Language Club specifically designed to develop Speaking Skills in the ninth year of General Basic can be highly beneficial. Firstly, Scaffolded Speaking Activities: English Language Clubs can provide scaffolded speaking activities tailored to the A1 proficiency level of adolescent learners. According to Ellis et al. (2019), support refers to the assistance offered



to learners in bridging the gap between their current abilities and desired language capabilities, in the context of an A1-level Language Club, scaffolded speaking activities, such as role-plays, pair discussions, and guided conversations, can help adolescents develop their speaking skills gradually and comfortably. Motivation and Peer Support: Language clubs offer a motivating and supportive environment for A1-level adolescent learners.

Gholami et al.'s (2012) research, aligned with Gardner's Socio-Educative Model, emphasizes motivation's pivotal role in language learning. In an Iranian EFL secondary school study of 95 students, instrumental motivation prevailed (58.9%), while high achievers favored integrative motivation (92.9%). This underscores motivation's significance, especially in EFL, where integrative motivation aligns with superior academic performance, notably within an English Language Club fostering a supportive environment.

Through group discussions, collaborative projects, and language games, adolescents can actively motivate others to participate and enhance their speaking skills. Specifically tailored for A1-level adolescents, an English Language Club offers scaffolded speaking activities and creates a supportive peer environment, effectively improving their speaking abilities. All authors emphasize the importance of engaging students in purposeful and motivating interactions within the club to build their confidence, fluency, and accuracy in speaking English.

Moreover, the analysis English Diagnostic Test report for Ninth-Grade "A" students shows the existence of students with specific educational needs not associated with a disability, such as learning difficulties. These findings emphasize the need for specific interventions to improve speaking skills, which is of the highest importance in English language acquisition. They facilitate effective communication, contribute to fluency and pronunciation, aid in vocabulary and grammar development, build learners' confidence, promote cultural understanding, and enable real-life application of the language. By focusing on developing speaking skills, learners can enhance their overall proficiency and become confident and competent English speakers.

However, a significant issue arises from the fact that teachers often do not employ appropriate strategies to cultivate speaking skills, primarily due to insufficient training.



Consequently, this leads to a deficiency in effective classroom interaction and communication. In this regard, an examination of the diagnostic evaluation and report of Ninth-Grade Students of Basic General Education "A" reveals their speaking skills and underscores various academic shortcomings at the A1 level. The following manifestations are observed:

- Students' mispronunciation as they are still picking up the sounds of the English language.
- Students' grammatical difficulties as they grasp the rules of the language, and limited vocabulary hampers their ability to express themselves effectively.
- Lack of understanding and lack of self-confidence when speaking.

In this study, the **scientific problem** is identified as low academic performance affects the progress of speaking skills Ninth Year of General Basic Education 'A' students. As a result, the research topic centers on utilizing an English Language Club to develop Speaking Skills in Ninth-Grade Students of Basic General Education "A" at U.E.F. Luis Enrique Morales Alfaro. focuses on the implementation of an English Language Club Program to enhance speaking skills in this specific context. The choice of an English Language Club as a methodological proposal is considered effective due to the educational institution dedication to academic excellence and student growth.

The English Language Club, which is based on Vygotsky's Sociocultural Theory, is well supported by Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT). McLeod (2023) emphasizes Vygotsky's emphasis on collaborative interactions, which fits in perfectly with the club's spirit. Furthermore, Richards (2006) promotes CLT by stressing meaningful communication, whereas Ellis et al. (2019) highlight the transformative potential of TBLT by engaging learners in task-based activities. These integrated ideas enable the English Language Club to provide a dynamic environment in which students actively participate in sociocultural language development and relevant projects, developing a comprehensive approach to language acquisition.

By establishing an English Language Club, students have the opportunity to engage in a supportive and engaging environment where they can practice their English-speaking skills.



This, in turn, is expected to lead to overall improvements in language proficiency and academic achievements.

For this reason, the **object** is precisely aborded on **the teaching-learning** process of speaking skills in Ninth-Grade Students of Basic General Education "A" of the UEF. LUIS ENRIQUE MORALES ALFARO. The Program encourages interactive speaking at level A1, involving engaging activities, regular feedback, and structured support to refine pronunciation, grammar, and vocabulary as well as enhancing speaking micro-skills, gradually increasing complexity through examples and guidelines. By fostering these characteristics, students have the opportunity to develop their oral proficiency, confidence, and effective speaking skills in English. The scientific work has a **General Objective: to implement** a Language Club Program to develop speaking skills in the ninth year of General Basics of the UEF. LUIS ENRIQUE MORALES ALFARO.

**To achieve the aim, we have determined specific objectives such as:**

1. To analyze the theoretical foundation that supports the teaching-learning process of speaking skills in Ninth-Grade Students of Basic General Education "A" of the U.E.F. Luis Enrique Morales Alfaro.

2. To diagnose the current situation of the student's academic performance in speaking skills in the Ninth-Grade Students of Basic General Education "A" of the U.E.F. Luis Enrique Morales Alfaro.

3. To create an English Language Club Program specifically focused on developing speaking skills in the Ninth-Grade Students of Basic General Education "A" of the U.E.F. Luis Enrique Morales Alfaro.

4. To evaluate the impact of the Language Club Program on speaking proficiency by implementing didactic observations and satisfaction surveys in each session, as well as collecting feedback through satisfaction surveys, to validate the Program's effectiveness and continuously improve the Language Club initiative based on data.

The scientific work considers the following **hypothesis**: the implementation of an English Language Club Program that implies the development of communicative activities will



favor or improve the speaking skills and academic performance of students for Ninth-Grade Students of Basic General Education "A" of the U.E.F. Luis Enrique Morales Alfaro.

The variables that are going to be studied and will serve to develop the content of the academic research were identified as dependent and independent, from the source found through the dynamic of the issues lived as a teacher in the school:

Dependent variable: Speaking skills.

Independent variable: English Language Club.

The anticipated outcomes of this research are twofold. Firstly, it is expected to provide a comprehensive understanding of the impact of Language Club participation on high school students' speaking skills. Through the qualitative analysis of student experiences and perceptions, the research will shed light on the benefits, challenges, and effectiveness of the Language Club approach in improving students' speaking skills. To achieve the objective of scientific research, it will be used the following theoretical methods:

- Mixed-methods approach avoids combining qualitative and quantitative research methodologies. The sample will consist of Ninth-Grade Students of Basic General Education "A", specifically focusing on LUIS ENRIQUE MORALES ALFARO's engagement in Language Club activities.

- Analysis and Synthesis break down concepts, examine parts (analysis), and combine elements into a whole (synthesis) to understand weaknesses in speaking skills and design a comprehensive Language Club Program.

And Empirical Methods or research instruments such as:

- Documentary Analysis: to analyze documents such as academic records (diagnostic test), curriculum guidelines, and school policies to understand the context, resources, and support available for English language education in high school.

- Didactic Observation Guide: a methodological tool for systematically assessing pupils' oral communicative ability. This meticulously structured guide serves as an objective checklist, outlining specific criteria relevant to the evaluation of micro-skills like clarity, fluency, vocabulary and language use, nonverbal communication, and commitment and confidence, and



is used as an initial diagnosis for the club Program as a technique of testing the Program during its development.

- Individual interviews: conduct individual interviews to gather opinions from two English specialists whose expertise strengthens the methodological and didactic part of the creation of the English Club Program, making it easier to overcome challenges and their perspectives on the Program's effectiveness.

- Satisfaction Surveys: at the end of the Program, administer satisfaction surveys to students in the English Club Program, teachers of Ninth-Grade Students of Basic General Education "A", and the educational institution's director to collect quantitative and qualitative data on their perceptions, experiences, and attitudes toward the Language Club Program, speaking skill development, and general English language education.

The use of this methodological tool allows for a rigorous and comprehensive analysis of an individual's speaking skills in an academic setting.

The context of this study research focuses on students from a rural area, specifically km 22 via Costa, Casas Viejas Commune, Chongón-Tarqui 3 Parish, Guayaquil Canton, Guayas Province, who face economic challenges that prevent them from accessing quality education and mastery of the English language. The finite population under study comprises all 9th-grade students, totaling 66 individuals, the study includes 7 teachers, 1 principal, and 2 specialists.

Specifically, the research will concentrate on thirty-five students belonging to Ninth-Grade Students of Basic General Education "A" from the afternoon shift section. This context outlines the geographical and socioeconomic aspects influencing the targeted student population, providing a comprehensive background for the study.

According to the SWOT analysis of the Unidad Educativa Fiscal Luis Enrique Morales Alfaro reveals weaknesses, including the lack of guidelines for academic reinforcement and innovative practices to improve academic performance.

The methodological proposal in the study has practical implications, informing educators and administrators about the importance of extracurricular language activities. Theoretical implications contribute to understanding effective language learning strategies. The



findings from this research will add to the existing body of knowledge on language learning methodologies and their impact on student's academic success.

The study focuses on the significance of implementing an English Language Club for Ninth-Grade Students of Basic General Education "A" to enhance their speaking abilities and academic success. It aims to investigate the effectiveness of Language Clubs as a teaching tool and their potential to improve overall language proficiency and educational outcomes. By analyzing the experiences and results of the participants, the research highlights the importance of English Language Clubs in fostering students' language skills and promoting their academic achievements.

The content of this research is contained within three chapters. Chapter one analyses the theoretical foundation that supports the teaching-learning process of speaking skills in Ninth-Grade Students of Basic General Education "A" of the U.E.F. Luis Enrique Morales Alfaro; Chapter two explains the methodological elements of the research and the current situation of the student's academic performance in speaking skills in the ninth year and Chapter three presents the English Language Club Program including the validation of the effectiveness of the program in developing oral skills of students, by integrating both quantitative and qualitative data from diverse sources, and a thorough comprehensive understanding of the impact of the Language Club initiative on students speaking proficiency achieved.



## **CHAPTER 1: THEORETICAL FRAMEWORK**

### **Theoretical foundation that supports the teaching-learning process of speaking skills in the ninth year of General Basic**

Chapter 1 delves into the significance of academic achievement in speaking skills on a global scale, with a particular focus on Latin America and the role of English as a global language. It emphasizes the increasing prominence of English language education in Ecuador, specifically the adoption of the Common European Framework of Reference for Languages (CEFR). The chapter explores the obstacles associated with developing speaking skills, encompassing linguistic, socio-economic, and psychological factors. By providing this contextual background, the chapter establishes the foundation for the research and emphasizes the necessity for a comprehensive approach to enhancing students' speaking abilities.

#### **1.1. Academic Achievement in Speaking Skills**

At present, English has become the global language of communication and business, making it essential for individuals worldwide to develop proficient speaking skills. Latin America, including Ecuador, has recognized the importance of English ability in the global environment and is always working to enhance language instruction.

In this respect, language acquisition and proficiency are not only essential for effective communication but also play a vital role in a student's overall academic success and personal development. In today's globalized world, where cross-cultural interactions and international collaborations are increasingly prevalent, proficiency in a second language, particularly English as a foreign language (EFL), has become a necessity. Consequently, educational institutions worldwide, including those in Ecuador, are recognizing the significance of fostering speaking skills and enhancing students' performance in English.

Since the mid-twentieth century, the expansion of English language education in Ecuador has been fostered by its recognition as a global lingua franca. This increase in relevance has not only changed the landscape of English teacher preparation, as noted by (Serrano et al., 2015), but it has also shown deficiencies in proficiency levels among students, particularly in rural areas, as highlighted by Ortega & Fernández (2017). To bridge this gap, language education practices must be tailored to the local culture and circumstances. Fostering



collaboration among private language centers, international organizations, and higher education institutions appears as a critical aspect for the effective growth of business English education in Ecuador.

The Common European Framework of Reference for Languages (CEFR) is critical in guiding the development of speaking skills in English Foreign Language Teaching in Ecuador, aligning goals with sociocultural factors (Fois, 2020). The emphasis on intercultural communicative competence affirms student identification within this paradigm (Galante, 2015). Proposing a dialogic approach in the EFL classroom can bridge this gap by building deep intercultural awareness and critical skills, so strengthening Ecuador's entire language learning experience. The introduction of sociocultural aspects from Ecuador into learning exercises coincides with the CEFR descriptors for speaking abilities, increasing intercultural competence, and meaningful communication in the classroom.

Ecuador's educational system has adopted the Common European Framework of Reference for Languages (CEFR) as an international standard for language proficiency. With the Ministry of Education (Equipo Técnico de la Dirección Nacional de Estándares Educativos, 2006) setting the lofty goal of achieving CEFR B1 competence for high school graduates, this benchmark has become the minimum competency requirement for Ecuadorian colleges.

Recognizing the importance of integrating the English curriculum with global standards, Bravo and Alves (2019) highlight the critical role of effective pedagogical approaches linked to the CEFR in improving English language instruction in Ecuador. Despite obstacles such as crowded classrooms, resilient Ecuadorian language educators link learning objectives and activities to CEFR descriptors, with a particular emphasis on speaking abilities.

Prior research has extensively delved into the issue of underdeveloped speaking skills among students, particularly within the context of academic achievement. Martinez, J., & Fernandez, M. (2021) have astutely pointed out that economic hardships coupled with restricted access to educational resources present formidable challenges for students in rural areas. These challenges not only impede their language learning opportunities but also extend to affect their overall educational development.



Essential speaking skill development in English language learning is made difficult by a lack of resources and access (Megawati & Mandarani, 2016). A comprehensive study demonstrates significant difficulties for A1 proficiency level learners, ranging from vocabulary and grammar mastery to dealing with communication anxiety. The difficulties include linguistic aspects such as pronunciation, syntax, and vocabulary, as well as concerns concerning assurance and self-confidence in language use.

For the authors of this scientific work to address these issues, it is important to provide students with access to resources and tools according to their learning context that can help them improve their language skills and build their confidence in using the language.

This serves as light on the interdependence of linguistic competence and psychological characteristics, emphasizing the importance of a holistic approach to language training that addresses both linguistic and socio-psychological components.

Ghafar and Raheem (2023) emphasize the need to use a holistic language training strategy that prioritizes oral communication for overall language development. Their emphasis is on understanding the critical relevance of speaking skills in English language development. As a result, the authors argue for the creation of a friendly environment in the English Language Club, advising instructors to understand student emotions and provide adequate time for the development of speaking abilities. The research analyses the predominant problem of oral competence among students, with special emphasis on good pronunciation and clear communication as critical components for efficient language acquisition and for students to achieve level A1.

Moreover, Gass and Selinker (2008) have aptly identified basic grammatical challenges that impact not only the coherence of spoken language but also the construction of meaningful sentences. This resonates with the idea that effective communication necessitates a solid foundation in grammatical structures, emphasizing the importance of addressing these fundamental aspects to improve speaking skills.

Nation, I. S. P. (2001) adds another dimension to the discourse by emphasizing the pivotal role of vocabulary. The limitation of vocabulary can curtail students' ability to articulate



their thoughts and ideas adequately, stifling their expressive capabilities. This observation highlights the need for a comprehensive vocabulary-building approach in language education.

Sari (2022) emphasizes the importance of psychological aspects of speaking skills, including self-confidence and anxiety of making mistakes. This emphasizes the need for a supportive and encouraging learning environment. Aleksandrak (2011) underlines the complexities of spoken discourse as well as the difficulties in selecting appropriate educational frameworks and methodologies. Hosni (2014) adds to this by highlighting the lack of emphasis on oral language development in the classroom, implying the need for a more student-centered approach. These findings highlight the multidimensional nature of speaking skill development, which necessitates consideration of linguistic, socioeconomic, and psychological aspects.

Despite efforts of Ecuador to enhance English proficiency, students, particularly in rural areas such as U.E.F. Luis Enrique Morales Alfaro, face difficulties in developing speaking skills. Economic constraints and insufficient resources limit possibilities for language acquisition and exposure to real English situations. Students in their ninth year of General Basic at the A1 level frequently struggle with pronunciation, grammar, vocabulary, and self-confidence in English speaking.

Weak Academic Achievement in speaking skills can be influenced by various factors. Leong & Ahmadi, (2017) identified psychological barriers such as worry and lack of self-confidence. As the authors demonstrated by Bakhtiar & Suwandi (2022), students' attitudes and motivation toward language learning can also have an impact. Speaking anxiety, in particular, has been found as a significant role; therefore, addressing these psychological and motivational aspects is critical to enhancing students' speaking skills.

Gardner's Socio-Educational Model, which is supported by Gholami et al.'s (2012) research, motivation proves to be a key factor shaping success in language learning. The research conducted in an Iranian EFL secondary school, involving 95 students, highlights that instrumental motivation predominantly influenced the majority (58.9%), while high achievers leaned towards integrative motivation (92.9%).



This underscores the significance of motivation, categorizing it into instrumental and integrative types, aligning with the EFL context where integrative motivation correlates with higher academic performance. In the setting of an English Language Club, where students engage with peers sharing similar language proficiency and learning goals, a supportive environment is cultivated, further emphasizing the crucial role of motivation in the academic success of the Club.

Teaching speaking skills in language acquisition is a complex process that draws on a variety of theoretical approaches. Krashen's Input Hypothesis, emphasizing understandable input, is critical, as is Saeed et al. (2016)'s emphasis on learner-learner contact for speaking progress. A comprehensive method combines cognitive and affective processes, communicative competence, and self-regulated learning. The major goal is to improve communication efficiency in speaking by focusing on exercises that combine linguistic intake and communicative output.

Language learners at the A1 level often struggle with basic grammatical structures, resulting in errors in sentence formation and coherence in speech Gass & Selinker (2008). On the other hand, Nation (2001) states that limited vocabulary also restricts their ability to express themselves effectively and convey their ideas with precision, impacting their participation in classroom discussions and their ability to articulate their thoughts.

Also, one of the primary challenges for language learners at the A1 level is the pronunciation of English sounds, which may differ significantly from their native language. Mispronunciations can affect their overall speaking proficiency, leading to communication barriers and misunderstandings.

