

**DESIGN AND IMPLEMENTATION OF A SERIES OF ACTIVITIES TO DEVELOP THE
LISTENING SKILLS OF THE ATTENDEES OF THE ENGLISH CONVERSATION CLUB -
INTERMEDIATE LEVEL AT UNIVERSIDAD DEL VALLE**

SUBMITTED BY

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LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS

SEPTEMBER 2019

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INTERMEDIATE LEVEL AT UNIVERSIDAD DEL VALLE**

Submitted in partial fulfillment of the requirements for the award of the degree of
Bachelor of Foreign Language Education (English - French)

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1. INTRODUCTION

Meaningful learning is not the result of one action but a combination of various instances of interaction and self-regulated work. Red CAAL (Red de centros de apoyo al aprendizaje de lenguas in Spanish) understands the importance of these two components, and promotes activities for meaningful foreign language practice at Universidad del Valle. One of these activities has been devised as a powerful strategy for students from different academic programs to improve their learning meaningfully, namely the English Conversation Club.

Looking deep into the previous statement led to the idea of the design and application of a teaching sequence that would help improve students' listening skills as they interact in a meaningful context. Moreover, this project acknowledged the importance of being able to put into practice the skills learned in the different English courses at the university, as well as learning new communication strategies so that learners can put their foreign language skills at their service in a variety of real-world situations. Thankfully, it was also a contribution towards making language learning a more fun and autonomous process for all participants.

This project was completed over a period of about ten months in the two periods of the academic year 2018 and went through different stages in order to provide the most accurate data and update previous records. Moreover, it laid the groundwork for further research on the same or related subjects.

2. PROBLEM STATEMENT

Communication plays a key role in most human activities. In the academia, being able to communicate in a variety of contexts is instrumental in the process of achieving success. The activities proposed and implemented by the EGAP (English for General and Academic Purposes) program at Universidad del Valle faithfully reflect this goal of preparing students for the challenges they face every day. Among those activities, the compulsory and complementary activities carried out by Red CAAL, namely clubs and forums, attract students from all academic programs who seek to fulfill their objectives regarding foreign language learning. Many of those goals and needs are linguistic, communicative and pragmatic; all learners are then obliged to join a learning community that facilitates every aspect of their learning.

Students of the former ESP (English for Specific Purposes) course received instruction that focused mainly on developing academic reading skills but it proved limiting and would not help students achieve major communication goals. However, there was an underlying need for students to develop all skills and sub-skills (listening, speaking, reading, writing, vocabulary, grammar); they needed to learn how to develop new learning strategies that would suit their communicative needs at present and later. Thus the urge to restructure and improve the curriculum, making it a more overarching tool to push learners towards academic and professional success.

This new curriculum is sensitive to a wider range of learners' needs. It features new ways of foreign language instruction based on well-grounded evidence. Students of this Pilot Program can develop all language skills, and can partake in activities that will

encourage them to engage in a more self-regulated learning, hence developing their autonomy as well.

The English conversation club was conceived as a way to improve students' oral skills. The need to foster a learning environment where students can learn and develop their language skills comprehensively lingers, nonetheless. Then, the problem that had to be addressed and hopefully solved is —beyond a doubt, designing a conversation club that focuses not only on the development of learners' speaking skills but a powerful pairing of skills (Listening - Speaking), to better suit their needs. This *integrated skills* model would enable learners from all majors to engage in a better language learning experience as they have meaningful interaction at the conversation club.

2.1 Research Question

Based on the context and ideas put forth above, this research project considered this question as its starting point:

What activities can be designed and implemented to develop students' listening skills at the English Conversation Club?

3. AIM AND OBJECTIVES

AIM

Design and implement a series of activities to develop learners' listening skills at the English Conversation Club - Intermediate Level.

Objectives

- Determine the learning needs and preferences of attendees of the English Conversation Club - Intermediate Level.
- Design and implement weekly units into one teaching sequence to be carried out during the term August - December 2018.
- Identify the reaction of students, regarding their listening and speaking skills practice and development, throughout the teaching sequence.
- Assess the outcomes of the implementation of this project towards the end of each activity implemented.

4. JUSTIFICATION

This project was important for the achievement of the shared goals of an entire academic community. Not only did it serve purposes of researching the learning processes happening in the English for General and Academic Purposes (EAP) courses, but it also contributed in various ways to implementing better foreign language learning dynamics on our campus. The foundations for designing and implementing this teaching sequence were laid out as follows:

Firstly, this project gathered recent data that reflect the students' needs over a period of time. This first stage in the process would enable the researcher to set clear teaching and learning goals with an emphasis on the learner. The data gathered made great records of how the program (EGAP) was being developed and how it could be continuously improved from the *independent work activities* like the conversation club. It also looked into the reaction that learners are having towards the activities, therefore determining their learning preferences.