The ideas expressed above allow the authors of this research to reflect upon the lack of understanding and self-confidence as another significant challenge faced by ninth-year General Basic students "A". So in these students is common to observe fear of making mistakes, negative past experiences, and the perception of their speaking abilities which can hinder their willingness to actively participate in speaking activities, as appointed by Horwitz et al., (1986).

According to Celce-Murcia, Brinton, and Goodwin (1996), pronunciation plays a crucial role in effective communication. Accurate pronunciation ensures clarity and



intelligibility in spoken language. It involves mastering the sounds, stress patterns, intonation, and rhythm of a language. Pronunciation training should focus on both individual sounds and connected speech to improve speaking skills.

The following authors refer to the linguistic aspect to focus on the development of speaking skills in students. It involves examining various linguistic elements such as pronunciation, vocabulary, grammar, and Phonetics and Pronunciation. The goal is to enhance students' oral communication abilities and improve their overall language proficiency.

Mart (2013) emphasizes the importance of teaching grammar in context for effective language learning, offering students a meaningful framework to understand and apply grammatical principles. This approach facilitates improved speaking skills as students observe how grammar operates in real-life situations. Investigating the application of systemic functional grammar in ESL contexts becomes crucial to dispel the misconception that grammar is solely essential for writing and not speaking.

A large vocabulary is required to communicate ideas and thoughts fluently. To improve their speaking talents, students should extend their vocabulary. Vocabulary teaching should cover both receptive (listening and reading) and productive (speaking and writing) skills. Strategies such as word associations, collocations, and context-based learning can be effective in improving vocabulary (Nation, I. S. P., 2001).

Phonetics and Pronunciation play a crucial role in accurately pronouncing and effectively communicating in a new language (Derwing et al., 2022). A key tool in this process is the International Phonetic Alphabet (IPA), which helps learners identify and produce English sounds with precision.

For achieving the development of speaking skills in students as explained above, Didactics as the science of teaching and instruction, plays an important role, encompassing the principles and methods used to design effective learning experiences. In the context of teaching speaking skills, didactics guide language educators in designing activities that promote meaningful communication and language use.

The cultivation of micro-skills in speaking holds a pivotal role in the journey of language learners toward becoming adept speakers. Brown, (1994) underscores the paramount



significance of speaking in language acquisition, emphasizing that it is the skill most aspired to by learners.

As articulated by Celce-Murcia, Brinton, and Goodwin (2010), the objective of instructing pronunciation is not to erase accents but rather to assist learners in developing clear and comprehensible speech patterns.

Nation & Newton (2008) assert the importance of fluency in speech, as it empowers speakers to convey their messages seamlessly, free from undue hesitations and interruptions. Similarly, Nation (2001) highlights the pivotal role of vocabulary knowledge, as it stands as one of the foremost factors influencing proficiency in a second language, enabling learners to express themselves with precision and creativity.

Smith et al.,(2023) emphasize the pivotal role of nonverbal cues in communication. When nonverbal signals align with spoken words, they enhance trust and clarity. Misalignment can lead to tension and skepticism. Attuning to both others and one's nonverbal cues is crucial for communication improvement. Nonverbal communication serves multiple roles—repetition, contradiction, substitution, complementation, and accentuation—amplifying the impact of verbal messages in interpersonal relationships.

Derakhshan et al. (2015) emphasize the crucial role of engagement and confidence in language learning for both adult and young learners. Their study underscores these factors as pivotal for enhancing speaking skills, enabling learners to overcome challenges in English oral communication—a skill of substantial practical value in the professional realm.

Of particular relevance is the acknowledgment of differences between young and adult learners, with a specific focus on the motivation required to cultivate engagement and confidence throughout the learning process. This research serves as an invaluable resource for educators, offering practical strategies to fortify learners' confidence and engagement. For the context of this research, this study holds particular relevance as it provides insights and tools to enhance their language acquisition and communication skills, fostering competence in a skill essential for academic and professional success.

The enhancing of these micro-skills within the realm of speaking is indispensable, collectively forging the path toward proficiency in the language. By dedicating attention to



pronunciation, learners can enhance the clarity of their speech, rendering it more readily comprehensible. Fluent communication ensures the smooth and uninterrupted conveyance of messages, fostering more compelling and engaging interactions. A robust vocabulary serves as a cornerstone, affording learners the precision and expressive capacity needed in a second language.

Moreover, nonverbal communication elements, such as facial expressions and tone of voice, add depth and nuance to spoken words, nurturing bonds with listeners. Engagement and confidence stand as indispensable traits, empowering learners to forge strong connections with their audience, thus sustaining their interest and involvement. In essence, the development of these micro-skills is pivotal for achieving speaking proficiency and forming meaningful connections in the target language.

### **1.2 Theoretical Foundations of the English Language Club**

The analyses of the theoretical foundations that support the English Language Club are based on the teaching-learning process of speaking skills in the ninth year of General Basic at U.E.F. Luis Enrique Morales Alfaro incorporates diverse perspectives, including the Affective Filter Hypothesis, Input Hypothesis, Sociocultural Theory, Task-based learning and task-based teaching, and Communicative Language Teaching. Understanding these theoretical underpinnings with an extracurricular approach is essential for addressing weak academic achievement in speaking skills effectively.

The presence of weak academic achievement in developing speaking skills at U.E.F. Luis Enrique Morales Alfaro underscores the need for targeted interventions to enhance students' speaking abilities and overall language proficiency. Addressing these challenges is crucial to ensure that students are adequately prepared to navigate an increasingly interconnected world where effective communication in English is a valuable skill.

In this context, the implementation of an English Language Club tailored to the needs of ninth-year General Basic students at U.E.F Luis Enrique Morales Alfaro holds great promise. Such a club can provide scaffolded speaking activities and a supportive peer environment, offering a practical and engaging approach to language learning.



Rizqi Hidayat et al. (2023) conducted a study about extracurricular language activities, such as literature-based conversation clubs, which play a significant role in improving language skills and providing a space for self-expression that revealed that language clubs consequently this kind of activities have a significant positive effect on learners' speaking skills and overall language proficiency.

Aligned with Khorsheed et al. (2019), recent research reinforces the positive influence of language clubs on learners' motivation, fluency, and accuracy. The Syrian university study echoes broader discourse, highlighting improved attitudes and language skills, especially in reading, writing, and speaking. Small group interactions, as indicated by Khorsheed et al. (2019), contribute significantly to grammatical accuracy.

This study emphasizes the importance of speaking practice and engagement in language acquisition, highlighting the need for students to engage in meaningful ways in order to acquire good oral expression abilities; with this foundation, it is critical to use it in the club of 9th- Year Basic students gradually improving their pronunciation, vocabulary, and fluency corresponds with this viewpoint, resulting in diverse benefits from language clubs.

Extracurricular activities, such as English Language Clubs, play an important part in improving students' language abilities and general development, as Rizqi Hidayat et al.'s (2023) research on the benefits of extracurricular activities in language learning emphasizes. These clubs provide an important platform for students to actively participate in language-related experiences, according to the principles outlined in Article 29 of the General Regulations of the Organic Law of Intercultural Education (Reglamento LOEI 2023-1 - Guillermo Lasso Mendoza Presidente Constitucional De La Republica -)

In alignment with the General Regulations of the Organic Law of Intercultural Education, this law encourages public educational institutions to assess students' engagement in extracurricular activities, emphasizing their role in comprehensive education. Participation in language clubs, specifically the English language club Program, enhances oral skills, promotes genuine interactions, boosts fluency, and builds self-confidence. Students receive additional average scores, aligning with holistic education objectives.



According to the synthesis of Mcleod, (2023), Vygotsky's Sociocultural Theory in 1978, emphasizes the role of social interactions in language development. According to this perspective, learners' communication skills can be enhanced through participation in English Language Clubs, as these clubs provide opportunities for collaborative learning, negotiation of meaning, and peer support. Furthermore, Vygotsky's theory highlights the significance of instructional scaffolding in language development, which can be directly applied within English Language Clubs.

Instructional scaffolding allows learners to build connections based on social interactions and peer support. Additionally, According to Vygotsky, the social environment is made up of outside influences as well as interactions between students and their professors as well as other members of the community. This insight suggests that English Language Clubs, as a part of the broader community, can offer rich opportunities for language development and research support through interactions with diverse individuals and resources.

Incorporating a psycho-pedagogical perspective into the context of the Language Club Program for Ninth-Grade students at UEF Luis Enrique Morales Alfaro is crucial for understanding the specific needs and challenges faced by these students. The age of Ninth-Graders, typically around 12 to 13 years old, is a pivotal stage in their cognitive and socio-emotional development. Here is some characterization:

- Cognitively, adolescents at this age are experiencing significant brain development, including improvements in abstract thinking and problem-solving. However, language acquisition and refinement remain central to their cognitive development. This stage is characterized by heightened sensitivity to peer evaluations and a strong desire for social acceptance, making it an opportune time for language and cultural immersion.

- Behaviorally, Ninth-Graders often display a mix of increased independence and a continued need for guidance. They may be self-conscious about their language skills and reluctant to engage in spoken communication due to fears of peer judgment. Consequently, addressing their self-confidence issues is crucial in language development.

The Language Club Program can tailor its activities to provide a safe and supportive environment for these Ninth-Graders. Activities should not only focus on language and cultural



immersion but also on building students' self-esteem, encouraging positive peer interactions, and providing opportunities for them to practice and refine their speaking skills without fear of judgment. In summary, recognizing the unique cognitive and socio-emotional characteristics of Ninth-Graders is essential for designing effective language and cultural immersion Programs.

By addressing their specific needs and challenges, the Language Club Program can tap into the untapped potential for growth among these students from rural areas facing economic challenges. This approach will enhance their language skills and self-confidence, ultimately leading to more successful language acquisition and cultural integration.

Moreover, English Language Clubs provide a platform for students to explore various cultural aspects of the language they are learning. As noted by Hendra and Jones, cultural immersion is a crucial element in language acquisition and can positively influence students' motivation to improve their speaking abilities (Hendra & Jones, 2018).

Krashen's Input Hypothesis, as described by Schütz, (1998), centers on how learners acquire a second language through comprehensible input. According to this theory, language development advances when learners are exposed to input that is only marginally above their current level of proficiency. This is known as 'i+1,' where 'i' denotes the learner's current proficiency level and '+1' denotes the level that is just above their current proficiency. It's important to note that the Input Hypothesis deals with language "acquisition" rather than "learning," with learning being a conscious process and language acquisition being a subconscious one.

In the context of an English Language Club Program designed to enhance speaking skills, Krashen's Input Hypothesis can play a pivotal role. By offering language learners opportunities to engage in conversations and activities that align with the 'i+1' principle, the club can provide them with comprehensible input that challenges and advances their speaking abilities. Activities that introduce progressively more complex language structures, real-world dialogues, and interactions with proficient speakers can stimulate the acquisition of speaking skills.

Although Krashen's theory is widely accepted, it is worth noting that some scholars have examined its limitations and called for further studies to have a better comprehension of



its implications for language learning. Nonetheless, it remains a valuable framework for guiding the development of speaking skills within an English language club Program by emphasizing the significance of comprehensible input and the natural progression of language competence.

The Communicative Language Teaching (CLT) approach, as outlined by Richards, (2006), underscores the pivotal role of communication and interaction when learning a language. It views language as a method of communication and advocates for a curriculum that prioritizes activities fostering meaningful communication. This emphasis on authentic communication is indispensable for cultivating speaking skills within an English language club Program.

Effectively applying this approach involves integrating interactive activities like group discussions, debates, and role-playing in the Program. Incorporating real-world scenarios promotes conversations mirroring daily life, while pair and group work encourages collaboration and communication. The Communicative Language Teaching (CLT) framework, as outlined by Richards (2006), establishes a robust structure for enhancing speaking skills through authentic language use.

Task-Based Language Teaching (TBLT), as discussed by Ellis et al. (2019) and Jackson (2022) with the elements in Language Teaching., is a method that prioritizes engaging learners' innate language acquisition abilities through task-based activities. This approach significantly departs from traditional language teaching methods by underscoring the value of tasks that naturally draw learners' attention to language form.

The comprehensive exploration provided by Ellis et al. (2019) encompasses the historical development of TBLT, theoretical underpinnings, and key pedagogic aspects, highlighting the influence of task design and execution on second-language results. Jackson (2022) further defines principles of communication task design and offers insights into curriculum development while addressing specific challenges and opportunities for teachers employing task-based methods.

In the context of an English language club Program, TBLT offers a transformative framework for enhancing speaking skills. By designing structured speaking tasks that require



practical language use, the approach aligns with the central objective of developing speaking proficiency. TBLT's emphasis on engaging learners' natural language learning abilities is conducive to the incidental acquisition of language forms as participants tackle real-world tasks.

The essence of TBLT lies in providing learners with opportunities to engage in real-world, task-based activities. By doing so, they can apply their language skills in authentic contexts, which is paramount for speaking skill development. Curriculum design inspired by TBLT promotes active participation and interaction, enabling learners to use language effectively and meaningfully, ultimately contributing to their proficiency in spoken English. Therefore, TBLT serves as a valuable methodology for English language clubs to facilitate the development of speaking skills by emphasizing practical, task-based language use.

Bolen (2021) highlights that Task-Based Language Teaching (TBLT) prioritizes communication, in contrast to traditional methods. TBLT, as a TESOL approach, centers on communicative tasks that foster collaboration among students, which is pertinent for enhancing speaking skills in English language clubs. This emphasis on communication is highly relevant in the context of an English language club's efforts to enhance speaking skills.

Bolen (2021) emphasizes the advantages of Task-Based Language Teaching (TBLT) over the standard Presentation-Practice-Production (PPP) paradigm. TBLT allows students to choose their language, providing a personalized learning experience. It exposes students to a variety of language usages, improving speaking skills within an English language club through the examination of collocations and lexical phrases, and encouraging diversity in language development.

The three main stages of a TBLT class, as defined by Bolen, graphically highlight the TBLT method's capacity to improve speaking abilities inside an English Language Club. Instructors introduce the allotted activity in the pre-task stage, providing explicit instructions and outlining expectations. This phase lays the groundwork for the following activities, ensuring that students are well-prepared to engage in meaningful communication.

In the task stage, students actively collaborate, often in pairs or small groups, with a paramount focus on using English for communication. During this phase, fluency and



communication are prioritized over pinpoint accuracy, allowing learners to express their ideas and engage in practical conversations.

The subsequent feedback stage, as elucidated by Bolen, underscores the importance of precision in language use. In this phase, students present their completed tasks, with the objective of refining accuracy. These structured stages align with the central theme of enhancing speaking skills, as they provide learners with opportunities to communicate effectively, all within the immersive and dynamic context of an English language club.

Meaning-focused input, as proposed by Nation and Newton (2009), emphasizes the importance of providing learners with comprehensible language input intended to convey a message. Exposure to such input is vital for enhancing listening and speaking skills. Teachers can facilitate this by using authentic materials, employing techniques like pre-teaching vocabulary, and activating background knowledge.

Also, task-based learning engages students in meaningful activities, fostering communication in the target language through tasks like problem-solving and role-plays. Real-life scenarios, guided by structured progression, enhance speaking skills. Authentic materials, including literature excerpts, expose learners to real language use within cultural contexts. Effective error correction, addressing global and local errors, ensures speaking skill improvement. Tailoring feedback to individual needs and goals contributes to comprehensive language development and proficiency.

In this respect, the Learner-Centered Approach in task-based learning is underlined by Psychopedagogy. This science in the context of speaking skills development, emphasizes the significance of learner-centered approaches, motivation, and metacognitive strategies (Ellis et al. 2019).

A Learner-Centered Approach to language learning involves acknowledging the individual needs, interests, and prior knowledge of learners. By taking into account the unique characteristics of each student, educators can tailor language learning experiences to meet their specific needs. This method promotes a pleasant and supportive learning atmosphere, enabling pupils should be responsible for their education and actively engage in the process of acquiring a language.



Motivation is a crucial factor in task-based language learning, influencing students' willingness to participate in speaking activities and their overall language proficiency. These factors can include intrinsic motivation, such as personal interest in the language, and extrinsic motivation, such as the desire to access better career opportunities. By creating a motivating learning environment and integrating activities that align with students' interests, educators can enhance students' engagement and commitment to developing their speaking skills.

The researchers emphasize specific activities that greatly contribute to the development of micro – speaking skills, including role-playing, debates, Language-based games, vocabulary-building activities, simulations of real-life scenarios, and incorporating cultural activities. Certainly, considering the specific context of Ninth-Grade students with weak speaking skills, these activities within English Language Clubs can be especially valuable:

- For Ninth-Grade students “A” facing challenges in speaking, role-playing can be a transformative tool. It allows them to step into different persons and experiment with communication in a controlled and supportive environment. By practicing various roles, they can work on pronunciation, intonation, and even vocabulary in a low-pressure setting. This activity can help them overcome mispronunciation and boost their confidence in speaking English.

- Debates offer an excellent opportunity for students to express themselves and develop their speaking skills. Structured debates can help them articulate their thoughts more clearly, improve grammar usage, and expand their vocabulary as they research and prepare arguments. Engaging in debates can also enhance their critical thinking abilities, which are vital for effective communication.

- Language games or vocabulary buildings can make learning fun and engaging, even for students with limited vocabulary. Games like word association or storytelling challenges can be adapted to their level, helping them build essential language skills while having fun. These games encourage creativity, expand vocabulary, and improve conversational fluency.

- Simulations; real-life scenarios are particularly relevant for Ninth-Graders who may soon face situations where English communication is required. Simulations of ordering food at a restaurant or seeking directions while traveling not only develop speaking skills but also



provide valuable life skills. These activities empower students to navigate everyday situations with confidence.

- Incorporating cultural activities into the practical nature of interviews, Ninth-Graders can benefit from simulated job interviews or other real-life interactions. These activities prepare them for future experiences, such as job interviews or traveling. By practicing interviews, they can learn appropriate language and gain the confidence needed to communicate effectively in practical situations.

The researchers' findings provide a solid justification for involving Ninth-Graders in regular club activities, aiming to immerse them in the English language and culture. By participating in various activities such as language games, cultural events, and movie discussions, students will have the opportunity to encounter different accents and colloquial expressions, thereby improving their listening and speaking skills even further.