Secondly, developing this project represents a big effort on the students' part to achieve the goals stated in all course syllabi (English for General and Academic Purposes —EGAP I, II, III) The syllabus for the EGAP II course states that it aims to continue the development of basic skills in English as a Foreign Language (EFL), putting emphasis on the *speaking* and *listening skills* for general and academic purposes. The courses of EGAP II, III share this same aim, and that is precisely why this project looked forward to helping students from three different courses develop these two important skills through a conversation club designed to suit their communicative and academic needs.

Lastly, but equally important, as hundreds of young students are striving to become great professionals in different areas, they also need to improve their linguistic skills necessary for them to face the challenges they might come across in today's world. Our university looks to get these future professionals to acquire and develop outstanding communicative foreign language skills; this represented a worthy goal to be reached through the realization of this project.

5. LITERATURE REVIEW

This segment presents some works done in this same field of study (developing listening/speaking skills in ESL/EFL students) that are relevant to the development of this project. They have been arranged into local, national and international works, and briefly explain the objectives, methodological approach and results obtained by the researchers, in an attempt to highlight the way these works provided inspiration and guidance for the realization of this very project.

5.1 Local Works

Revelo (2017) made a contribution to this matter with her work '*Planning and Implementation of Activities for an English Conversation Club Intended for Students of the Foreign Language Pilot Program at Universidad del Valle*' in paving the way for new researchers to follow her steps and develop new ideas. She delves into the reality of the EGAP program at the time when no major efforts had been made to provide spaces for foreign language practice outside the classrooms.

Her work offers insight into the evolution that the program has had over time, and how it can be improved for the benefit of students. She clearly states the need for a set of activities that would 'fill the gap' of the once neglected listening and speaking skills, and vows to bring them to the scene through an Action Research Based teaching sequence which will accomplish the purpose of promoting oral production at the English conversation club.

It is worth highlighting the importance that her work has for the development of this project. The fact that it was carried out in the same context and setting ensures a deeper understanding of the nature of the problem. Furthermore, several similarities regarding the scope of action of both projects can be established, the most important being what Revelo (p. 6) describes as the purpose of *fostering autonomous work* in the given (right) environment, especially in a multi-level context as this project was developed on students from levels I and II.

The inspiration drawn from her work in regard to the methodology and setting in which it was carried out will serve my very own research purposes because it makes a great source of information. Towards the end of the document, the author claims that although no formal measurement of the improvement could be done (possibly due to the nature of the club), the aims of the project (completed in over ten months) were achieved successfully. He mentions that the success observed in each session depended on the topics that “strung them together” (p. 54), and was supported largely by the selection of topics which matched the students’ interests, language level as well as being closely related to the syllabi contents.

Castañeda and Pereira (2018), in their recent work titled ***‘Planning and Implementation of Activities for The Improvement of Oral Comprehension and Production Intended for Students of the Foreign Language Pilot Program at Universidad Del Valle: The Song’s Club Experience’***, also acknowledged the importance of fostering a culture of *independent work and autonomy* among language learners at Universidad del Valle. Although developing self-regulated learning habits in students is a daunting task, the authors claim that some strides were made towards it

through the implementation of this project, making it easier for students to develop their communicative language skills outside of the classroom in an amusing way.

With no previous related studies at the local level, Castañeda and Pereira took the lead in making the first contribution which includes records from observations performed in one group of students from the course of English for General and Academic Purposes I, the administration of a survey to find out about the students' needs and the subsequent design and implementation of a series of activities, delivered on a weekly basis during the second term of 2017. The design of the activities featured the three stages of a Task-Based Learning Approach which was put into action to get the best out of every student that attended the song's club, especially due to the fact that the plan was not intended for students from one single course but many (levels I, II, III, IV).

This project is, in many respects, a source of inspiration. It is the closest teaching proposal because it was developed in the same setting, under the same approach and with similar objectives related to the development of the listening and speaking skills of future professionals. It will likely help in the implementation of brand new activities not only for the song's club but other learning spaces administered by Red CAAL like the conversation club.

5.2 National Works

Aldana et al. (2011) developed '*Teaching Materials to Improve The Listening And Speaking Skills In Teenagers Levels Basic I, II And Intermediate At Alianza Social Educativa (ASE).*' This work begins with the results of over one and a half years of pedagogical practicum at ASE in Bogotá, where a series of observations of the day-to-

day performance of foreign language students aged 13 to 19 hinted at two major problems: they had difficulties both understanding and producing spoken language. Thus the purpose of designing, implementing and assessing of a series of teaching materials that would help students overcome such difficulties.

In this work, the authors point out the need for students to have the opportunity to learn the language communicatively in an “appropriate environment” where they could interact with others apart from their weekly lessons. They followed a model that includes planning, action, observation of results and reflection; this model allowed them to determine students’ preferences and design a set of activities based on those preferences. They were also able to assess the impact of the use of instructional and authentic materials on the improvement of students’ listening and speaking skills.