Students who participate in this club not only gain insights into different cultures but also find language learning more engaging and meaningful. Through practical exercises, students can apply their language skills in authentic contexts, ultimately boosting their confidence and adaptability in English communication. Additionally, these clubs foster a sense of community among language learners, as the camaraderie and support from fellow club members alleviate the fear of making mistakes while speaking, encouraging students to take more risks and practice speaking more frequently.

The researchers in the context of the English Language Clubs not only provide cultural enrichment but also serve as a valuable space for learners to practice real-life communication skills, it highlights that communication competence extends beyond linguistic proficiency and includes the ability to comprehend and interpret social cues. English Language Clubs offer a platform for students to cultivate these crucial social skills through interactions with their peers, enabling them to become more adept communicators in various social settings.

For this reason, students engage in collaborative activities, such as group discussions, role-playing, and debates, which require them to use language to communicate and negotiate meaning with their peers. Through these interactions, students not only practice their language



skills but also acquire new vocabulary, learn language structures, and develop their understanding of cultural contexts.

Furthermore, social interactions inside the club establish a zone of proximal development, as outlined by Vygotsky. The zone of proximal development is the difference between a student's present proficiency level and their potential skill level under the direction and help of more knowledgeable people. In English Language Clubs, students can receive feedback, guidance, and support from their peers and club facilitators, which helps them progress and expand their language skills.

The collaborative and social nature of English Language Clubs also fosters a sense of belonging and community among learners. This sense of belonging can motivate students to actively engage in language learning, take risks, and persist in their language development journey. The collaborative nature of English Language Clubs aligns by highlighting the significance of social interactions in language development in Vygotsky's Sociocultural Theory.

Certainly, the collaborative and social features of English Language Clubs are critical to building an inclusive learning environment that develops a sense of belonging among students. This sensation of belonging, which is profoundly ingrained in human psychology, has a big impact on how motivated and persistent students are in their language-learning initiatives.

When Ninth-Grade students, who may initially struggle with speaking skills, engage in activities like group role-playing, debates, team language games, and real-life scenario simulations, they are not merely learning language; they are building connections with their peers. This camaraderie and shared experience provide emotional support, motivating students to take risks and persevere in their language development journey, even when faced with challenges.

Therefore, English Language Clubs become more than just a platform for language learning; they become a space where students forge meaningful relationships, overcome language barriers, and develop a profound sense of belonging. This sense of belonging, underpinned by Vygotsky's Sociocultural Theory, propels students to actively engage in



language acquisition, explore their potential, and emerge as confident, proficient speakers who not only excel in language skills but also thrive in a supportive community of learners.

Collaborative language learning is more effective than conventional classroom environments in improving students' speaking (Kirschner, 2001). Additionally, other arguments support the effectiveness of collaborative language learning, such as increased speaking practice, peer feedback and correction, exposure to diverse perspectives, enhanced motivation and engagement, and the development of social and interpersonal skills. Encouraging peer feedback, setting group goals, and periodically rotating group members can amplify the sense of community within the Language Club.

In collaborative learning, teachers facilitate small-group activities where students share their knowledge and skills (Kirschner, 2001). Empirical studies have shown that student achievement, effort, perseverance, and motivation are positively correlated with collaborative learning. Deep learning may be facilitated by collaborative learning when students interact socially well—for example, by debating contradicting facts. Apart from the cognitive advantages, group education imparts the social competencies needed for future career advancement in the field of research. However, better learning and motivation are not always the outcome of just establishing groups.

Therefore, encouraging group learning exercises like those seen in language clubs may improve student learning while simultaneously fostering social and emotional development. When compared to traditional classroom situations, students who participate in these types of activities can improve their speaking skills. They give students more opportunities to practice speaking, receive peer criticism, and be exposed to different perspectives, all of which can help them grasp the language and culture they are learning.

To conduct this investigation, it is crucial to recognize that the impact of English Language Clubs on improving speaking skills may be influenced by a number of elements, such as the club's structure, the frequency of meetings, and the presence of trained facilitators. It is important to note that (Naumovych, 2023) assumed that well-structured language clubs would play a significant role in enhancing students' speaking proficiency.



Herra and Kulińska (2018) investigated the role of feedback in English Language Clubs for teens. Their study highlights the importance of feedback in language learning and investigates the perspectives of students in these clubs. One notable finding is the students' high expectations for immediate error correction, highlighting their preference for prompt feedback to enhance their language skills.

Additionally, Herra and Kulińska's (2018) research underscores that students value explicit correction, particularly when teachers provide the correct form after an error. This preference aligns with the idea that language club participants emphasize the importance of corrective feedback in improving their language proficiency. The study sheds light on the crucial role that feedback mechanisms play in helping teenagers refine their language skills, emphasizing the need for structured feedback processes within English language clubs. These insights underscore the significance of both students' expectations and their appreciation for teachers' guidance and correction in creating an effective learning environment within these clubs.

Implementing an English Language Club in the U.E.F Luis Enrique Morales Alfaro can be a fun and successful method to improve the speaking skills of students in Ninth-Grade. An English club in Comuna Casas Viejas, Chongon Parish will cultivate an atmosphere where students are demanded to actively participate in discussions, debates, and presentations. Such an interactive setting will boost students' confidence in expressing themselves in English, ultimately leading to improved speaking skills.

For the authors of this investigation, English Language Clubs offer a promising platform for fostering speaking abilities among students, promoting authentic communication, cultural enrichment, and social interactions. By implementing a task-based learning approach, and effective didactics, Teachers are able to produce a supportive and motivating learning environment, empowering students to improve their speaking proficiency and succeed academically. This chapter lays the groundwork for the subsequent chapters, which will delve into the specific implementation of English Language Clubs and their impact on weak academic achievement in speaking skills at U.E.F. Luis Enrique Morales Alfaro.



## **CHAPTER 2: METHODOLOGY FOR THE DEVELOPMENT OF RESEARCH AND DIAGNOSTIC STUDY.**

This chapter includes a description of the methodological framework, the investigative process, and its purpose. It also describes the instruments elaborated, their application, and main results.

In compliance with the ethical protocols and to carry out a comprehensive investigation, and for access to institutional information, it has obtained the prior authorization of the Rector of the Educational Unit Fiscal Luis Enrique Morales Alfaro, granting the authorization for the privileged access to internal information for the students in Ninth-Grade Students of Basic General Education "A", as well as the use of the means of communication WhatsApp for communication with the parents of the participants in the English Club, and the space for the development of the same being of vital importance for the investigation process. (See Annex 1)

The origin of this study requires the conceptualization of the dependent and independent variables, (See, Table No 1 and Table No2, Annex 2). The variables that are going to be studied and will serve to develop the content of the academic research are identified as dependent and independent, from the source found through the dynamic of the issues lived as a teacher in the school:

- Dependent variable: Speaking skills.
- Independent variable: English Language Club.

In this research, the operationalization of variables plays a crucial part in ensuring the precision, reliability, and general rigor of the study. By providing clear and well-defined definitions for concepts like the "English Language Club" and "Speaking skills," the research gains clarity and consistency in its measurements. This not only facilitates effective data collection but also allows for the replication of the study by other researchers.

Furthermore, operationalization directs the procedure for collecting information, influences the selection of appropriate assessment tools, and promotes the reliability and accuracy of study findings. It allows academics to close the gap that exists between theory and practice by offering practical insights for educational institutions. In essence, operationalizing variables in this study improves the study's quality, allows for more meaningful analysis, and



promotes communication of findings to stakeholders, all of which contribute to the progress of educational practices and student development.

### **2.1 Methodology of the research proposal**

McKim (2017) supports a mixed-methods approach to research, particularly when examining complex topics such as the effect of an English Language Club on speaking abilities. This technique effectively combines qualitative methodologies such as interviews and documentary analysis to investigate students' experiences, perspectives, advantages, and problems. Simultaneously, quantitative data collecting using didactic observation guides measures the club's influence on speaking abilities, resulting in a more thorough knowledge through the combination of both research approaches.

The dual-method model allows researchers to triangulate qualitative and quantitative data, providing an improved comprehension of the English Language Club's effect. By identifying particular deficiencies in speaking abilities through quantitative tests, the club may develop tailored tactics and interventions to successfully address these limitations. This mixed-methods approach increases the research's depth and application, resulting in more comprehensive knowledge and practical recommendations for change.

**Population:** this research is being conducted at the Unidad Educativa Fiscal “Luis Enrique Morales Alfaro” during the afternoon shift. This research falls under the social category and focuses on a specific population. The population under study is considered finite and includes all the Ninth-Grade Students "A" from the U.E.F “Luis Enrique Morales Alfaro” in the Chongon Parish “Casas Viejas” Commune of Guayaquil. This population is made up of 66 students which accounts for 86.84% of the total population; 7 teachers making up 9.21% of the population, 1 principal represents 31% of the population, and 2 specialists making up 2.63% of the population.

This population (see Table N° 3, Annex 3) consists of students who share common characteristics. In this context, as defined by Manrique A. (2019), a population is "a group of elements, individuals, or events that share certain characteristics and from which one aims to gather information (p.152).”



**Sample:** the sampling conducted corresponds to non-probabilistic intentional convenience sampling. (Table N° 4, Annex 4) "It is intentional sampling because it is assumed arbitrarily and subjectively within pre-existing groups, which does not require additional formulas" (Hernández et al., 2006, p. 562). Since there are two Ninth-Grade groups, class "A" was selected, resulting in a sample of 35 students which accounts for 77.78% of the total sample, 7 teachers making up 15.56% of the sample, 1 principal representing 2.22% of the sample, 2 specialists making up 4.44% of the sample.

In the research project focusing on the effectiveness of the English Language Club Program in developing speaking skills among Ninth-Grade students "A" at Unidad Educativa "Luis Enrique Morales Alfaro," data analysis and ethical considerations played integral roles. These aspects were carefully considered, following ethical standards and research best practices (Veatch, Haddad, & English, 2010).

- Data Quality and Accuracy: to ensure data quality and accuracy, the research team adopted a systematic approach:

-Documentary Analysis: Cardno (2018) emphasizes the value of documentary analysis in mixed-method research, particularly its ability to provide qualitative insights. It was used as a research tool so that the creation of the English Language Club Program accordance with the real context of the educational institution, for that reason it was reviewed documents have been carefully analyzed to extract relevant information, and their integration has been considered essential for a comprehensive evaluation of the Program's effectiveness. (see in annex 5, link No. 1)

-Didactic Observation Guide: Zohrabi (2013) highlights the significance of classroom observation, a key research instrument, in assessing the English Language Club Program's impact on Ninth-Grade "A" students at UEF Luis Enrique Morales Alfaro. The didactic observation guide, found in annex 6, link No. 2, served as a structured checklist to evaluate speaking skills development before and during Program implementation. This rubric, tailored for pre-beginners (Level: A1), assesses Clarity, Fluency, Vocabulary, Non-verbal communication, Engagement, and Confidence on a scale of Excellent (2), Competent (1), or Needs Work (0), ensuring a comprehensive evaluation.



The meticulously designed Didactic Observation Guide facilitated a systematic assessment of students' speaking skills. This structured approach minimized subjectivity, enhancing research depth and validity. The objective of the rubric in the evaluation of various parameters provided valuable insights, contributing to a more reliable assessment of the English Language Club Program's effectiveness in enhancing Ninth-Grade "A" students' speaking abilities at UEF Luis Enrique Morales Alfaro.

-Individual Interviews with External English Language Experts: the author Zohrabi (2013), shows that one common and extensively utilized method of gathering qualitative data is interviewing in mixed-method research designs. This instrument was to gather insights and expertise from an educational expert who has experience in language acquisition and teaching methodologies, particularly in the context of beginner students. The interviewee was asked a series of questions to tap into their knowledge and practical experience regarding the implementation of an English club for beginners to enhance their speaking skills. (Annex 6, Table N° 2, link No. 2)

This interview has three goals: extracting insights and effective pedagogical practices for teaching beginners, investigating the benefits of an English Club for novices against traditional instruction, and developing solutions to solve implementation obstacles. Furthermore, it investigates the function of cultural events in improving language acquisition inside the club. Interviews with two education professionals provide useful viewpoints, expand the club's curriculum with cultural components, and suggest solutions to probable obstacles, with the ultimate goal of improving beginner learners' speaking abilities and fostering cultural understanding.

- Satisfactory Survey for Students, Teachers, and Principal: structured data collection, exemplified by satisfaction surveys, stands as a cornerstone in ensuring data quality. Meticulously designed questionnaires for students, teachers, and the school principal aimed at validating Chapter 3 post-proposal socialization. The surveys utilized predefined response options to enhance accuracy and consistency, following Zohrabi's (2013) guidance. This approach reduced potential misinterpretations, fostering reliable data entry while obtaining comprehensive perspectives on the English Language Club Program's impact.



Zohrabi (2013) underscores the significance of surveys in mixed-method research designs, influencing this data collection approach. Satisfactory surveys distributed to Ninth-Grade "A" students, teachers, and the school principal featured structured questions with predefined response options (annex 6, Table N° 3, link No. 2). These surveys aimed to gather quantitative data on participants' perspectives and experiences throughout the English Language Club Program. The insights obtained enabled a multi-faceted evaluation of the effectiveness Program and the identification of areas for improvement, contributing to the validation of the proposal.

Ethical principles were meticulously adhered to throughout the research process:

-Informed Consent: every participant provided informed consent., it started with the school principal including parents, students, and education specialists. This step ensured that participants willingly contributed to the research, understanding its purpose and the use of their data.

-Confidentiality: the research maintained the principle of confidentiality. Participants received assurances that their responses would be kept confidential and used only for scientific research., thus preserving their privacy.

-Respect for Participants: the research team treated all participants with respect and dignity, following the ethical principle of respect for individuals.

-Honesty and Transparency: the research was honest and transparent throughout the process, from data collecting to results reporting. Ethical research necessitates full transparency.

-Ethical Approval: it is crucial to remember that this study is carried out with the support of the appropriate ethical approval by the thesis tutor, an expert in education and in research processes who has made the review and appropriate suggestions to endorse the corresponding certificate that guarantees the reliability and veracity of the development of the research process; this process ensures that the research has been aligned with the established ethical standards and protects the rights of the participants involved by complying with the ethical norms in force.



Values: the research project was conducted with a commitment to upholding values such as transparency, respect for individuals' rights, and the pursuit of knowledge in an ethical and responsible manner (Veatch, Haddad, & English, 2010).

Data Interpretation: data interpretation was conducted with precision and thoroughness:

-Mixed-Methods Approach: following Zohrabi's (2013) guidance, the combination of qualitative and quantitative data facilitated a thorough comprehension of the research problem. While quantitative data from classroom observations offered a solid perspective, qualitative data from interviews enhanced the findings.

-Triangulation of Findings: data triangulation was performed, ensuring that the research findings were validated through multiple sources and perspectives (Zohrabi, 2013).

- Bias: the research team acknowledged potential bias related to the choice of non-probabilistic intentional convenience sampling. While this sampling method may introduce a potential bias in the sample, it was considered and disclosed as a limitation in the study, adhering to principles of transparency and ethical conduct.

### **2.3 Analysis, Statistical Results and Interpretation**

Zohrabi (2013) underlines the importance of tools in mixed methods research. The influence of the English Language Club Program on Ninth-Grade students' speaking skills at UEF Luis Enrique Morales Alfaro was investigated using a variety of methodologies, including document analysis matrices, closed and open-ended surveys, interviews, and classroom observations. Each device had a distinct role in acquiring data for the initial diagnostic test.

- Documentary Analysis Data Collection Instrument: under the framework of the English Language Club Program at the UEF Luis Enrique Morales Alfaro, documentary analysis can be used to examine various documents related to the Program, such as Reform to the Law of Education N°675, Prioritized Curriculum with Emphasis on Competences Communications, Mathematics, Digital, And Socioemotional, Pedagogical Proposal and Code of Conduct, and the Report of Diagnostic Test of Ninth- class A. with the following analysis:

-Document 1 (The Organic Law of Education, Reform to the Law of Education of Ecuador N°675): the legal document provides a strong foundation for extracurricular activities and clubs in education, emphasizing their role in holistic student development and flexible



curriculum design. It also underscores the need for structured assessment mechanisms, creating a supportive environment for enriching the educational experience.

-Document 2 (Prioritized Curriculum with Emphasis on Competences Communications, Mathematics, Digital, And Socioemotional): the prioritized curriculum outlined in this document reflects a forward-thinking approach to education, offering flexibility and autonomy to tailor education to the needs of students, it promotes active learning methodologies, critical thinking, and the development of various competences, ensuring students are well-equipped for the challenges of the 21st century.

- Document 3 (Institutional Educational Project): this comprehensive institutional project analyzes the strengths, weaknesses, opportunities, and threats within the educational institution. It emphasizes inclusivity, sustainability, and socio-constructivist education, with a focus on critical thinking and problem-solving. The pedagogical axis highlights a commitment to active methodologies and inclusive learning, while the document recognizes and addresses various challenges in the educational landscape.

-Document 4 (Pedagogical Proposal and Code of Conduct): the institutional philosophical framework emphasizes holistic student development, values, and social responsibility, while the pedagogical framework focuses on socio-constructivist, context-based learning. The guidelines for teaching encourage student engagement and problem-solving abilities, and the document acknowledges limitations, particularly the digital divide and diverse learning needs, requiring proactive efforts for equitable education.

-Document 5 (Report of Initial Diagnostic Test Class A): the primary focus of this Analysis was on the Report Statistical Report of Initial Diagnostic Test U.E. Luis Enrique Morales Alfaro, the data provided in Table No. 5 and Graphs 1, of the initial diagnostic test in the U.E.F "Luis Enrique Morales Alfaro" (see annex 7) presents a clear picture of the performance across various skills and performance criteria.