The research also allowed the authors to bring up some theories about the development of listening skills, via the *top-down* and *bottom-up* approaches that basically explore ways of comprehending, first by basically getting the meaning from the ‘big picture’ and constructing the meaning from the smaller pieces or details, respectively. There exist numerous techniques a teacher can implement to develop either of these approaches. However, an integration of both is encouraged, and as Nunan (1991; p.18) would point out, both can be beneficial by making the listener an “active model builder” that can construct an interpretation of a message by utilizing both bottom-up and top-down knowledge.

The authors concluded that, when it comes to the development of the listening skills, students had difficulties working under a top-down approach, and highlighted that they tend to feel more comfortable and perform better in bottom-up activities as they are more commonly given by teachers. They also came to the conclusion that the use of

authentic materials can be beneficial for learners as there was more engagement on their part and the learning of new vocabulary was also guaranteed. These results underscore the importance of utilizing top-down techniques so that learners can improve their skills more comprehensively.

The importance of this work is that it is a contribution to the local and national academic community as an effort to build a better learning environment through the application of new methods and the design and selection of materials which students can greatly benefit from. These two research proposals are closely related because they are similarly conceived in many respects such as methodology, scope and setting. They are both based on observation and include the design and application of teaching materials for students of different courses with different language levels.

5.3 International Works

Breaking language barriers is a major goal that language teachers around the world often set in their research endeavors. In the Ecuadorian context for instance, Subina & Balbuca (2016) focused their work on improving students' listening and speaking skills through the proposal of an English conversation club.

In their work ***'Conversational Clubs As Improvement For The Performance Of Listening And Speaking Skills In English Classrooms In The Third Year Of Basic Education Of "Unidad Educativa Eloy Alfaro" Huigra, Province of Chimborazo, Ecuador. During The Academic year 2015 - 2016.'*** the authors clearly state their purpose of determining the factors that affect the students' performance in their English

classes in the listening and speaking skills, plus the importance that the creation of a conversation club might have in diminishing this issue.

In order to do this, they first carried out surveys and interviews on 29 students and 2 teachers to find out about the factors affecting students' development of listening and speaking skills. In this exploratory research, the authors found out that some factors included students' lack of motivation and the teacher's attitude, but there was also a need for the creation of a space where students could embrace the English language as a powerful tool for success, and use it in a more confident, spontaneous way.

This project was developed in order for the local academic community to eventually respond to that need, encouraging students' participation in conversation clubs. It was learned that the most common factors affecting the students' performance were the language barriers, lack of vocabulary, pronunciation and academic related anxiety so that teachers should assume the role of *motivators* in all instances where students are expected to develop their listening and speaking skills, even outside the classroom. The authors (citing James, 2013) also highlight the relevance of the conversation club as a meaningful activity in which "each student's contribution is valued." (p. 12) This statement is quite insightful if we consider the nature of the conversation club to be implemented at Red CAAL, where the aim is to help suit the needs of students who have different language levels and learning preferences. Each of these students' contributions will be instrumental in the successful implementation of this project.

There exists an interesting contrast between their work and this work. Sabina & Balbuca acknowledge the fact that the implementation of a conversation club should be done as "a part of the students' grades" that ultimately leads to the improvement of

students' listening and speaking skills within a casual setting (p.4). Similarly, the aim of this project to be implemented at Red CAAL is to promote language learning and practice as a fun way to escape the *traditional classroom setting* as students develop the listening and speaking skills necessary to keep their grades atop.

6. THEORETICAL FRAMEWORK

This project comprises a series of teaching activities that have been designed based on some theoretical foundations that constitute the core of main aspects present in the aim, objectives and justification. Having a reasonable amount of conceptualization of these aspects is key to understanding how this project is articulated. The following section addresses these key theories from the most general to the most specific.

6.1 Communicative Approach in Language Learning

The advent of the revolution of language teaching and learning brought with it a novel approach called Communicative Language Teaching (hereinafter CLT). With current trends starting around the late 90's (Richards; 2006) This approach suggested a broader perspective in which the learning process plays a major role in shaping the way students create meaning, transitioning from passive memorization of forms to active use of language in context.

Nunan (2004) further explains this transition and characterizes the aim of CLT as “being able to regurgitate sets of grammatical rules, and being able to deploy this grammatical knowledge to communicate effectively.” (p.7). This means learners are expected to practice the language while maintaining a close relationship with their communication needs. These needs arise from everyday contexts as it is the case of work and school, and require some degree of ability for learners to use the language effectively.

While one would understand this competence as a single, indivisible process, it does have many components that make it a complex endeavor. These components are

well-understood by foreign language teaching professionals worldwide, and it is highly important to consider them thoroughly in order to succeed in the communicative language classroom. It is therefore a worthwhile effort to provide a brief overview of the components starting from the outline done by Hedge (2008).