The weighting of qualitative and quantitative grades from the Ministry of Education is used where 9.00-10.00 Mastery of Learning (DA), 7 to 8.99 (AA) achieving the learning, 4.00 to 6.99 (EPA) Close to Achieving, and 4 to 0 (NAA) Not Achieving the Learning. Among the skills evaluated, the most critical issue seems to be in Oral Communication, where 32 students



who represent 54% of the total students obtained a score below 4.00, which means a need for significant improvement. The conclusions and explanation of the results based on the analytical data are provided below:

-Communication and Cultural Awareness: all students have successfully acquired the learning outcomes in this skill, achieving a 100% success rate. This indicates that 35 students are well-versed in communication and cultural awareness.

-Reading: 24 students representing 68% of the total of them, have been closed to achieving of reading skills, suggesting that they are on the right track but may require further development. It is advisable to integrate reading activities with writing to reinforce these skills.

-Writing: Only 24 students representing 68% have been closed to achieving in Writing. This indicates that most students need to improve these skills.

-Language through the Arts: A majority of 47% of 16 students have demonstrated achieving the learning of skills related to language through the arts.

With this analysis the researcher team analyzed the Report of Speaking Skill of the Institutional Initial Diagnostic Test report and according to (see Annex 8, Table No. 6 and Graph No. 2) the initial assessment is evident that several critical micro skills areas of concern have been identified from the total of 35 students.

A substantial 94% of 33 students faced significant challenges in vocabulary and grammar. This was a critical issue as it indicates that most students have limited vocabulary and struggle with grammatical structures. These language deficiencies severely impact their ability to communicate effectively in English. This was a fundamental area that required immediate attention and improvement.

Almost half of the students, 46% represented 16 students exhibited issues related to fluency in their speech. Many of them struggle to maintain a smooth and uninterrupted flow of speech, with the majority falling into the "poor" category. This lack of fluency was a notable obstacle to effective communication and needs substantial improvement.

Moreover, an additional 46% of 16 students experienced difficulties in structuring their responses logically and presenting ideas in a clear and organized manner. While some students demonstrated a fair level of clarity and coherence, many received lower scores, highlighting the



need for enhancement in these aspects of oral communication. This is essential for conveying ideas effectively.

However, Comprehensibility is a universal issue (35 students), with every student scoring in the "poor" range in this aspect, representing 100%. This means that speaking of students is often challenging to understand, making it difficult for others to comprehend their intended messages. This comprehensive challenge in comprehensibility may be connected to the aforementioned issues with vocabulary, grammar, and overall fluency.

- Didactic Observation Guide: In the context of the English diagnostic test, the research team employed a Didactic Observation Guide that served as the foundation for the development of a targeted and effective methodological proposal to improve the pupil's ability to talk.

This approach involved the evaluation of students using basic questions related to personal information and descriptions of images the General Topic was "Christmas Holiday" for the A1 level.

Subsequently, classroom role-playing activities were employed to identify specific speaking micro-skills and to pinpoint any associated problems and needs. This approach allowed the research team to gain valuable insights into the students' speaking skills in the past and laid the groundwork for the advancement of effective teaching strategies in the English Language Club Program.

Analyzing micro-speaking skills in Ninth-Grade students helps educators comprehend language development, track individual progress, and customize instructional strategies. The study involved 35 students, allowing for a detailed assessment of their linguistic proficiency:

- Clarity: the statistical results for Micro-Speaking Skills in terms of Clarity, as presented in Table No. 9, Graph 3 of Annex 9, revealed a comprehensive evaluation of three key components: Pronunciation, Enunciation, and Intelligibility.

The data demonstrated that a majority of the students, constituting 63% making up 22 students, were categorized as needing improvement (grade 0) in all three clarity aspects: Pronunciation, Enunciation, and Intelligibility. This highlighted a significant requirement for enhancing clarity within their micro-speaking skills. Conversely, 23% of 8 participants were evaluated as competent (grade 1) in all three dimensions, indicating they possessed reasonable



proficiency in Pronunciation, Enunciation, and Intelligibility. Additionally, 14% of the 5 students achieved excellence (grade 2) in all three categories, showcasing a high level of proficiency. These results emphasized the critical need for further development in clarity skills for most participants in order to improve their overall micro-speaking performance.

- Fluency: as indicated in Table No. 8, Graph 4 in Annex 10, it became evident that participants' performance was evaluated based on three critical aspects: Speed, Smoothness, and Pauses.

The data illustrated that a majority of participants, representing 63% representing 22 students, were classified as needing improvement (grade 0) in all three fluency components, namely Speed, Smoothness, and Pauses. This indicated a substantial need for further development in these areas. On the other hand, 23% of 8 participants were considered competent (grade 1), demonstrating reasonable levels of Speed, Smoothness, and Pauses. A relatively smaller segment, constituting 14% making up 5 students, exhibited excellence (grade 2) in all three aspects, emphasizing their proficiency in micro-speaking fluency. These results underscored the importance of enhancing fluency skills among a significant portion of the evaluated students to improve their overall micro-speaking performance.

- Vocabulary and Language Use: in terms of clarity as presented in Table No. 9, Graph No. 5 in Annex 11, it became evident that a comprehensive evaluation was made based on three key aspects: richness, precision, and complexity.

It revealed distinct skill levels among the participants. A relatively small proportion, constituting 14% representing 5 students, achieved an excellent grade of 2, showcasing the highest level of proficiency in the richness indicator. A larger segment, accounting for 23% of the 8 participants, fell within the competent category, exhibiting reasonable, precision in micro-speaking skills. On the contrary, a significant majority, representing 63% making up 22 students, received a grade of 0, indicating a need for substantial improvement in their micro-speaking complexity skills. In summary, these results highlight a notable variation in skill levels, with the majority of participants requiring enhancements in micro-speaking Vocabulary and Language Use.



- Non-verbal communication: an analysis of the statistical results within the dimension of Non-verbal Communication, as presented in Table No. 10, Graph No. 6 in Annex 12, offered insights into participants' micro-speaking skills. This dimension was evaluated based on three key indicators: Facial Expressions, Tone of Voice, and Posture.

The data revealed that in terms of Facial Expressions, 40% of 14 participants were classified as needing improvement (grade 0), while 49% representing 17 students were considered competent (grade 1), and 11% making up 4 students demonstrated excellence (grade 2).

In the context of Tone of Voice, 71% of 25 participants fell into the Needs Work category, while 14% represents 5 students were rated as competent, and 14% making up 5 students as excellent.

For Posture, again, 71% representing 25 students were marked as Needs Work, with 14% making up 5 students exhibiting competence and 14% making up 5 students demonstrating excellence.

These results underscored the significance of non-verbal communication in micro-speaking skills assessment and indicated that a substantial portion of the participants required development in this area, particularly concerning their tone of voice and posture.

-Engagement and Confidence: when evaluating micro-speaking skills in terms of Engagement and Confidence, as outlined in Table No. 11, Graph No. 7 of Annex 13, it was evident that the assessment encompassed three crucial aspects: Eye Contact, Body Language, and Confidence.

The data indicated that the majority of students, a significant 68% of the 30 students, were categorized as needing work (grade 0) in terms of Eye Contact, underlining room for improvement in these specific micro-skills. Furthermore, in the evaluation of Body Language, 71% of the 25 participants also fell into the Needs Work category, highlighting the importance of addressing non-verbal cues for enhanced micro-speaking skills.

Confidence, as a vital element in effective communication, saw 94% of 33 participants needing improvement, emphasizing the necessity for bolstering self-assuredness in this context. In contrast, a smaller proportion of participants, 14% representing 2 students, were considered



competent (grade 1), exhibiting reasonable levels of Eye Contact, Body Language, and Confidence. Surprisingly, none of the participants attained an excellent rating (grade 2) in Eye Contact or Confidence, indicating a potential area for focused development. These results underscored the significance of enhancing Engagement and Confidence in micro-speaking skills to promote effective communication among the majority of the students.

The Didactic Observation Guide analysis of Ninth-Grade students "A" identified areas for improvement in micro-speaking skills, including pronunciation, fluency, non-verbal communication, engagement, and confidence. These findings help educators develop targeted strategies for comprehensive language skill enhancement.

-Individual Interviews with External English Language Experts: the following two specialists brought a wealth of knowledge, experience, and dedication to education, making them influential figures in their respective areas of expertise. Below is the respective description of the interviewees.

Specialist 1, an expert English instructor from Chicago, has an exceptional academic background that includes degrees in Applied Hispanic Linguistics and Hispanic and French Philology from the University of Illinois at Chicago. She is a well-known language education expert who specializes in bilingualism, sociolinguistics, and discourse analysis. Her enormous experience, which she currently shares with master's students, continues to enrich the subject.

Specialist 2 has an exceptional 24-year career and is a strong supporter of utilizing education to reduce social inequalities. With a Master's Degree in International Education and a Doctorate in Education Sciences from the Universidad Católica de Cuenca, her knowledge is unrivaled. She has had a considerable influence on foreign language instruction curriculum creation, pedagogical resources, and online teaching, providing help to thousands of instructors via webinars.

The two experts' inquiries and responses gave insightful information regarding the need of establishing an English Club to enhance speaking skills in beginning students in Annex No. 14, Link No. 3 An analysis of the points is presented below:



1. **Significance of Learning a Second Language:** the response effectively outlines the cognitive, academic, career, cultural, and personal benefits of learning a second language. This comprehensive view emphasizes the holistic advantages of language acquisition.

2. **Recommended Approach for Teaching English to Beginners:** the recommendation of the Communicative Language Teaching (CLT) approach aligns with modern language teaching methodologies, emphasizing communication in real-world contexts. This approach recognizes the importance of speaking and listening skills for beginners.

3. **Benefits of English Club Compared to Traditional Methods:** the response highlights the additional speaking and listening opportunities, increased motivation, confidence, and exposure to diverse cultures that an English club provides. These benefits underline the club's value in supplementing traditional classroom learning.

4. **Suitable Learning Objectives for Beginners:** the proposed learning objectives focus on essential language skills, ensuring a practical approach to language learning. These objectives provide clear, achievable goals for beginners to work toward.

5. **Promoting Oral Practice and Interaction:** the emphasis on creating a positive and supportive learning environment, along with appropriate, engaging activities, addresses the need for a balance between challenge and comfort. This approach fosters active participation and oral practice.

6. **Resources for Club Development:** the incorporation of textbooks, workbooks, flashcards, realia, and online platforms demonstrates a well-rounded approach to utilizing educational materials and technology. This diverse range of resources caters to different learning styles and preferences.

7. **Creating a Positive Learning Environment:** although the response states the experience of creating a positive environment, it lacks specific examples or techniques employed. Providing concrete examples would strengthen this part of the response.

8. **Involvement of Parents or Tutors:** the suggestions provided offer practical ways for parents and tutors to support students' learning at home. Encouraging active communication and home-based English activities enhances the continuity of learning beyond the club setting.



9. Strategies for Maintaining Interest and Participation: the strategies proposed, such as varied activities, positive reinforcement, and certificates for participation, align with motivational theories. They address the need for ongoing engagement and positive reinforcement to sustain interest.

10. Overcoming Potential Challenges: the advice to be patient, flexible, and seek help when needed addresses common challenges. It emphasizes the importance of adaptability and perseverance in the face of difficulties.

11. Indicators of Progress: the suggested indicators, including student surveys, instructor observations, and assessments, cover a wide spectrum, ensuring a comprehensive evaluation of the progress of learners. These indicators align with both qualitative and quantitative assessment methods.

12. Adapting the Club's Approach for Different Learners: the strategies provided, including varied activities and cooperative learning, cater to diverse learning styles and paces. These approaches recognize the individuality of learners and promote inclusive teaching practices.

13. Recruiting and Training Facilitators/Instructors: the recruitment advice emphasizes the importance of passion, experience, and alignment with the club's mission. Training suggestions focus on understanding club objectives and differentiating instruction, ensuring facilitators are well-prepared.

14. Specific Examples of Successful Activities: the response lacks specific examples of successful activities, missing an opportunity to provide concrete illustrations of effective teaching methods. Including specific examples would enhance the applicability of practical responses.

15. Including Cultural Activities: the endorsement of cultural activities aligns with modern language teaching theories, emphasizing the importance of cultural context in language learning. This approach enhances students' cultural awareness and language comprehension.

The responses provide a comprehensive overview of the importance of implementing an English club for beginner students. The insights cover various aspects of language learning, teaching methodologies, challenges, and strategies, offering a well-rounded perspective on the



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topic. Providing specific examples and practical illustrations would further enhance the depth and applicability of the analysis.



### **CHAPTER 3: PRESENTATION AND VALIDATION OF THE PROPOSAL**

The English Language Club Program is offered at the UEF Luis Enrique Morales Alfaro as a research project, which is based on a rich consolidation of educational principles, psychological foundations, and didactic frameworks. In addition to their respective validation through didactic observation of the micro-skills of speaking to students that are implemented during the construction of work in session of Program, as well as the application of an English Club Program socialization workshop to the teachers and the director of the High School whose goal was to promote teachers' understanding and support in the effective implementation of the English Language Club, with an emphasis on improving communication abilities in English and the active participation of scholars during the progress of the English Language Club.

#### **3.1 Foundation, Characteristics, and Requirements of the English Language Club**

A new unique research project initiative has been produced within the educational setting of UEF Luis Enrique Morales Alfaro, such as the English Language Club Program designed for the ninth year of Basic General Education "A". This Program, which is located in the Casas Viejas commune of the parish of Chongón in the city of Guayaquil, is a strategic solution to the weaknesses found in student's English Speaking skills.

The English Language Club Program plans to provide an immersive and inclusive environment for language development by drawing on a rich fabric of sociocultural and linguistic concerns. We have gone on a path that not only addresses linguistic issues but converts them into catalysts for safe communication as we have gone deeper into the fundamental concepts that govern this study project.

The general objective of the Program is the following: to implement an English Language Club Program aimed at developing English speaking skills in the ninth year of general education at UEF Luis Enrique Morales Alfaro to improve students' speaking skills. Also, it has the specific objectives:

- To provide a consistent schedule of extracurricular club meetings, ensuring that students have sufficient chances to practice speaking English in real-world scenarios.



- To improve students' proficiency in English-speaking communication to achieve confidence while expanding their English vocabulary, non-verbal communication skills, and speaking pronunciation and fluency.

The Program is based on some pedagogical principles as it is grounded in effective language teaching methodologies, such as Communicative Language Teaching (CLT) and Task-Based Learning. The approach combines real-life activities to elevate communication as the core emphasis of language learning, with a concentration on realistic interaction. This method ensures that students actively participate in meaningful assignments, promoting the development of important speaking abilities.

Additionally, the Program adopts a learner-centered approach, placing students at the forefront by encouraging active participation and embracing individual differences. Drawing inspiration from Vygotsky's sociocultural theory, the initiative promotes collaborative learning, meaningful peer interactions, and educational support.

Besides, the Program is supported by empirical evidence, which confirms the favorable influence of language clubs on speaking skills, motivation, and overall language competency. This combination of tried-and-true approaches and learner-centered ideas results in a solid and effective English language learning experience.

From the psychological point of view, in understanding the pivotal role of motivation, the English Language Club actively employs psychological elements to create an environment in which students not only participate but also grow in speech activities. Recognizing motivation as a driving factor, the approach tries to harness this energy to increase students' involvement and commitment to language development.

The Program additionally considers adolescent's different learning styles, including visual and kinesthetic preferences. This adaptability recognizes individuals' different uniqueness, accepting their unique strengths and challenges within the learning community. Furthermore, the English Language Club emphasizes social contact by encouraging cooperative activities that benefit peer relationships. The approach recognizes the importance of social interactions in language development by fostering collaboration.



Some Didactic foundations emphasize the importance of active learning. In this sense, the English Language Club Program promotes participation through dynamic strategies such as group discussions, role-playing, debates, and simulations. This didactic style emphasizes hands-on interaction, considering its importance in improving language skill retention. By actively engaging students in these interactive activities, the Program not only increases their knowledge of spoken English but also creates a learning environment that resonates with their various learning preferences, providing an immersive and engaging language learning experience.

As a result, the Program takes a multimodal learning approach to address students' diverse learning preferences. This inclusion is made possible through the use of visual aids, auditory exhibits, and interactive encounters. The English Language Club strives to provide a comprehensive grasp of spoken English, adapting individual differences, and enhancing the overall effectiveness of language acquisition into an innovative relevant Program by recognizing and responding to varied modalities of learning.

Furthermore, the Program emphasizes peer interaction, formative assessment, the incorporation of real-life scenarios, and cultural integration, all of which contribute to a comprehensive educational experience that goes beyond language acquisition, enriching students' proficiency and understanding in both linguistic and cultural dimensions.

The characteristics of the English Club Program are based on the following features:

- The English Language Club Program's basic feature is interactive communication, which emphasizes active interaction and dialogue among ninth-year General Education students. The Program attempts to establish an immersive language learning environment that fosters communicative competence through various structured collaboration activities and real-life language encounters.

- Dynamic strategies in the Program offer dynamic solutions that are matched to the school's existing resources utilizing a resource-conscious approach. Despite the absence of digital technologies, these strategies employ a variety of engaging educational methods such as role-playing, games, storytelling, conversations, debates, simulations, and hands-on language



activities. By emphasizing creativity and adaptation, the curriculum aims to create a vibrant and inclusive learning environment that caters to a variety of learning styles.

- Formative assessment: the English Club Program incorporates formative assessment approaches throughout the learning process. These continuing evaluations are intended to offer students timely and constructive feedback as well as to monitor their language skills. Educators can identify individual strengths and areas for progress through regular evaluations, allowing for targeted interventions and tailored support to improve overall language development.

The Program Requirements and Parameters are designed for students aged 13 to 14 years, specifically those in the ninth- grade students “A”. Conducted in an in-person format, the club operates twice a week, with sessions whispered from 10:00 AM to 11:30 AM in an extracurricular schedule. The Program spans four weeks and includes eight work sessions, offering a well-structured and time-limited study schedule. Each 90-minute session is meticulously organized to provide a concentrated and complete approach to increasing English-speaking abilities within the period specified. A control device is also built to control the attendance of participants at the pertinent sessions.

### **3.2 Structure and Components**

The English Language Club Program employs a hybrid curriculum design that combines the focused opportunistic model with a series of phases to gradually address individual language challenges. This structure provides a methodical and effective method for students to improve their English-speaking skills. (See annex 15, Link 4, page N° 8)

The Needs Analysis reveals challenges in non-verbal communication, such as tone of voice and posture, which require targeted interventions. To improve vocabulary, fluency, and clarity, a comprehensive approach is needed. The digital divide necessitates a pragmatic curriculum prioritizing non-digital methods for equitable access to learning resources. These efforts aim to create an inclusive environment, encouraging active participation and confidence in speaking communication.

Through focused interventions, the English Language Club of Program addresses linguistic issues in nonverbal communication, engagement, vocabulary, fluency, and clarity.



The curriculum is intended to foster a climate favorable to increased student participation and to empower students. Activities are chosen to provide students feeling in charge of their learning a language process.

This proactive approach is consistent with academic best practices, recognizing the value of student participation and confidence building in language acquisition. The comprehensive approach of the Program to vocabulary enrichment, articulation clarity, and fluency development provides a holistic improvement in linguistic skills.

The English Language Club functions with well-defined responsibilities for its members, creating an environment that promotes effective language acquisition.

The facilitator guides meetings, maintains records, and supports students in improving their language skills. Leaders facilitate discussions, ensure participation, and maintain a positive group dynamic. Students actively engage in discussions, follow instructions, attend meetings, and support their peers. This collaborative atmosphere fosters respect, cooperation, and active participation, enhancing language proficiency and reinforcing the club's mission and goals.

The English Language Club Curriculum Program provides eight work sessions for A1 level students, focused on increasing speaking abilities, boosting confidence, and reflecting on sociocultural factors. Some subjects include common conversations such as drug prevention, the prevention of meeting individuals through social networks, establishing new relationships, and their influence on making the right decisions in the face of various social obstacles.

**Session 1.** The inaugural session of the English Language Club focuses on building a foundation for language development at the A1 level. Participants engage in an ice-breaking activity to introduce themselves, fostering a comfortable learning environment.

**Session 2.** "Navigating School Conversations," emphasizes practical language skills, steering learners through everyday school scenarios.

**Session 3.** "Boosting Confidence in English Communication," concentrates on micro-skills like eye contact and body language, fostering engagement and confidence.

**Session 4.** "Building Fluency Through Listening and Interaction," hones in on fluency, speed, and pronunciation through listening exercises and interactive discussions.



**Session 5.** "Mastering Non-Verbal Communication in English," explores facial expressions, tone of voice, and posture, enhancing non-verbal communication skills.

**Session 6.** "Enhancing Engagement and Confidence in English," builds on effective communication with an emphasis on eye contact and positive body language.

**Session 7.** "Expanding Vocabulary and Language Use," students play language-based games and simulations to enrich their vocabulary and precision in language use.

**Session 8.** "Closing of the English Language Club," concludes with reflections, impactful debates on drug prevention, and a celebration of language achievements.

The workshops employ Task-Based Learning approaches (pre-task, task, and feedback) and a Communicative Approach, as well as low-tech tools, to foster a collaborative and interactive learning environment. Examples of some working sessions are illustrated below:

- **Session 1.** It adopts a well-structured plan aimed at engaging A1-level students in meaningful language activities (see page 8, link No. 4, annex 15). The session begins with an informative introduction where the facilitator outlines the club's purpose, goals, and the role of the facilitator and includes speaking Micro skills: vocabulary and language use, Richness, Precision, and Complexity.

An icebreaker activity encourages students to share their names and favorite English words by creating an engaged setting. Following that is the Word Chain Game, which encourages learners to think on their feet and expand their vocabulary. A group activity, the Vocabulary Building Challenge, improves language abilities by leading discussions and reinforcing basic vocabulary usage.

This session is designed to be interactive, with a combination of individual and group activities, encouraging collaboration and communication. The structured plan for the development of pre-task, and feedback activities ensures a gradual progression from icebreakers to vocabulary games, culminating in a reflective discussion about the impact of the activities. The remaining sessions are detailed in the annexes.

The didactic recommendations emphasize active student interaction, straightforward communication, and vocabulary development. The facilitator emphasizes the pleasure component of learning new vocabulary throughout the session, setting a good tone for the



English Language Club. Overall, the session structure serves a purpose, fostering a positive and engaging learning environment within the English Language Club.

-Another example is presented in **Session 3**, (see page 16, link No. 4, annex 15) tailored for A1-level students, the English Language Club focuses on "Building Confidence Through Everyday Conversations." The facilitator is essential to establishing a safe setting for pupils, emphasizing micro-skills such as eye contact, body language, and overall confidence.

The session comprises three distinct activities. The first, "Picture Story Reading," integrates storytelling through visuals, encouraging students to narrate stories with expressive eye contact and body language (Bridging Cultures At MALECON 2000, A Taste Of Ecuador). The second activity, "Everyday Conversation Simulations," introduces simulated scenarios via comics (Friendship in Real-Time at LEMA´School, New Friends Bright Futures, Meeting Friends at LEMA´School ) providing students the opportunity to practice conversational skills, enhance eye contact, and build confidence in various situations.

Lastly, the "Cultural Showcase Express" allows students to present simple cultural elements (the hat with the color of the USA flag and the Statue of Liberty, The Galapagos turtle, and the Ecuador Flag) emphasizing positive communication skills. Throughout these activities, the facilitator orchestrates discussions, reflections, and feedback sessions, fostering an inclusive and engaging environment for students to enhance their language proficiency and communication confidence.

The use of low-tech resources aligns with the school's limitations on digital devices. Additionally, didactic recommendations include incorporating traditional storytelling methods and, if possible, recording students for constructive feedback and reflection.

-**Session 6**, focuses on "Building Effective Communication Skills." As presented in page 28, link No. 4, annex 15); the facilitator plays a crucial role in guiding students to enhance their engagement and confidence in English communication. The session comprises two activities that target specific speaking micro-skills, including eye contact, body language, and overall confidence.

The first activity, "Reading for Effective Communication," begins with an introduction to the importance of effective communication skills, students engage in a reading exercise



where they explore short passages or articles related to effective communication, emphasizing micro-skills. Subsequently, they participate in a role-play simulation, applying the learned micro-skills in various scenarios. The feedback session involves a discussion on the role-play experience, highlighting successful instances and areas for improvement, and linking the application of micro-skills to the concepts learned in the reading.

The second activity, "Game Sentence Creation Relay," introduces language-based games as a creative approach to enhancing language skills and confidence. The facilitator explains the game rules, involving teams and leaders. In the game, students race to create grammatically correct sentences using vocabulary flashcards, fostering vocabulary-building and language skills. The feedback and reflection session delves into the impact of vocabulary-building games on language skills and communication effectiveness.

Didactic recommendations emphasize fostering a positive atmosphere, providing constructive feedback, and encouraging active participation and collaboration among students. During the session use low-tech resources such as whiteboards, markers, flashcards, and handouts.

- The last **session 8**, emphasizes on "Reflection and Impact - Preventing Drug Consumption." (see page 34, link No. 4, annex 15). The facilitator's role is to guide and moderate, fostering a reflective environment. The session aims to encourage students to express their thoughts on the club's impact, language development, and topics discussed throughout the sessions. The speaking micro-skills emphasized include non-verbal communication (facial expressions, tone of voice, posture), engagement and confidence (eye contact, body language, confidence), and vocabulary and language use (richness, precision, complexity).

The learning goals encompass reflection on language development and engagement in Club activities, demonstrating effective communication skills in a simulation and debate applying listening skills during the activities.

Activity 1, "Simulation – Preference Dialog," involves students reviewing and refining their preference dialogs created in previous sessions. They carry out dialogues in small groups on the theme "New Friends, Bright Futures", incorporating linguistic skills acquired during the club, with attention on creativity and the employing of expressive language. The feedback



session explores the impact of preference dialogues on language development, where students share their experiences and note improvements.

Activity 2, the debate is about “Navigating Peer Pressure in Today's Teen World”, it explores peer pressure in teenage experiences, focusing on external influences, real-life challenges, and societal expectations, aiming to explore strategies for positive decision-making and friendship formation, after the debate students to prepare a poster with recommendations based on their reflections and each leader exposes the recommendation to the students of General Basic, they showcasing their micro speaking skills, critical thinking, and effective communication. The feedback and reflection session delves into the challenges faced and successful communication strategies employed during the debate.

According to the didactic proposals, and based on the experience acquired at the end of session 8, the closing celebration recommended for the English Language Club functioned as a culmination of the students in the journey of linguistic and personal development. The described exercises, which include a vibrant simulation and an educational conversation, allow students to express themselves while also developing a reflective culture. The use of medals and prizes, paired with testimonials from participants, parents, and instructors, not only celebrates language successes but also empowers youngsters to advocate for positive change. This celebration event demonstrates an ongoing commitment to English language development outside of the club, emphasizing a holistic approach to language instruction.

Additionally, the activities they described in session 8 suggested for the ceremony, such as student performances, interactive exhibits, and the active participation of parents and teachers, underscore the collaborative and inclusive spirit of the English Language Club program. The speeches and expressions proposed by students, and parents, highlighted the transformative impact of the program, reinforcing the notion that language acquisition extends beyond mere linguistic competence. It shapes students' perspectives and fosters a sense of community involvement. The memorable closing ceremony encapsulates students' perception of language as a powerful tool for positive change and personal development. (See annex 16, link N° 5)



### 3.3 Validation

To validate the research proposal and verify the hypothesis, the application of the Didactic Observation Guide focusing on speaking micro skills was implemented during each work session, also part of the validation is the workshop proposal for Ninth-Grade "A" Basic Education teachers is designed to improve awareness and support for the successful execution of the English Language Club, and the satisfactory survey from participants of the Program and the teachers and principal.

The Didactic Observation Guide served as a systematic tool for assessing the effectiveness of the English Language Club in enhancing participants' speaking abilities.

-The Didactic Observation Guide for Micro-Speaking Skills in Vocabulary and Language Use reveals a positive evolution over the three sessions as represented in Annex 17, Table No. 12, Graph No. 8. Participants in Session 1 had low scores of 14% represents 10 students across all areas, indicating a need for progress in vocabulary, accuracy, and complexity. However, by Session 7, there had been a significant improvement, notably in the excellent group, which represented 86% of 30 students, demonstrating enhanced competency.

Session 8 consistently maintained high scores, indicating a continuous positive development in micro-speaking abilities; the progress is seen in richness, accuracy, and complexity, indicating an overall favorable trajectory. The high results in Session 8 indicate a high degree of competence, while the poor scores in Session 1 allowed them to be recognized, substantial improvement was made. This interpretation emphasizes the participants' excellent improvement in vocabulary and language usage for the observed sessions.

- The Didactic Observation Guide for micro-speaking skills in non-verbal communication highlights an interesting evolution over three sessions, see Annex 18, Table No. 13, and Graph No. 9.

In Session 2, participants displayed a combination of scores of Proficient representing 51% of 18 participants, and Needs Work representing 49% of 17 students, with relatively moderate scores on facial expressions, tone of voice, and posture.

In session 5, there was notable improvement, particularly in the Excellent category representing 71% of 10 participants in facial expressions, tone of voice, and posture. However,



in session 8, there was a change: the Competent and Needs Work categories received low scores, while the Excellent category significantly represented 100% of students, standing out with high scores in all aspects of non-verbal communication.

The trajectory suggests a transition from a medium level of competence in Session 2 to a high level (excellent) in Session 8. These results indicate a positive evolution in non-verbal communication skills, with participants demonstrating increased competence, especially in facial expressions, tone of voice, and posture, throughout the observed sessions.

- The results of the Didactic Observation Guide for micro speaking skills engagement and confidence reflect a dynamic evolution over three sessions as presented in annex 19, Table No. 14, Graph No. 10. In session 3, participants exhibited a combination of ratings of Proficient, pointing at 57% of 20 participants, and Needs Work, at 43% of 15 students, on eye contact, body language, and confidence.

In session 6, there was notable improvement, particularly in the excellent category representing 43% of 15 students in Eye Contact, Body Language, And Confidence, and 0% needs work.

However, in session 8, there was a clear change: the Competent and Needs Work categories received low scores with 0% of students, while the Excellent category stood out with high scores in all aspects of commitment and confidence. The trajectory suggests a progression from a core level of competence in Session 3 to a high level in Session 8.

These results indicate a positive evolution in commitment and trust skills, with participants demonstrating greater competence, especially in contact visual, body language, and confidence, in the sessions observed.

- The Didactic Observation Guide results for micro-speaking skills with fluency and clarity show varied growth throughout the session, as shown in Annex 20, Table No. 15, and Graph N°11. In Session 4, the participants in Session 4 exhibited commendable fluency and clarity skills, with the majority achieving Excellent scores. The absence of Needs Work scores indicates strong overall performance in both aspects of speaking during the session.

Participants demonstrated a notable balance in fluency skills. The majority, represented by 63% of 22 participants, achieved Competent scores across Speed, Smoothness, And Pauses.



While not reaching the highest level, Competent indicates a solid performance, suggesting a good command of fluency with an acceptable pace, smooth transitions, and controlled pauses. The absence of Needs Work scores indicates an overall strong performance

Students demonstrated exceptional Clarity in their communication. All participants received Excellent scores in pronunciation, being 63% of 22 students in enunciation, and intelligibility. This indicates a consistently high level of proficiency, the absence of Needs Work scores underscores the participants' outstanding performance, showcasing a commendable mastery of clarity in their speech.

Despite the fluctuation in fluency, the overall trajectory suggests a shift from a core proficiency level in Session 4 to a high level of Clarity skills. These results highlight the dynamic nature of micros-speaking skills, emphasizing the importance of continuous improvement, particularly in aspects of fluency such as speed, smoothness, and pauses, to achieve a consistently high level of proficiency in future observations.

Furthermore, as part of the validation of the English Club Program, a workshop is scheduled for Ninth-Grade students "A" teachers, and the school administration, with the focus on "Promotion of Participation and Effective Communication, Integration of the English Club the English language." The 90-minute session seeks to raise teacher understanding and support for the successful implementation of the English Language Club, with a focus on improving English communication skills and encouraging active student participation.

The training takes an interactive approach, with graphic presentations, small group discussions, and simulations of club events. The Program's organization, the contextualization of English communication skills in Ninth-Grade education, detailed approaches such as Communicative Language Teaching and Task-based Learning, and an evaluation of the Program are among the key subjects discussed. (see page 38- link 4, annex 15)

The workshop aims to offer teachers a thorough understanding of the English Language Club, its structural components, and practical classroom applications. Interactive presentations and simulations were used to improve knowledge, encouraging workshop participants to participate actively.



Also, the teachers and the director participated in the satisfaction survey based on the successful workshop and the experience they had heard from the students participating in the English club (9th "A"), as they have reflected notable progress and rapid evolution, corroborating the potential replicability and broader application of this model in various educational domains taking into account the specific characteristics of each area.

The Satisfaction survey for the director plus seven teachers of Ninth-Grade "A" is structured with 10 questions, and we have the following interpretation of the results:

Of the survey conducted on teachers and principals, according to question 1 regarding the challenges that students face in the English area, 62.5% of 5 teachers including the principal indicate that most of the time they have had challenges in the language area: limited vocabulary, grammatical difficulties, poor pronunciation and lack of confidence when trying to speak English, showing that a smaller percentage that corresponds to 37.5% of the 3 teachers & principal indicated that they have always faced these problems in the area. This information serves as a basis for the researchers as with the English Club they carried out specific interventions and improvements in the production of the English language in the skill of speaking. (See in annex 21, Table No. 16, Graph No. 12)

In Annex 22, Table No. 17, Graph 13, according to question 2 of the survey applied to the rector and teachers, the results are 50% that represents 4 participants mentioned that always the students should practice the English area outside of class hours as an extracurricular activity, and 50% that represent to another 4 participants, stated that most of the time the students had to practice the English language outdoors. That is, they are good results indicating the positive management of the English Club has been carried out as an extracurricular activity.

According to Question 3 of the survey carried out see Appendix 23, Table No. 18, Graph No. 14, 87.5% of 7 participants mentioned that always by creating an English Club, impacted improving oral skills and gave them greater confidence the students, while 12.5% of a respondent representing the minority, noted that only most of the time has been created the English Club as a means to improve the ability to speak English of the students. These results enhance the implementation of the English Club project as they have been perceived mostly as



a valuable tool for strengthening students' oral skills and confidence in learning the English language.

Of the surveys conducted to teachers and directors in question 4 of annex 24, Table No. 19 and Graph 15, 12.5% of a respondent mentioned that most of the time the facilitators review or update the English club curriculum design to meet their goals and the satisfaction of the participants, and a higher percentage that corresponds to the 87.5% of the 7 respondents, stated that always the teachers have constantly reviewed the English Club Curriculum Plan to the goals and satisfaction in the participants.

These findings underline that the researchers have demonstrated a commitment to continuously evaluate and improve the English Club curriculum, highlighting a proactive attitude and a constant pursuit of excellence in the club experience for participants.

Of the surveys conducted by Question 5 in Appendix 25, Table No. 20, Graph No. 16, 100% of respondents mention that the Program facilitators always provided resources, including learning materials and aids, to support participants in language development within the club, reflecting that the facilitators have periodically evaluated the provision of learning resources. The results indicate that constant resource delivery was a well-established practice among the Program facilitators, highlighting their commitment to student success and development in the field of the English language.

In question 6 of annex 26 of the polls carried out, 25% of the 2 respondents mentioned that most of the time the students have actively participated in the English club, and a higher percentage corresponds to 75% of 6 respondents, stated that it has always been the active participation of the students and the regular feedback on the progress of the English Club. This finding highlights the effectiveness of the club in fostering active interaction and a learning environment where students not only participate but also receive regular guidance and evaluation, thus contributing to a more comprehensive and successful educational process.