The first component is the Linguistic Competence, which has to do with the forms present in the language (verb tenses, parts of speech, vocabulary, etc), but it does not mean that it is not important in the creation of meaning. Hedge (2008) makes it clear when he says linguistic competence —as well as the other components “is an integral part of communicative competence.” (p. 47) That is to say that learners should also be engaged in activities that develop not only *how* they use language but also *what* they use as language; effective word choices and correct sentence construction and use of grammatical structures are among the goals this competence (component) is about. Nunan (2004) brings about some of the debate whether having a focus on form in the communicative classroom is good, also asserting (as he cites other researchers), that “there is now widespread acceptance that a focus on form (grammar) has a place in the classroom.” (p.9) Thus the importance of this first component.

The second component is Pragmatic Competence. It fundamentally describes the different communication goals accomplished through the act of using the language. In layman's terms this means, often, when you talk, you expect a result. When it comes to language learning, Hedge (2008) explains that language forms can (and they should) be introduced in a *realistic* way where a *context of use* is provided. This allows learners to acknowledge the intentions a speaker might have when, say, they are in a restaurant and use expressions like ‘*my coffee’s lukewarm*’ or ‘*there’s a hair in my soup*’. These expressions are likely to be heard and used by virtually anybody who goes to a restaurant

and finds out there is something they don't like about their food; they will, of course, want the restaurant staff to do something about it while not explicitly asking them to. According to Richards (2006): "communicative competence is viewed as mastery of functions needed for communication across a wide range of situations." (p. 11) which means learners have to be endowed with some kind of 'context awareness' that somehow will enable them to use language more effectively and even more accurately as they go about their daily lives (or pretend to).

Context is thus very important in any kind of communication endeavor. Not only does a learner need to produce language well but they have to know what language to use according to the context they find themselves in at the moment of communication. Hedge (2008) completes this previous thought explaining that "in order for communication to be successful, however, spoken or written messages, must also be appropriate to the social context in which they are produced." (p. 49)

In a nutshell, the aim of developing pragmatic competence in language learners is to allow them to put their linguistic competence into practice as they have successful interactions in different social settings or contexts. These two competences are always closely related and are, for the most part, key components in any CLT-oriented framework.

When it comes to how learners or language users in general can 'interact' with a text (meaning how they manage to 'make their way' through all stages of a conversation or as they read a written text), the next component or competence applies as a very active and wholesome part of the communicative classroom. The Discourse Competence, as mentioned by Hedge (2008) entails a lot of interpretation and understanding of different markers and devices that ultimately accomplish various communicative functions such as

explaining, interrupting, confirming, etc. It also fosters and develops a great deal of intuitive participation from learners as they adapt and respond to every challenge of a communicative act such as how to perform turns, maintain a conversation and develop the topic, all of which happens rather seamlessly in daily discourse between native speakers of a language.

However, language learning is a daunting task and a large number of students can often struggle to make themselves understood or convey the intended meaning due to a number of factors from being shy to a lack of vocabulary. The next component in the communicative trail aiming to provide learners with useful tools to succeed in communication is the Strategic Competence. The competence basically refers to the many ways a language learner can keep communication ‘afloat’ using a series of strategies that allow them to confidently accomplish negotiation of meaning. One learner may prefer to find a way to change the topic mid conversation (such as ‘I just remembered I...’ or ‘speaking of which, I...’), while other may simply use a kind of strategy which tells the interlocutor they need some help or clarification when necessary (such as ‘what’s that’ or ‘what’s that supposed to mean’). Different learners have different strategies, but being exposed to the challenges that an authentic conversation in the target language poses is key to developing new strategies that can be put into action in different contexts in which a learner is required to maintain communication and, as Hedge (2008) mentions, to take risks so that they learn how to keep a conversation going and provide the necessary language.

In conclusion, the widely popular ‘Communicative Approach’ to language learning is not one but many ways in which a learner can really take an active part in a language exchange activity that requires knowledge of the language itself but also of the

communicative situation (or context) he or she is immersed in, with a degree of awareness towards the interlocutor(s) and effective use of it to achieve communicative goals. This, of course, will largely depend on the task proposed to the learners as well as the ultimate goals that one language program seeks to accomplish, but this approach is one of the most comprehensive ways to encourage learners to use the language in a more productive way, applicable to real life situations and without constraints.

6.2 ESP/EGAP

While the world of ESP/EGAP has long been the subject of a great deal of research, and it would be too broad to fully cover it here, it deserves a fair amount of attention as one of the cornerstones of this project and the program it springs from. The following text offers simple definitions for both approaches, as well as some similarities and differences between them, but it also explains how it works in the local context (context of study) and the overall importance it holds.

The English for Specific Purposes (ESP) approach is globally recognized as the movement that changed and improved second language education by means of focusing on what learners really need out of a language course. This approach suggests that all decisions made around contents and methods of the courses should be based on the learners' reason for learning (Hutchinson & Waters, 1987) Since its advent in the 1960s, ESP has seen a rapid growth and received major acceptance from academic audiences in general, and it has morphed into one of the most researched and debated approaches worldwide in the field of language education. Hyland (2006) comments on the importance it holds by saying that "EAP is now at the frontline of both theory development and

innovative practice in teaching English as a second/other language.” (p. 1) This means that great progress has been made in strengthening the true purpose of language education through the years: helping students accomplish their very own goals.