Of the surveys conducted in question 7, see annex 27, Table No. 22 and Graph No. 18, it is reflected that 12.5% of a respondent mentioned most of the time the different types of activities carried out such as role-playing, debates, language activity games, building vocabulary, simulations and incorporating cultural social activities in the club have been



effective in improving English-speaking skills, while a higher percentage, corresponding to 87.5%, represents 7 participants stated that the optimization of activities for English speaking skills has always been effective.

As a result, the majority of participants perceived the effectiveness of these strategies, stressing the importance of designing activities that address the needs of students in the learning of the English language in a comprehensive manner.

In Question 8 of Appendix 28, Table No. 23, Graph No. 19 of the applied surveys, 37.5% of 3 respondents mentioned that most of the time at the English Club activities were dealt with adapting to different learning styles based on tasks that were effectively oriented to meet potential partners. -cultural challenges to adapt to different learning styles, while a higher percentage, 62.5% of 5 respondents, indicated that they have always in the English club examined the use of task-based activities in English clubs that address sociocultural challenges to adapt to different styles of learning. These results indicate that a large proportion of respondents have valued constant evaluation and adaptability in the implementation of applied pedagogical strategies, highlighting the importance of an inclusive approach in the English Club.

Question 9 of the survey carried out in Appendix 29, Table No. 24 and Graph No. 20, indicates that 100% mention that always for the next English Club could be focused on developing other English language skills such as Reading, Listening, or Writing being a possible extension of the Reading, Hearing and Write Skills of the English language. The unanimity in these results suggests a shared interest in expanding the dimensions of English learning, thus enriching the experience of the English Club already acquired in the educational institution.

Question 10, see Appendix 30, Table No. 25, Graph No. 21 of the survey carried out, reflects that 100% of the respondents considered that always the Club English Program was developed in the UEF. Luis Enrique Morales Alfaro has been an innovative research work that would allow him to be a model for other educational institutions. This result highlights not only the positive perception towards the initiative of the English Club at UEF Luis Enrique Morales Alfaro, but also the unanimous belief that the Program has achieved significant levels of



innovation and excellence in its educational approach. Considering this Program as a possible model for other institutions underlines its potential impact and contribution to the wider educational sphere, suggesting that practices implemented could serve as inspiration and guidance for others in improving their own English learning Program.

Additionally, to gauge overall satisfaction and gather diverse perspectives, a satisfaction survey was administered to the 35 participants of the Language Club, the objective of this survey is to capture insights into the perceived impact of the English Language Club on speaking skill development.

The answer to question 1 of the survey indicates that 25.71% of the 9 students mentioned that most of the time they have participated in the English club. In contrast, a significantly higher percentage, which corresponds to 74.28% of 26 students, expressed that it has always participated in the English club of the educational institution. These results reflect that there was an active and continuous participation of the majority of participants in the activities of the English Club. See Annex 31, Table No. 26 and Graph No. 22.

The answer to question 2 in Annex 32, Table No. 27, Graph No. 23 of the survey reveals that all respondents have indicated that they always attend the English Language Club sessions. This result suggests full and constant participation of all participants in the activities of the English club. Consistency in attendance could reflect a high level of commitment and enthusiasm on the part of students, as well as an appreciation of the relevance of club sessions in improving their English language abilities. This positive information assists club facilitators in assessing the impact and success of the programs.

The answer to question 3 of the survey (See annex 33, Table No. 28 and Graph No.24) shows that 43% of 15 participants indicated that most of the time, the English club has contributed to improving their oral skills. On the other hand, a higher percentage of students, which corresponds to 57% of 20 students perceive that the English club has a positive impact on the development of their oral skills, constantly (always). This indicates that the club has effectively achieved its goal of improving participants' English-language speaking skills and that most students experience significant benefits in this regard.



The results of question 4, see annex 34, Table No. 28, and Graph No. 25 reveal that 6% of 2 participants indicated that most of the time they feel comfortable expressing themselves orally in English. In contrast, a significantly higher percentage, corresponding to 94% of 33 students, said they were always comfortable expressing themselves orally in English after attending the English club. These results reflect that participation in the English Club has had a positive impact on the student's convenience of speaking orally in English. This finding is indicative of the club's success in fostering an environment that promotes confidence and oral English competence among students.

Following question 5 of the survey, all students indicated that they have always participated in interactive discussion activities at the English Language Club to improve their oral skills. The universality of the response, where all students claim to always participate in these activities, is interpreted as a positive indicator because students find value and benefit in regularly participating in these dynamics. This finding supports the club's effectiveness in providing significant opportunities for the development of oral skills through specific activities such as debates. See Annex 35, Table No. 30, and Graph 26.

The answer to question 6 of the student survey (see annex 36, Table No. 32, and Graph 28) revealed that 6% of 2 respondents mentioned that most of the time they participated in role-playing activities. In contrast, a higher percentage, which corresponds to 94% of 33 students, stated that they always participated in role-playing activities within the club to improve their oral skills. These results reflect that the high prevalence of responses indicating that these activities are always carried out suggests that they are a regular practice in the club and that most participants consider that they significantly contribute to improving their oral English skills.

The answer to question 7 of the applied survey indicates that 100% of the students have stated that they always participate in simulation exercises at the Club to improve their oral skills. This finding suggests full and consistent participation of all respondents in the simulation activities, indicating a high degree of commitment and recognition of the importance of these practices for the development of oral English skills, which is considered a



positive indicator of the Club's success in providing valuable and relevant learning experiences. (See Annex 37, Table No. 32 and Graph No. 28)

The results of question 8 of the survey show that all students always participate in cultural activities at the English Language Club to improve their oral skills. This response indicates the full and constant participation of all respondents in the cultural activities of the club. This result supports the club's effectiveness in offering a comprehensive approach that combines language learning with cultural appreciation. (See Annex 38, Table No. 33, and Graph No. 29)

The answer to question 9 of the survey reveals that 100% of the students indicated that they always receive good feedback about their overall progress within the Program. Tapping unanimity in this response is a positive indicator, as it suggests that students experience effective and constructive communication about their progress and consistency in positive feedback can significantly contribute to the motivation and feeling of achievement of students, which supports the club's effectiveness in providing an environment of support and recognition for participants. (See Annex 39, Table No. 34, Graphic 30)

Question 10 indicates that 100% of students would always recommend their peers to join the English Club to improve their speaking skills. This result is extremely positive, as it reflects a unanimous and firm recommendation from all respondents. This level of recommendation can be interpreted as a strong indication of the club's effectiveness in developing oral skills and in creating an enriching and beneficial environment for English language learning. (See annex 40, Table No. 35, Graph 31)

In conclusion, the comprehensive validation process undertaken to assess the implementation of the English Language Club Program at U.E.F Luis Enrique Morales Alfaro strongly supports the initial hypothesis. The Didactic Observation Guide systematically tracked the progress of Ninth-Grade students, particularly those in the "A" group, across various micro-speaking skills such as vocabulary, non-verbal communication, commitment, confidence, fluency, and clarity. The positive trajectory observed in these skills throughout multiple sessions, coupled with consistently high scores in the later sessions, indicates a significant improvement in participants' speaking abilities.



Notably, the workshop designed for teachers and administrators contributed to a greater understanding and support for the English Language Club, fostering an environment conducive to effective communication skills. The satisfaction surveys from both educators and students underscore a unanimous recognition of the Program's positive impact, with participants expressing increased confidence, comfort, and active participation, thus affirming the hypothesis that the English Language Club Program has indeed favored and improved the speaking skills of Ninth-Grade students at U.E.F Luis Enrique Morales Alfaro.

Furthermore, the survey findings not only emphasize the enhancement of speaking skills but also shed light on the broader positive influence of the English Language Club Program on academic performance. The unanimous recommendation from students to their peers, coupled with their expressed satisfaction and perceived improvement in oral skills, indicates the holistic success of the Program. Teachers and administrators, recognizing the Program's innovative approach and adaptability to different learning styles, reinforce the notion that the English Language Club has not only met but exceeded the expectations outlined in the hypothesis.

Additionally, the researchers receiving an enthusiastic endorsement from the Rector of the Unidad Educativa Fiscal Luis Enrique Morales Alfaro, serves as a powerful testament to the success and positive impact of the English Language Club Program because it acknowledged the improved academic performance among Ninth-Grade students, as evidenced in the Final Trimester Examination Report that was analyzed among English teacher's area of the High School, which solidifies the program's efficacy. The Rector's recommendation to present this initiative to relevant educational authorities offers a unique opportunity to advocate for broader recognition and support. The documented success in both academic and language development underscores the potential of the English Language Club Program as a model for fostering holistic student's growth. (See annex 41)

The consistent attendance, active participation, and desire for the expansion of the Program to include additional language skills further validate the hypothesis of fulfillment. In essence, the comprehensive data from various validation sources collectively corroborate that the implementation of the English Language Club Program has favorably impacted both



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speaking skills and academic performance among Ninth-Grade Students of Basic General Education "A" at U.E.F Luis Enrique Morales Alfaro, validating the initial hypothesis and highlighting the Program as a successful model for language learning and academic enrichment.



## CONCLUSIONS

-The present study focused on the development and implementation of an effective English Club Program with the primary objective of improving Speaking Skills among students of Ninth-Grade "A" at the U.E.F. Luis Enrique Morales Alfaro. The theoretical framework provided a solid foundation, addressing theories of language acquisition (Vygotsky's Theory), communicative teaching, and task-based learning. The analyses of the theoretical foundation provided a comprehensive understanding of language acquisition theories, Communicative Language Teaching, Task-Based Learning, and Socio-Cultural theory by Vygotsky, forming the basis for the design and execution of the Program.

- The empirical investigations guided during this research and the diagnostic study made possible the structured plan for the English Language Club sessions, strategically designed for A1-level students, which proved instrumental in addressing specific speaking micro-skills. The incorporation of low-tech resources and interactive activities created an environment conducive to skill development. The comprehensive Didactic Observation Guide facilitated systematic assessment, revealing a positive trajectory in participants' speaking abilities. This methodology, with its focus on detailed planning and assessment tools, provided a robust framework for the successful implementation and evaluation of the English Language Club Program.

- The methodological proposal consisting of the English Language Club Program, due to its foundations, characteristics, structure, and components was applied and validated with excellent results. The results demonstrated a positive evolution in vocabulary and language usage, non-verbal communication, engagement and confidence, and fluency and clarity. Noteworthy improvements were observed throughout the sessions, emphasizing the effectiveness of the Program in fostering a gradual progression in students' speaking abilities. The Didactic Observation Guide results revealed a shift from initial challenges to a high degree of competence, highlighting the Program's success in addressing specific linguistic aspects. Consequently, this research concludes that the systematic evaluation through the Didactic Observation Guide provides compelling evidence of the English Language Club Program's success in enhancing multiple dimensions of speaking skills among Ninth-Grade students.



Beyond the specific objectives and micro-speaking skills targeted, this research underscores the broader impact of the English Language Club Program. Chapter 3 elucidates the positive feedback from both educators and students, emphasizing the holistic benefits of the Program.

The unanimous recommendation from students and the acknowledgment from teachers and administrators suggest that the Program serves as a model for effective language learning initiatives. The integration of cultural activities, debates, and role-playing not only contributed to improved speaking skills but also enriched students' academic experiences. The positive trajectory observed in students' attendance, participation, and active engagement highlights the Program's sustainability and replicability.

Therefore, this research concludes that the English Language Club Program not only achieved its specific objectives but also presents a successful model for enhancing language skills and academic performance, setting a precedent for future language learning initiatives in educational institutions.



## RECOMMENDATIONS

These recommendations aim to guide future research endeavors, providing avenues for refinement, expansion, and adaptation of the English Language Club Program to meet the evolving needs of language learners.

1. To continue investigating the role of parental involvement in reinforcing language skills acquired through the English Language Club could be valuable. Understanding how parents can actively support and reinforce the learned skills at home may enhance the holistic impact of the Program on students' language development.

2. To complete a longitudinal study that could examine the long-term influence of the English Language Club on students' language proficiency and confidence. Following participants beyond the possibility of This study would provide fascinating details about how long-term the learned skills are, and whether they translate into lasting improvements in academic performance or future language endeavors.

3. To better understand the relative effectiveness of the English Language Club, future research to involve a comparative analysis with other language Programs. Exploring how different approaches influence language development, especially in similar educational settings, could provide a broader perspective on effective language learning strategies.

4. To focus on future research that could explore the applicability and effectiveness of the English Language Club across different educational levels. Adapting the Program for younger or older students might require unique considerations and adjustments, thus warranting a specialized investigation.

5. To continue exploring the effectiveness of communication skills clubs such as Reading, Listening or Writing represent a valuable avenue for future research. Investigate how students develop their English language acquisition skills to navigate conversations. This research could explore the impact of interactive sessions, cultural exchange activities, and collaborative language learning in a multicultural environment, contributing to a broader understanding of the acquisition of English in various linguistic contexts.



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## Annex 2: Operationalization of Variables

**Title:** Language Club to develop speaking skills

**Research objective:** To Implement a Language Club Program to develop speaking skills in the ninth year of General Basics of the UEF. LUIS ENRIQUE MORALES ALFARO.:

**Table No. 1:**

*Operationalization Matrix of Independent Variable.*

VARIABLES OPERACIONALIZATION MATRIX				
Independent Variable	Conceptual Definition	Dimensions	Indicators	Instruments
<b>English Language Club</b>	An English Language Club, as an extracurricular educational initiative, represents a structured and interactive platform within an educational institution or community. It facilitates language learning and effective communication in English. It encompasses Program design, teaching methodologies, and a range of interactive language activities, all aimed at fostering language	Program	Curriculum Design	<b>Individual Interviews</b> Conduct individual interviews with English teachers external to the High School.
			Resources	
			Frequency of Club Meetings	
			Duration of the Program	
			Attendance and Participation	Documentary Analysis Data Collection Instrument
			Long-term Impact	



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<p>proficiency and practical language application. Continuous assessment and feedback mechanisms are used to ensure the effectiveness of the Program. The club's structured Program ensures participants progress steadily toward their language proficiency goals while enjoying a supportive and engaging learning environment. (Lucio et Ordoñez, 2023)</p>	Real-life Application	Integration of real-world scenarios	<p><b>Survey:</b> Never Sometimes Most of the time Always</p>
		Development of practical communication skills	
	Methodology	Task-based learning	
		Real-world communication	
		Overcoming Potential Challenges	
		Accommodating Different Learning Styles	
	Language Learning Activities	Interactive group discussions	
		Role-playing exercises for practical language application.	
		Debates	
		Language-based games and vocabulary-building	



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			activities.	
			Simulations	
			Incorporating Cultural Activities	
		Feedback	Regular feedback on overall progress within the Program	
			Mechanisms for participants to offer feedback	

*Elaborated by Luis Ordoñez N. & Helen Lucio E.*



**Table No. 2:**

*Operationalization Matrix of Dependent Variable*

VARIABLES OPERACIONALIZATION MATRIX				
Dependent Variable	Conceptual Definition	Dimensions	Indicators	Instruments
<b>Speaking skills</b>	Students' speaking ability at A1 level refers to their ability to convey messages, exchange ideas, and engage in oral communication effectively and confidently using the English language. It encompasses a dynamic set of competencies that are crucial for their linguistic, cognitive, and socio-emotional development, specifically at this fundamental stage of their education. (Lucio et Ordoñez, 2023)	Clarity	Pronunciation	<b>Didactic Observation Guide:</b>  Excellent (2) Competent (1) Needs Work (0)
			Enunciation	
			Intelligibility	
		Fluency	Speed	
			Smoothness	
			Pauses	
		Vocabulary and Language Use	Richness	
			Precision	
			Complexity	
		Non Verbal Communication	Facial Expressions	
			Tone of Voice	
			Posture	
		Engagement and Confidence	Eye Contact	



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Body Language

Confidence

*Elaborated by Luis Ordoñez N. & Helen Lucio E.*



### Annex 3 : Population

**Table No. 3:**

Population U.E.F “Luis Enrique Morales Alfaro”

Ítems	Strata	Frequency	Percentage
1	Students	66	86,84%
2	Teachers	7	9,21%
3	Principal	1	1,31%
4	Specialist	2	2,63%
TOTAL		76	100%

Search: Secretaria U. E.F. “Luis Enrique Morales Alfaro”

Elaborated by: Helen Lucio E & Luis Ordoñez Navas.

### Annex 4: Sample

**Table No. 4:**

Sample U.E.F “Luis Enrique Morales Alfaro”

Ítems	Strata	Frequency	Percentage
1	Students	35	77,78%
2	Teachers	7	15,56%
3	Principal	1	2,22%
4	Specialist	2	4,44%
TOTAL		45	100

Search: secretaria U. E. F “Luis Enrique Morales Alfaro”

Produced by: Helen Lucio E & Luis Ordoñez Navas.

### Annex 5: Documentary Analysis Data Collection Instrument

Link1: [Documentary Analysis Data Collection Instrument.pdf](#)

### Annex 6: Scientific Research Instruments

Link 2: [Research Instruments.pdf](#)



**Annex 7: Statistical Report with base of Initial Diagnostic Test U.E.F. “Luis Enrique Morales Alfaro” (Skills with Performance Criteria- Specific Skills with Performance Criteria- Oral Communication Skills)**

**Table No. 5:**

*Report of the Initial Diagnostic Test U.E. “Luis Enrique Morales Alfaro” ( Skills with Performance Criteria)*

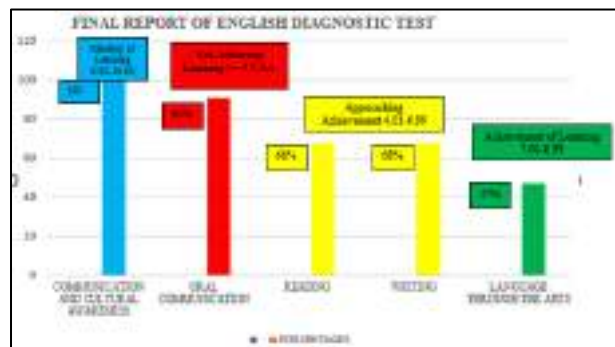
Ítems	Skills with performance criteria	Qualitative & Cuantitative Scale				Total of Students
		9.00-10.00 DA	8.99-7.00 AA	4.01-6.99 EPA	>= 4 NAA	
1	Communication and Cultural Awareness	35	0	0	0	35
2	Oral Communication	0	0	3	32	35
3	Reading	1	7	24	3	35
4	Writing	1	7	24	3	35
5	Language trough the arts	6	16	8	5	35

*Search: Secretaria U. E.F “Luis Enrique Morales Alfaro”*

*Elaborated by: Lcda. Helen Lucio E & MSc. Luis Ordoñez Navas.*

**Graph No. 1**

*Statistical final report of English Diagnostic Test (Skills with Performance Criteria)*



*Search: Secretaria U. E.F “Luis Enrique Morales Alfaro”*

*Elaborated by: Lcda. Helen Lucio E & MSc. Luis Ordoñez Navas.*



**Annex 8: Statistical Report of Speaking Skill with base to Initial Institutional Diagnostic Test**

**Table No. 6:**

*Report of Speaking Skill (Initial Diagnostic Test)*

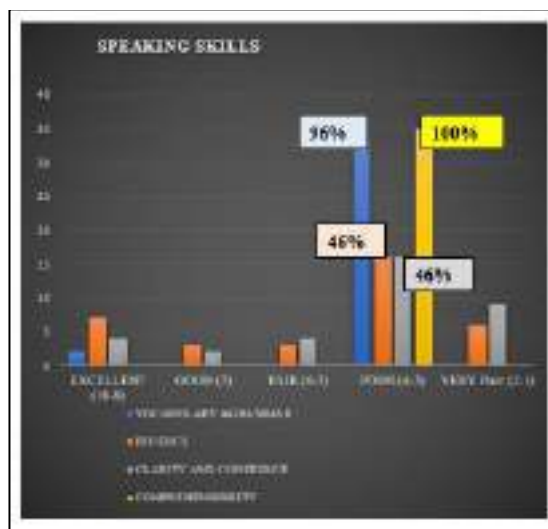
Items	Criteria	Excellent (10-8)	Good (7)	Fair (6-5)	Poor (4-3)	Very Poor (2-1)	Total
1	Vocabulary & Grammar	2	0	0	33	0	35
2	Fluency	7	3	3	16	6	35
3	Clarity And Coherence	4	2	4	16	9	35
4	Comprehensibility	0	0	0	35	0	35

*Search: Secretaria U. E. F "Luis Enrique Morales Alfaro"*

*Elaborated by: Lcda. Helen Lucio E & MSc. Luis Ordoñez N.*

**Graph No. 2:**

*Statistical Result Speaking Skill (Initial Diagnostic Test)*



*Search: Secretaria U. E. F "Luis Enrique Morales Alfaro"*

*Elaborated by: Lcda. Helen Lucio E & Msc. Luis Ordoñez N.*



**Annex 9: Statistical Results of Didactic Observation Guide of Micro-Speaking Skills-Clarity**

**Table No. 7:**

*Statistical Results of Didactic Observation Guide of Micro-Speaking Skills- Clarity*

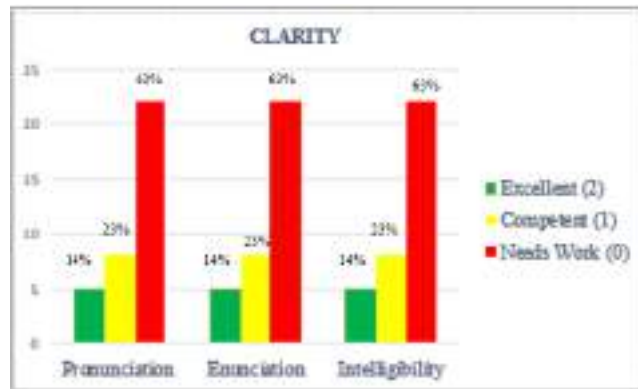
**Evaluation Grades Pronunciation Enunciation Intelligibility**

<b>Excellent (2)</b>	5	5	5
<b>Competent (1)</b>	8	8	8
<b>Needs Work (0)</b>	22	22	22
<b>TOTAL</b>	35	35	35

Elaborated by:Lcda. Helen Lucio Escudero & MSc. Luis Ordoñez Navas

**Graph No. 3:**

*Statistical Results of Didactic Observation Guide of Micro-Speaking Skills- Clarity*



Elaborated by: Lcda. Helen Lucio Escudero & MSc. Luis Ordoñez N.

**Annex 10: Statistical Results of Didactic Observation Guide of Micro-Speaking Skill-Fluency.**

**Table No. 8:**

*Statistical Results of Didactic Observation Guide of Micro-Speaking Skill- Fluency.*

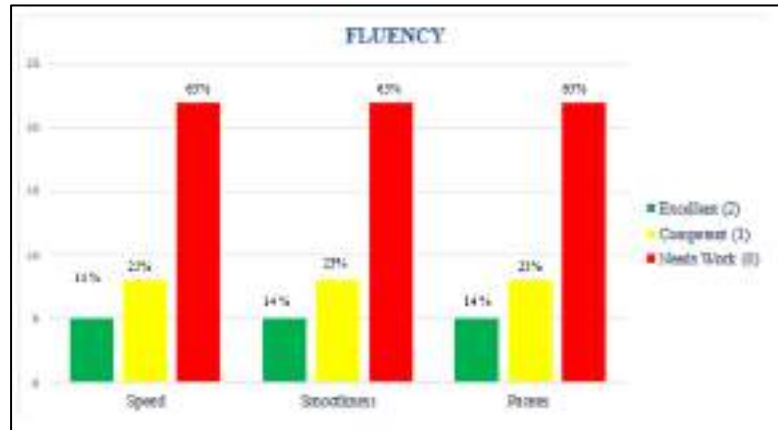
Evaluation Grades	Speed	Smoothness	Pauses
<b>Excellent (2)</b>	5	5	5
<b>Competent (1)</b>	8	8	8
<b>Needs Work (0)</b>	22	22	22
<b>TOTAL</b>	35	35	35

Elaborated by: Lcda. Helen Lucio Escudero & MSc. Luis Ordoñez N.



**Graph No. 4:**

*Statistical Results of Didactic Observation Guide of Micro-Speaking Skills-Fluency*



Elaborated by: Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez N.

**Annex 11 : Statistical Results of Didactic Observation Guide of Micro-Speaking Skill- Vocabulary and Language Use.**

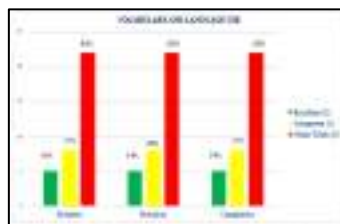
**Table No. 9:** *Statistical Results of Didactic Observation Guide of Micro-Speaking Skill- Vocabulary and Language Use.*

Evaluation Grades	Richness	Precision	Complexity
<b>Excellent (2)</b>	5	5	5
<b>Competent (1)</b>	8	8	8
<b>Needs Work (0)</b>	22	22	22
<b>TOTAL</b>	35	35	35

Elaborated by:Lcda. Helen Lucio Escudero & MSc. Luis Ordoñez N.

**Graph No. 5:**

*Statistical Results of Didactic Observation Guide of Micro-Speaking Skills-Vocabulary and Language Use*



Elaborated by:Lcda. Helen Lucio Escudero & MSc. Luis Ordoñez Navas



**Annex 12 : Statistical Results of Didactic Observation Guide of Micro-Speaking Skill- Non-verbal Communication.**

**Table No. 10:**

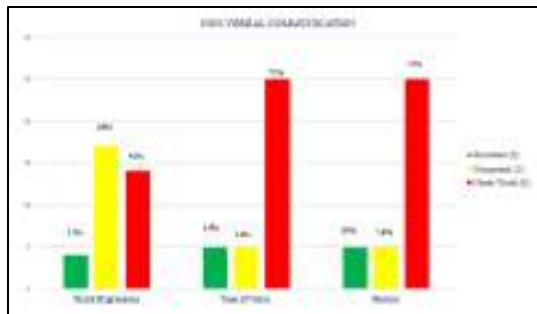
*Statistical Results of Didactic Observation Guide of Micro-Speaking Skill- Non-verbal Communication.*

Evaluation Grades	Facial Expressions	Tone of Voice	Posture
Excellent (2)	4	5	5
Competent (1)	17	5	5
Needs Work (0)	14	25	25
<b>TOTAL</b>	<b>35</b>	<b>35</b>	<b>35</b>

Elaborated by: Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas

**Graph No. 6:**

*Statistical Results of Didactic Observation Guide of Micro-Speaking Skills- Non-verbal Communication.*



Elaborated by: Lcda. Helen Lucio Escudero & MSc. Luis Ordoñez Navas

**Annex 13 : Statistical Results of Didactic Observation Guide of Micro-Speaking Skill- Engagement and Confidence**

**Table No. 11:**

*Statistical Results of Didactic Observation Guide of Micro-Speaking Skill- Engagement and Confidence*

Evaluation Grades	Eye Contact	Body Language	Confidence
Excellent (2)	0	8	0
Competent (1)	5	2	2

<b>Needs Work (0)</b>	30	25	33
<b>TOTAL</b>	35	35	35

Elaborated by: Lcda. Helen Lucio Escudero & MSc. Luis Ordoñez Navas

**Graph No. 7:**

*Statistical Results of Didactic Observation Guide of Micro-Speaking Skills- Engagement and Confidence*



Elaborated by: Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas

**Annex 14: Form for Results of the Answers Given by Each Specialist Based On the Analysis Instrument Regarding the Dimensions Considered.**

Link 3: [Form for Results of the Answers Given by Each Specialist Based On the Analysis Instrument Regarding the Dimensions Considered.pdf](#)

**Annex 15: English Language Club Program**

Link 4: [ENGLISH LANGUAGE CLUB PROGRAM LUCIO & ORDOÑEZ 1.pdf](#)

**Annex 16: Evidence of the English Language Club Program**

Link 5: <https://youtu.be/gu96p0Mzvdw>

**Annex 17: Statistical Results of Didactic Observation Guide of Micro-Speaking Skills- Vocabulary and Language Use.**

**Table No. 12:**

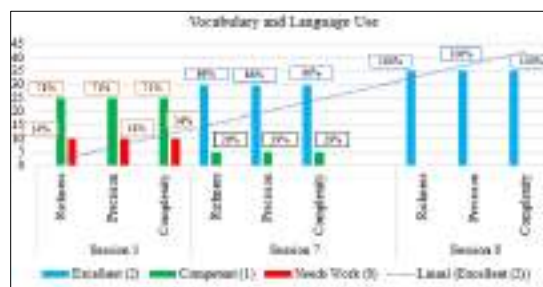
*Statistical Results of Didactic Observation Guide of Micro-Speaking Skill- Engagement and Confidence.*

Evaluation Grades	Session 1			Session 7			Session 8		
	Richness	Precision	Complexity	Richness	Precision	Complexity	Richness	Precision	Complexity
<b>Excellent (2)</b>	0	0	0	30	30	30	35	35	35
<b>Competent (1)</b>	25	25	25	5	5	5	0	0	0
<b>Needs Work (0)</b>	10	10	10	0	0	0	0	0	0
<b>TOTAL</b>	35	35	35	35	35	35	35	35	35

Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas

**Graph No. 8:**

*Statistical Results of Didactic Observation Guide of Micro-Speaking Skills- Vocabulary and Language Use.*



Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas

**Annex 18: Statistical Results of Didactic Observation Guide of Micro-Speaking Skills- Non-Verbal-Communication.**

**Table No. 13:**

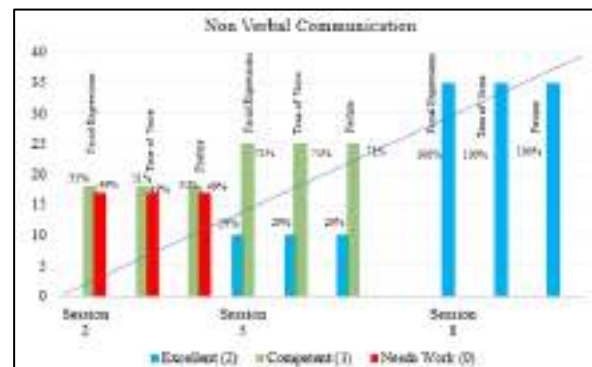
*Statistical Results of Didactic Observation Guide of Micro-Speaking Skills- Non-Verbal-Communication.*

Session 2				Session 5			Session 8		
Evaluation Grades	Facial Expressions	Tone of Voice	Posture	Facial Expressions	Tone of Voice	Posture	Facial Expressions	Tone of Voice	Posture
<b>Excellent (2)</b>	0	0	0	10	10	10	35	35	35
<b>Competent (1)</b>	18	18	18	25	25	25	0	0	0
<b>Needs Work (0)</b>	17	17	17	0	0	0	0	0	0
<b>TOTAL</b>	35	35	35	35	35	35	35	35	35

Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas

**Graph No. 9:**

*Graphic Statistical Results of Didactic Observation Guide of Micro-Speaking Skills- Non Verbal- Communication*



Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas

### Annex 19: Statistical Results of Didactic Observation Guide of Micro-Speaking Skills- Engagement and Confidence

**Table No. 14:**

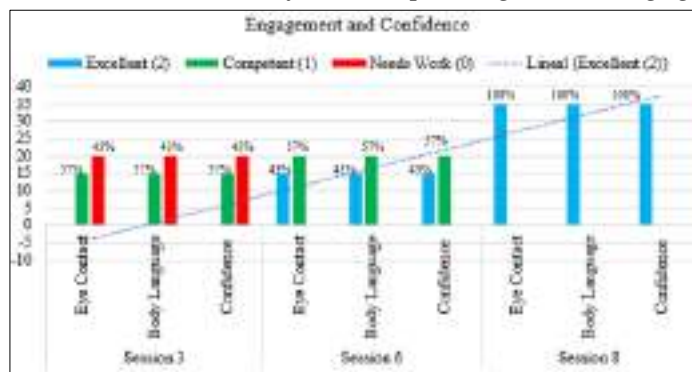
*Statistical Results of Didactic Observation Guide of Micro-Speaking Skills- Engagement and Confidence*

	Session 3			Session 6			Session 8		
Evaluation Grades	Eye Contact	Body Language	Confidence	Eye Contact	Body Language	Confidence	Eye Contact	Body Language	Confidence
<b>Excellent (2)</b>	0	0	0	15	15	15	35	35	35
<b>Competent (1)</b>	15	15	15	20	20	20	0	0	0
<b>Needs Work (0)</b>	20	20	20	0	0	0	0	0	0
<b>TOTAL</b>	35	35	35	35	35	35	35	35	35

Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas

**Graph No. 10:**

*Graphic Statistical Results of Didactic Observation Guide of Micro-Speaking Skills- Engagement and Confidence.*



Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas

**Annex 20 : Statistical Results of Didactic Observation Guide of Micro-Speaking Skills- Fluency and Clarity**

**Table No. 15:**

*Statistical Results of Didactic Observation Guide of Micro-Speaking Skills- Fluency and Clarity*

<b>FLUENCY Session 4</b>				<b>CLARITY Session 4</b>			
<b>Evaluation Grades</b>	<b>Speed</b>	<b>Smoothness</b>	<b>Pauses</b>	<b>Pronunciation Enunciation Intelligibility</b>			
<b>Excellent (2)</b>	13	13	13	<b>Excellent (2)</b>	22	22	22
<b>Competent (1)</b>	22	22	22	<b>Competent (1)</b>	13	13	13
<b>Needs Work (0)</b>	0	0	0	<b>Needs Work (0)</b>	0	0	0
<b>TOTAL</b>	35	35	35	<b>TOTAL</b>	35	35	35

Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas

**Graph No. 11:**

*Graphic Statistical Results of Didactic Observation Guide of Micro-Speaking Skills- Clarity and Fluency.*



Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas

**Annex 21: Statistical Results of Satisfaction Survey to Principal and Teachers- Q1. ¿Con qué frecuencia ha escuchado que los estudiantes de 9th “A” han enfrentado los siguientes desafíos en el área: vocabulario limitado, dificultades gramaticales, escasa pronunciación y falta de confianza al intentar hablar inglés?**

**Table No. 16:**

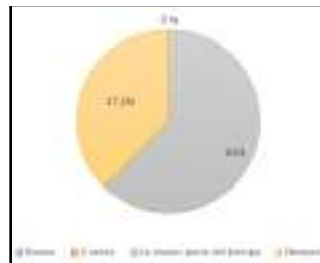
*Question 1- Challenges in the English Area.*

Ítem	Categorías	Frecuencias	Porcentajes
<b>1</b>	Nunca	0	0%
	A veces	0	0%
	La mayor parte del tiempo	5	62.5%
	Siempre	3	37,5%
	Total	8	100%

Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas

**Graph No. 12**

*Graphic Statistical Results of Q1: Challenges in the English Area*



Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas

**Annex 22 : Statistical Results of Satisfaction Survey to Principal and Teachers, Questions2: ¿Con qué frecuencia cree usted que los estudiantes debían practicar el habla inglesa fuera del horario regular de clases como una actividad extracurricular, según su experiencia?**

**Table No. 17:**

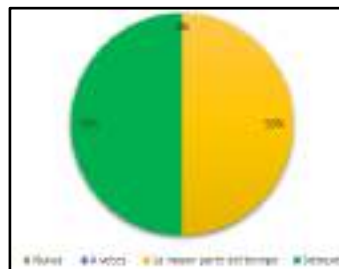
*Q2. Practice English Speaking Skills like an extracurricular activity.*

Ítem	Categorías	Frecuencias	Porcentajes
2	Nunca	0	0%
	A veces	0	0%
	La mayor parte del tiempo	4	50.0%
	Siempre	4	50%
	Total	8	100%

Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas

**Graph No. 13:**

*Graphic Statistical Results of Q2: Practice the English Speaking Skills.*



Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas

**Annex 23: Statistical Results of Satisfaction Survey to Principal and Teachers, Question3: ¿Considera usted que, la creación de un Club de Inglés, impactó en el mejoramiento de las habilidades del habla y les daría mayor confianza a los estudiantes?**