It is precisely the learner who’s at the center of the process as ESP/EAP courses are designed for and because of the learner and the relevance it would have to their needs in an attempt to ‘improve the learners’ motivation and thereby making learning better and faster.’ (Hutchinson & Waters, 1987). Learners are therefore expected to exert a great deal of meaningful engagement that goes beyond the traditional schemata of being taught what the language is, transcending into a way of developing the necessary skills to face different academic communication challenges on the affective, personal and social levels, which greatly embodies the learners’ expectations of learning. All of this should respond to the question: Why are these students learning English? (Hyland, 2006) which constitutes the ultimate guiding principle.

EGAP

The English for General Academic Purposes approach (EGAP) is at the core of the program that this project was developed around. But what exactly is EGAP? How is it similar or different from ESP? And what is the importance it holds for English language education in our very local context? The following segment will address these questions.

Firstly, as the name suggests, a notion of *general academic purposes* implies somehow that we are missing some kind of specificity present in the other approaches where the different disciplines are considered as separate units that deserve their own design for a specified target audience. We would then say that the EGAP movement stems

from the ESP approach, but it differs from EAP because the latter has a specific focus that shapes how contents are delivered. Hyland (2016), explains that the prime objective sought in the EGAP classroom is to teach students generic features thought to be common to all disciplines, which they are later expected to use in a wide range of contexts to suit many of their needs.

While the idea of an ‘one-fits-all’ may sound appealing to some, it has been the cause of debate for others. Many advocates of discipline-based teaching argue that it is more beneficial for learners. Hyland (2006), for example, says that: “There is now compelling evidence across the academic spectrum that disciplines present characteristic and changing forms of communication which students must learn to master in order to succeed.” (p. 3) However, this should not mean that many learners would be left behind while a few others will benefit. Rather, it (EGAP) should be regarded as a means that serves as a springboard for learners to acquire and develop some very precious general skills that are still also closely related to their social and academic realities.

Some other claims made in favor of EGAP include the way it reduces the need for teachers to specialize in subject-specific conventions, the fostering of transferable skills that can be used in multiple contexts, which prepares learners to face unpredictable assignments and even the way learners with low language proficiencies can fit in and carry on with their learning without being pushed backwards or feeling incapable. (Hyland, 2006) It is clear that all learners begin a course with some expectations about the nature, content and achievements of the course [...] mostly in cases when a class features different ‘subject specialisms’. (Hutchinson & Waters, 1987) This former statement still holds true as it is the reality in many courses (ESP, EAP, EGAP), and one approach does not have to contradict another if a shared goal is pursued. And since all these approaches somehow

stem from ESP, they must adhere to the principle of not only acknowledging the existence of needs but being aware of them, which according to Hutchinson & Waters (1987), is what makes ESP different from any General English course. Then, if this is the principle to go by, the EGAP approach may work just perfect for many contexts on an institutional level given its practicality and, to some extent, specificity when it comes to approaching the learners' needs.

Consequently, it is possible to say that the EGAP approach should not be judged based on what it misses but rather on what it can help accomplish. No matter the label, a course of this nature has the potential to bring out the best in all learners when articulated with the best set of materials and when it is delivered through the best set of meaningful tasks that prepare students for future academic pursuits (Stoller, 2016). These tasks and materials can even have some sort of relationship with the TBT approach and create a more holistic way in which a language can be taught. For instance, as Stoller (2016) points out: developing the units of work around a pre, during and post model can introduce students to useful strategies, or targeting a *tangible outcome* which “permits students to set achievable goals, track their progress and assess the results of their work.”(p. 577-582) The previous statements imply that both institutions and teachers can articulate their programs in a way brings out the best in each learner, regardless of which major they are specializing in, still focusing their efforts on how to respond to students' needs. In sum, the fact that subject-specialized instruction is not present in many institutions does not mean that the students' needs and requirements are being neglected. Moreover, an EGAP program can potentially harbor the same awareness and reach a greater, richer, target audience.

In conclusion, both ESP and EGAP, are objects of debate as each one can have its own number of advantages and drawbacks, but they share more similarities than

differences. Both can suit the needs of an endless number of learners if designed, focused and implemented correctly and purposefully to make sure the goal that Hyland (2006) considers to be at the core of any course, general or specific, is met: “equipping students with the communicative skills to participate in particular academic and professional cultural contexts.” (p. 117)

6.3 Integrated Skills Approach

The integrated skills approach in ESL/EFL refers to the integration in a language program/curriculum, of the four basic skills, namely listening, speaking, reading and writing, towards achieving successful communication. Oxford (2001) highlights the fact that “optimal ESL communication is present when all the skills are interwoven during instruction.” (p. 5) The foundation for the previous fact is mostly that there is always an impending need for learners to get exposed to the language as it works in real life, as it is used beyond the classroom; this guarantees that learners will have the opportunity to interact naturally in the language as their interest for English as a tool for interaction (Akram & Malik, 2010). The skills should not be developed as a discrete set of achievements that are ‘unlocked’ one after the other since the fact is that they occur simultaneously in real life. Therefore, the absence of one or more of these skills will likely dampen the learning process of the students, and such segregated approach would fail to prepare them for the challenges posed by academic communication, career-related language use or everyday interaction in the language (Oxford, 2001).

The integrated skills approach can be delivered through the two most types of instruction: *content-based instruction* and *task-based instruction*. A simple definition of

both offered by Oxford (2001) is that the former focuses on learning content through language while the latter implies the realization of tasks that involve communicative language use. The program of *Inglés para fines generales y académicos* integrates task-based learning, thus a more thorough description of it is to be provided in the next section.

6.4 Task-Based Language Teaching

The Task-Based Approach to language learning (TBL) has gained momentum over the last decades and language teachers are often curious as to how implementing it can turn their lessons into a more successful and somehow simpler teaching experience.

The truth is this approach offers countless benefits for students and teachers alike. For one, it enables teachers to plan and deliver lessons, attending to the needs of not only one group of learners but all individuals in a linguistically, socially and culturally diverse group. When it comes to students, they can benefit greatly from lessons tailored to their particular needs regardless of their age and language level.

This learner-centeredness of the TBL approach reflects one of their working principles: needs analysis consideration. Long (2007) appropriately explains this principle through the following example:

“Physicians do not prescribe the same medicine to all patients. They would be sued if they did. They first conduct an individual diagnosis (the medical equivalent of a needs analysis), often involving a battery of increasingly specialized tests, and then prescribe a course of treatment designed specifically for that patient, or for all patients with the complaint or condition in question.”

(n.p.)

These *complaints* or *conditions* would refer to the different learning needs that students have upon entering a language course. The *specialized tests*, could refer to any kind of instrument (e.g. surveys, interviews, etc.) used to determine different learning styles, learning strategies and learners' perceptions about language learning that may affect (either positively or negatively) their learning process.

Tasks

The unit of work of TBL are the *tasks*, and that they have to be meaningful in order for learners to make the best out of their process.

To easily understand the nature of the units of work of the TBL approach, we will take a look at two definitions of *task* that are related in the sense that they imply use of language in a somewhat realistic context. On the one hand, Ellis (2003) describes tasks as a means of having students play the role of 'language users' because they are interacting with the language that they would use in the real world in certain situations like making an appointment; they have 'pragmatic meaning' because they are developed in a contextualized fashion. On the other hand, Long (2014) states that tasks are 'real-world activities people think of when planning, conducting or recalling their day.' These two definitions offer great insight into the nature of tasks and the function they accomplish. Both authors also suggest that different tasks can serve different learning purposes, and that some tasks can positively coincide with certain language forms (grammar contents). That is why a combination of *real-world tasks* (with a focus on meaning) and *pedagogical tasks* (with a focus on form) is a good way to provide students with meaningful language learning opportunities.

Nunan (2004) brilliantly explains the distinction between these two types of tasks by differentiating the setting where they are carried out. Real-world or 'target tasks' are

related to all occurrences in the daily life of any person that happen outside of the classroom, whereas pedagogical tasks take place in the classroom. He goes on to say that “tasks have a non-linguistic outcome.” (p.2) which means a learner can use the language purposefully, often in a context that ‘simulates’ or ‘instantiates’ their daily lives and, most importantly, that applies to their needs. Lackman (2012) succinctly touches on this last idea when he says “one of the goals of TBL is to prepare students for tasks in the real world” (p. 11) so that in some sort, this mostly widely considered definition of *task* has a strong connection with real occurrences in the lives of students, thus driving their learning naturally and in a relevant context around an outcome.

While both the definition —as suggested by Ellis (2003), and overall usefulness of the adaptation of tasks into second/foreign language curricula have been the subject of extensive debate, here we shall consider some of the advantages of implementing *tasks* in second language learning, based on the two definitions provided above.

According to Harmer, “having students perform meaning-related tasks is good for language processing and for giving them opportunities for trying out language (and getting feedback on their language)” (p. 74) By ‘trying out language’, Harmer draws on the fact that TBL enables students to use a variety of language forms in order to perform a task; students can learn better when they can put the language at their service and use it for the accomplishment of goals such as the negotiation of meaning.

Nunan (2004: pp. 35-38) outlines seven TBL principles that apply to lesson planning and implementation:

- Scaffolding: It refers to some sort of a supporting system provided by the teacher which ensures that learners have prior access or appropriate exposure to the language they will be asked to produce later in their process.