**Table No. 18:**

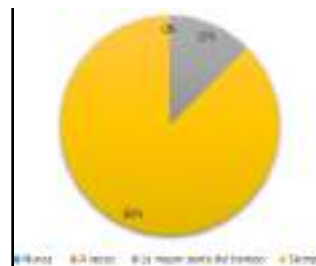
*Q3. Impact of the English Language Club to improve speaking skills.*

Ítem	Categorías	Frecuencias	Porcentajes
<b>3</b>	Nunca	0	0%
	A veces	0	0%
	La mayor parte del tiempo	1	12.5%
	Siempre	7	87.5%
	Total	8	100%

Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas

**Graph No. 14:**

*Graphic Statistical Results of Q3: : Impact of the English Language Club to improve speaking skills.*





Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas

**Annex 24: Statistical Results of Satisfaction Survey to Principal and Teachers, Question4: ¿Con su experiencia de presenciar el desarrollo de las actividades del club de inglés, cree usted que los facilitadores revisan o actualizan el diseño del plan de estudios del club de inglés con la finalidad de cumplir los objetivos del mismo y la satisfacción de los participantes?**

**Table No. 19:**

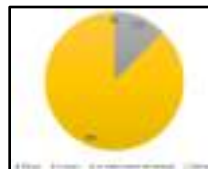
*Q4. Continuous Curriculum Review in the English Club, A Path to Achieving Goals and Ensuring Participant Satisfaction.*

Ítem	Categorías	Frecuencias	Porcentajes
4	Nunca	0	0%
	A veces	0	0%
	La mayor parte del tiempo	1	12.5%
	Siempre	7	87.5%
	Total	8	100%

Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas

**Graph No. 15:**

*Graphic Statistical Results of Q4: Continuous Curriculum Review in the English Club: A Path to Achieving Goals and Ensuring Participant Satisfaction.*



Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas

**Annex 25: Statistical Results of Satisfaction Survey to Principal and Teachers, Questions 5. ¿Con que frecuencia, los facilitadores del Programa proporcionan recursos, incluyendo materiales y ayudas de aprendizaje, para apoyar a los participantes en el desarrollo del Idioma dentro del Club?**

**Table No. 20:**

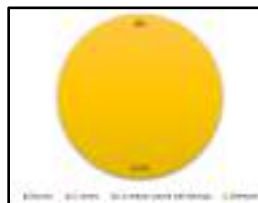
*Q5. Assessing the Regularity of Facilitators' Provision of Learning Resources in the Club.*

Ítem	Categorías	Frecuencias	Porcentajes
	Nunca	0	0%
	A veces	0	0%
<b>5</b>	La mayor parte del tiempo	0	12.5%
	Siempre	8	87.5%
	Total	8	100%

Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas

**Graph No. 16:**

*Graphic Statistical Results of Q5: Assessing the Regularity of Facilitators' Provision of Learning Resources in the Club.*



Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas.

**Annex 26: Statistical Results of Satisfaction Survey to Principal and Teachers, Question 6. ¿Según sus observaciones la participación de los estudiantes al Club de Inglés ha sido activa recibiendo frecuentemente retroalimentación regular sobre su progreso general dentro del Programa?**

**Table No. 21:**

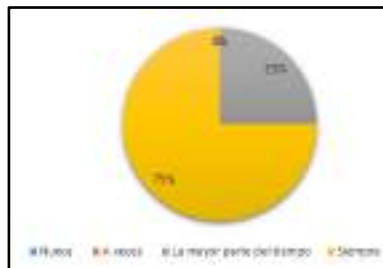
*Q6. Active Student Engagement and Regular Progress Feedback in the English Club.*

Ítem	Categorías	Frecuencias	Porcentajes
	Nunca	0	0%
	A veces	0	0%
<b>6</b>	La mayor parte del tiempo	2	25.0%
	Siempre	6	75.0%
	Total	8	100%

Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas

**Graph No. 17:**

*Graphic Statistical Results of Q6: Active Student Engagement and Regular Progress Feedback in the English Club.*



Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas

**Annex 27: Statistical Results of Satisfaction Survey to Principal and Teachers, Question 7. ¿Con qué frecuencia cree que los siguientes tipos de actividades como: juegos de roles, debates, juegos basados en el idioma para construir vocabulario, simulaciones e incorporación de actividades sociales culturales, han sido efectivos en un entorno de Club de Inglés para mejorar las habilidades de habla de los estudiantes?**

**Table No. 22:**

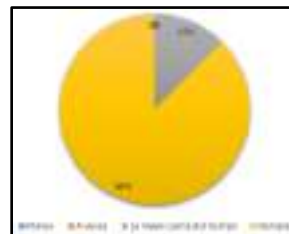
*Q7. Optimizing activities for English Speaking Skills.*

Ítem	Categorías	Frecuencias	Porcentajes
<b>7</b>	Nunca	0	0%
	A veces	0	0%
	La mayor parte del tiempo	1	12.5%
	Siempre	7	87.5%
	Total	8	100%

Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas

**Graph No. 18:**

Graphic Statistical Results of Q7: Optimizing activities for English Speaking Skills.



Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas

**Annex 28: Statistical Results of Satisfaction Survey to Principal and Teachers, Question 8. ¿Según su observación y experiencia, cree que el Club de Inglés abordó actividades basado en tareas de aprendizaje que estuvieron orientadas a cubrir de manera efectiva posibles desafíos socio culturales adaptándose a diferentes estilos de aprendizaje?**

**Table No. 23:**

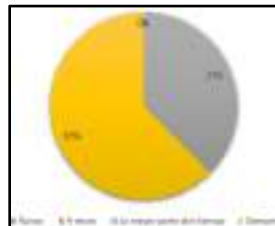
*Q8. Examining the Use of Task-Based Activities in English Clubs to Address Sociocultural Challenges Adapting the Diverse Learning Styles.*

Ítem	Categorías	Frecuencias	Porcentajes
<b>8</b>	Nunca	0	0%
	A veces	0	0%
	La mayor parte del tiempo	3	37,5%
	Siempre	5	62,5%
	Total	8	100%

Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas

**Graph No. 19:**

*Graphic Statistical Results of Q8: Examining the Use of Task-Based Activities in English Clubs to Address Sociocultural Challenges Adapting the Diverse Learning Styles.*





*Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas*

**Annex 29: Statistical Results of Satisfaction Survey to Principal and Teachers. Question 9: ¿Desde su experiencia, cree usted que, para un próximo Club de Inglés, podría ser enfocado para desarrollar otras destrezas del idioma inglés como: Reading, Listening, or Writing?**

**Table No. 24:**

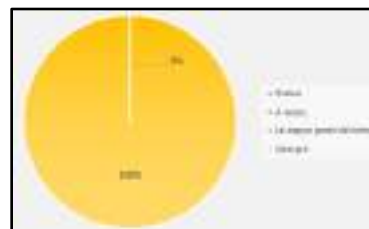
*Q9. Potential Expansion into Reading, Listening, and Writing Skills for Future English Clubs*

Ítem	Categorías	Frecuencias	Porcentajes
9	Nunca	0	0%
	A veces	0	0%
	La mayor parte del tiempo	0	0.0%
	Siempre	8	100.0%
	Total	8	100%

*Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas*

Graph No. 20:

*Graphic Statistical Results of Q9: Potential Expansion into Reading, Listening, and Writing Skills for Future English Clubs*



*Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas*

**Annex 30 Statistical Results of Satisfaction Survey to Principal and Teachers. Question 10. ¿Desde sus observaciones al desarrollo del Programa de Club de Inglés, considera que ha sido un trabajo investigación de innovación que permitiría ser un modelo para otras instituciones educativas?**

**Table No. 25:**

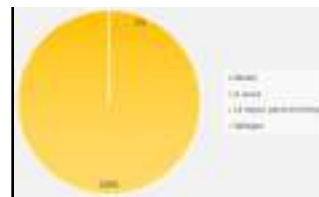
*Q10. Innovative English Club Program being A Potential Model for Educational Institutions*

Ítem	Categorías	Frecuencias	Porcentajes
	Nunca	0	0%
	A veces	0	0%
<b>10</b>	La mayor parte del tiempo	0	0.0%
	Siempre	8	100.0%
	<b>Total</b>	<b>8</b>	<b>100%</b>

*Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas*

**Graph No. 21:**

*Graphic Statistical Results of Q10: Innovative English Club Program Being a Potential Model for Educational Institutions.*



*Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas*

**Annex 31: Statistical Results of Satisfaction Survey to Students Participation in English Language Club. Question 1. Have you participated in the English Language Club at our school?**

**Table No. 26:**

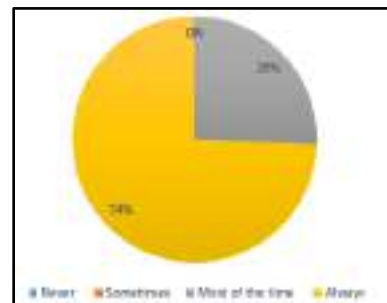
*Q1. Students Participation in English Language Club*

Items	Categories	Frequency	Percentages
<b>1</b>	Never	0	0%
	Sometimes	0	0%
	Most of the time	9	25,71%
	Always	26	74,28%
	Total	35	100%

*Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas*

**Graph No. 22:**

*Graphic Statistical Results of Q1: Participation of Students in English Language Club*



*Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas*

**Annex 32: Statistical Results of Satisfaction Survey to Students Participation in English Language Club. Question 2: How often do you attend the English Language Club sessions?**

**Table No. 27:**

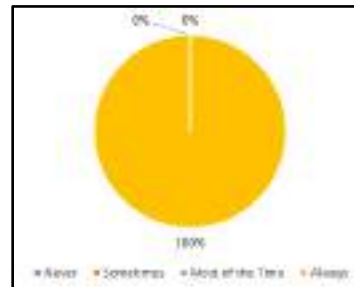
*Q2. Frequency of Attendance in the English Language Club Sessions Participants.*

Item	Categories	Frequency	Porcentajes
	Never	0	0%
	Sometimes	0	0%
<b>2</b>	Most of the Time	0	0%
	Always	35	100,0%
	Total	35	100%

*Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas*

**Graph No. 23:**

*Graphic Statistical Results of Q2: Frequency of Attendance in the English Language Club Sessions Participants*



*Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas*

**Annex 33: Statistical Results of Satisfaction Survey to Students Participation in English Language Club. Question 3: Has the English Club contributed to improving your speaking skills in the English Language?**

**Table No. 28:**

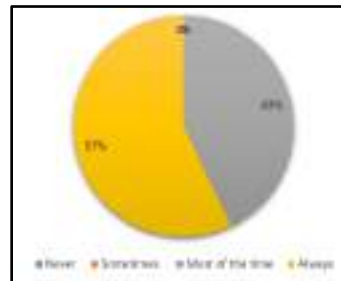
*Q3. Impact Assessment of the English Language Club*

Ítem	Categories	Frequency	Percentages
<b>3</b>	Never	0	0%
	Sometimes	0	0%
	Most of the time	15	43,0%
	Always	20	57,0%
	Total	35	100%

*Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas*

**Graph No. 24:**

*Graphic Statistical Results of Q3: Impact Assessment of the English Language Club*



*Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas*

**Annex 34: Statistical Results of Satisfaction Survey to Students Participation in English Language Club. Question 4.  
Did you feel comfortable expressing yourself orally in English after participating in the English club?**

**Table No. 29:**

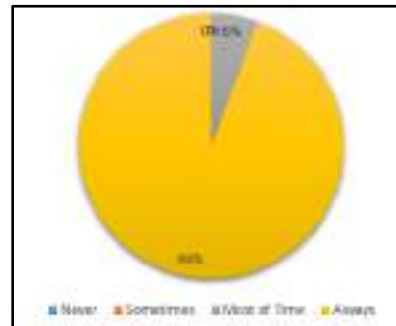
*Q4. Evaluating Oral Expression Comfort in English Club Program.*

Ítem	Categorías	Frequency	Percentajes
<b>4</b>	Never	0	0%
	Sometimes	0	0%
	Most of Time	2	6%
	Always	33	94%
	Total	35	100%

*Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas*

**Graph No. 25:**

*Graphic Statistical Results of Q4: Evaluating Oral Expression Comfort in English Club Program.*



*Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas*

**Annex 35: Statistical Results of Satisfaction Survey to Students Participation in English Language Club. Question 5., Did you frequently participate in interactive debate activities in the English Language Club to enhance your speaking skills?**

**Table No. 30:**

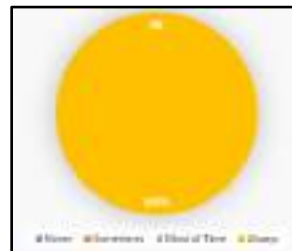
*Q5. Frequent Participation in Debate Activities for Enhanced Speaking Skills in English Club.*

Ítem	Categorías	Frequency	Porcentajes
<b>5</b>	Never	0	0%
	Sometimes	0	0%
	Most of Time	0	0%
	Always	35	100%
	Total	35	100%

*Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas*

**Graph No. 26:**

*Graphic Statistical Results of Q5: Frequent Participation in Debate Activities for Enhanced Speaking Skills in English Club.*



*Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas*

**Annex 36: Statistical Results of Satisfaction Survey to Students Participation in English Language Club. Question 6.  
How often did you participate in role-playing activities within the club to improve your speaking skills?**

**Table No. 31:**

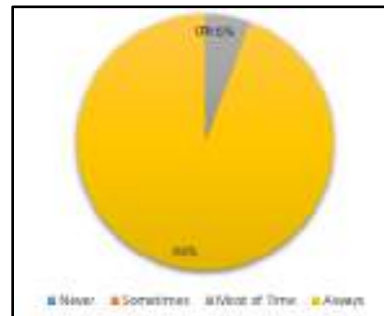
*Q6. Role-Playing Frequency Impact on Speaking Skills Development in Club.*

Ítem	Categories	Frequency	Porcentajes
<b>6</b>	Never	0	0%
	Sometimes	0	0%
	Most of Time	2	6%
	Always	33	94%
	Total	35	100%

*Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas*

**Graph No. 27:**

*Graphic Statistical Results of Q6: Frequent Participation in Debate Activities for Enhanced Speaking Skills in English Club.*



*Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas*

**Annex 37: Statistical Results of Satisfaction Survey to Students Participation in English Language Club. Question 7.**

**How frequently did you participate in the club's simulation exercises to enhance your speaking skills?**

**Table No. 32:**

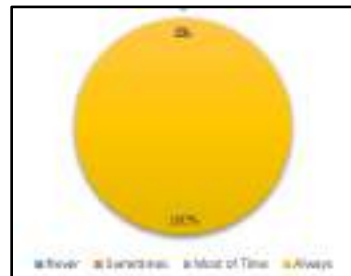
*Q7. Participation Frequency in Club's Simulation Exercises and Speaking Skills Enhancement*

Ítem	Categorías	Frequency	Porcentajes
<b>7</b>	Never	0	0%
	Sometimes	0	0%
	Most of Time	0	0,0%
	Always	35	100%
	Total	35	100%

*Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas*

**Graph No. 28:**

*Graphic Statistical Results of Q:7 Participation Frequency in Club's Simulation Exercises and Speaking Skills Enhancement*



*Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas*

**Annex 38. Statistical Results of Satisfaction Survey to Students Participation in English Language Club. Question 8: How often did you participate in cultural activities in the English Language Club to improve your speaking skills?**

**Table No. 33:**

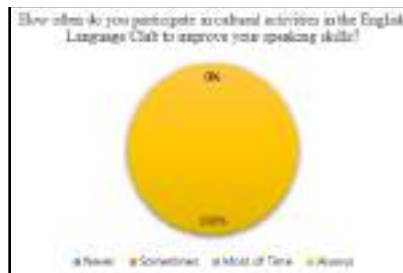
*Q8. Participation Frequency in Cultural Activities for Enhanced Speaking Skills in English Club*

Ítem	Categorías	Frequency	Porcentajes
<b>8</b>	Never	0	0%
	Sometimes	0	0%
	Most of Time	0	0,0%
	Always	35	100,0%
	Total	35	100%

*Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas*

**Graph No. 29:**

*Graphic Statistical Results of Q8: Participation Frequency in Cultural Activities for Enhanced Speaking Skills in English Club.*



*Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas*

**Annex 39: Statistical Results of Satisfaction Survey to Students Participation in English Language Club. Question 9: How often did you receive regular feedback on your overall progress within the Program?**

**Table No. 34:**

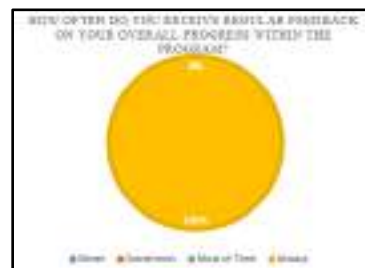
*Q9. Regular Progress Feedback Frequency in Program Participation Inquiry.*

Ítem	Categorías	Frequency	Porcentajes
<b>9</b>	Never	0	0%
	Sometimes	0	0%
	Most of Time	0	0%
	Always	35	100,0%
	Total	35	100%

*Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas*

**Graph No. 30:**

*Graphic Statistical Results of Q9: Regular Progress Feedback Frequency in Program Participation Inquiry.*



*Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas*

**Annex 40: Statistical Results of Satisfaction Survey to Students Participation in English Language Club. Question 10. Would you recommend your classmates to participate in the English Club as a means to improve their speaking skills?**

**Table No. 35:**

*Q10. Recommendation for English Club Participation in Enhancing Speaking Skills*

Ítem	Categorías	Frequency	Percentajes
<b>10</b>	Never	0	0%
	Sometimes	0	0%
	Most of Time	0	0,0%
	Always	35	100,0%
	Total	35	100%

*Elaborated by Lcda. Helen Lucio Escudero & Msc. Luis Ordoñez Navas*

**Graph No. 31:**

Graphic Statistical Results of Q10: Recommendation for English Club Participation in Enhancing Speaking Skills.