- Task Dependency: All tasks in a sequence have to be interrelated and complement each other in a smooth way so that students can advance through the ‘chain of tasks’ in an orderly fashion.
- Recycling: This principle essentially holds that a learner can get closer to the mastery of a language item if they revisit it. This represents the tendency for linguistic contents to reappear later in the learning process as a different task or activity so it can be given a different purpose.
- Active learning: According to Nunan (2004), this principle is premised on the idea that “most class time should be devoted to opportunities for learners to use the language.” (p. 36) This brings back the notion of learner-centeredness in language teaching, and demands that all learning be done through practicing rather than passively waiting for the teacher to deliver the knowledge.
- Integration: The integration principle makes clear the need for an articulation of form, function and meaning based units of work into a framework that enables students to maximize their learning while taking care of many aspects of the language.
- Reproduction to creation: This principle encourages the realization of *creative tasks*, which Nunan (2004) describes as moments when “learners are recombining familiar elements in novel ways.” (p. 37) This principle can be established in all stages of language instruction and has the potential to make learners outgrow the reproductive ‘model dependency’ that binds them to copying what they see or hear in exactly the same way.
- Reflection: Fostering language learning awareness in students is key to making them embrace the opportunities that they have to learn better. As Nunan (2014)

points out, ‘this reflective element has a particular affinity with task-based language teaching as it [TBLT] can be mystifying and even alienating, leading them [learners] to ask why are we doing this?’ (p. 38)

In conclusion, a Task-Based Language Learning approach can be highly beneficial for learners in a number of settings. While its implementation is a somewhat stirring matter, it offers many advantages that have a potential for enhancing language learning.

Lackman (2012), for example, listed what may well be the most relevant advantages of TBLT. These advantages include use of authentic language, a link to the real world, contextualized language, highly communicative, learner-centeredness, flexible stages, involvement of all four skills and a more fun learning, just to name a few. These many advantages are truly inviting and conveniently express what most teachers and students alike have long looked to achieve in the language classroom.

6.5 Developing Listening Skills

Helping students develop listening skills in EFL can be quite a challenge for teachers. This is due to the anxiety that some students show when they are exposed to spoken language and are tested about what they heard. In most school contexts, students do not have the opportunity to negotiate meaning as they listen and that is why they even feel incapable of understanding. EFL learners may commonly experience fear when it comes to engaging in a listening activity, some even think they have to fully understand 100% of what they are listening to; which leads to unnecessary frustration because, as McDonough et al. (2013) point out: “[...] learners, by definition are not fully competent listeners in the target language” (p. 147). Another common fear would be that most learners assume they just can’t listen well because they have failed a listening test; this is a very misleading and risky assumption because students end up equating failing a test to failing to improve a skill or skills. Learners may even ‘disengage’ from an activity if there is no comprehension of a particular portion of language. (McDonough et al. 2013). This is undoubtedly an issue that has to be tackled in all classroom contexts.

Meaningful interaction provides relief for anxiety, and language teachers need to know how to foster different kinds of interaction in the classroom. Harmer’s thoughts (1983) still resonate with the new generations of language teachers and learners. He explains the benefits of *live listening* —or one-on-one interaction, and shares how it allows learners to engage in the use of several devices for negotiating meaning in a conversation, interview, etc.; he states, “they (learners) can see who they are listening to and respond not just to the sound of someone’s voice, but also to all sorts of prosodic and paralinguistic clues.” (p. 306). So unlike the traditional method of having students listen

to an audio material in the confines of the classroom (in which case they do not have an idea of who is ‘talking’ to them), *live listening* offers direct interaction with the teacher and peers.

McDonough et al. (2013) say that “listening may or may not be participatory or reciprocal.” (p. 137) which may well be a true statement. The problem is that most students are often asked to do classroom activities that feature one-way interaction where all communication efforts eventually just dead end. It is therefore necessary to make learners discover and enjoy other kinds of activities that are more related to the interactions they have in the real world. The listening they will do outside their English courses will likely not be limited to listening to some unrelatable audio files and note down their thoughts or answer questions in a worksheet. Arguably, they will have to engage in conversations, job interviews and spontaneous small talk with their coworkers as they do in their first language. These are, in turn, highly participatory and reciprocal communicative situations.

The reciprocal nature of listening might be challenged by some but embraced by others. Anderson and Lynch (1988) outline two principles about two-part interactions involved in the development of listening skills. Firstly, they explain how communication is achieved when speaking and listening happen hand in hand or *in tandem*; that is to say, there are more chances for learners to comprehend language if they have somebody to listen and reply to. Secondly, they do state that “under many circumstances, it [listening] is a reciprocal skill.” by which they mean that a learner that gets to exchange roles between being a listener and a speaker represents the endeavor of a person who tries to communicate in the real world as “we cannot usually predict what we will have to listen to.” (p. 4)

In this sense, there is an impending need for language educators to create spaces for free and semi-controlled practice where students can genuinely understand the information that's being exchanged without so many constraints. Learners can overcome anxiety when they know they are in a context in which they can ask for clarification and inform their interlocutor (either implicitly or explicitly) of the listening pace they want to follow.

So why develop listening skills? Much research has been conducted on how to develop listening skills. However, determining the importance of developing such skill in foreign language learners, or 'the why', deserves as much interest.

First, we need to understand the many ways learners interact with speech as it comes across their ears and brains. As mentioned before, language learners can get better results by complementing their traditional one-way interaction with previously selected audio materials with real direct communication with other people as it allows negotiation of meaning. Learners are often exposed to unnatural sources of spoken language in the most traditional learning contexts. Richards (2008) highlights certain process in the *production* of spoken language that happen abreast with *interpretation and comprehension* of it. These are processes like hesitation, reduced forms, fillers and repeats that rarely occur in predesigned audio materials. Anderson and Lynch (1988) concur with the previous statement as they mention some *extra skills* such as identifying the mood the speaker is in or their intention when they talk ought to be taken into account. Language learners are expected to get used to such processes, interpret them and ultimately respond to them accordingly as they interact in the real world.

In sum, language learners can highly benefit from being exposed to contexts where they can develop their listening skills meaningfully. Learners can be better

equipped to accomplish communicative goals when they have more opportunities not only to hear but to comprehend, negotiate meaning and obtain the expected replies in any kind of oral communication.

6.6 Learner Autonomy

Learner autonomy plays such an important role in the communicative classroom. It is mostly defined as a capacity for students to take the lead in their own learning process, students who even have to “be in a position to do so and be capable of assuming the role of manager of their learning.” (Holec: 1987; p.147). So how can something that sounds so challenging be accomplished? Is a learner that has become independent in the way they learn or study developing autonomy?

As a matter of fact, the terms *independence* and *autonomy* tend to cause a little confusion. Simply put, independence may be understood as the lack of dependence on something, or the state of being 'free or unattached' from something, so to speak. This simple definition would suggest a complete separation of a language student, for example, from anything that is classroom related, including the teacher, peers, tools and other major parts of that environment. This is why in our case, we will first define autonomy (also in regard to independence), in a more realistic and comprehensive way. Benson (2001) uses the term 'interdependence' to highlight the fact that a complete separation of the learner from the teacher and other learners would ignore the social context in which the learning happens, and that it would prevent the achievement of shared goals.

This definition allows us to be reminded that learners can reach various degrees of autonomy, and in so doing learners need to exercise a greater and better management of their learning endeavors. This project for instance, stems from a learner-centered curriculum that acknowledges the importance of learner autonomy, but fails to assess or measure autonomy in terms of who is more autonomous when all learners might well be equally autonomous in their own way. Instead, it encourages learners to gain control over their learning by offering them the opportunity to attend a series of activities that will help them to improve certain language learning aspects, without being completely detached from the teacher, their peers and even technology. Benson's theory (2001) support these thoughts; it brings back the relationship that is supposed to exist between the learner and their environment, as well as how the expected *control* can be encouraged. He says that "greater control over the learning process, resources and language cannot be achieved by each individual acting alone according to his or her own preferences." (p.49) and that:

"fostering autonomy does not imply that we simply leave learners to their own devices, but that we actively encourage and assist them to take control of their learning in ways that will be effective in terms of goals that they have determined for themselves."

This means that autonomy has to do more with the goals that the learner set for themselves rather than the goals they are told to achieve in the classroom; it is more related to learner's accomplishment and personal goals that extend beyond academically imposed goals.

Learner autonomy is being discussed in this project as it is expected that all learners that will attend this conversation club, will benefit from it in the way or ways

they want it to. These learners' needs will be taken into account and the activities offered will be designed to appeal to students that may have set themselves the goal of further improving their language skills, mostly listening and speaking. This also means that learners might want to be separated from their traditional classroom setting to be able to exert the expected control over their learning, but they are not supposed to be unguided or 'left to their own devices' as Benson (2001) points out. Rather, as he mentions, we teachers need to "actively encourage and assist them to take control of their learning in ways that will be effective in terms of goals that they have determined for themselves." (p. 75)

By the same token, all the activities that are carried out outside the classroom but keep a close relationship to the academic goals that the learners are supposed to meet can be highly beneficial. This means that learners can ultimately work on the achievement of their academic goals while making great progress towards their own personal goals which guarantees greater fulfillment. Mercado (2015) describes some of his work on learner autonomy in his article 'Integrating Classroom Learning and Autonomous Learning' whose results support the former claim and underscore the importance of implementing projects that foster it on the institutional level. He mentions that when these kinds of practices "are supported by the curricula and assessment systems that place a high value on motivating students to learn independently from classroom instruction." they can have a great influence on learners (p.191). This doesn't necessarily imply that students will be able to develop autonomy away from school, but it suggests that other out-of-class environments can be created to foster autonomy within the school reaches so to say. He also cites Dornier & Cozier, (2000) Islam, (2011) to bring forth another

argument that further validates his work and his thoughts on fostering autonomy outside the classroom:

“Research has shown that EFL/ESL students who maintain contact with the language outside of class and continue practicing on their own are more likely to attain higher levels of achievement as opposed to those whose language learning is limited to opportunities provided within the confines of their regular face-to-face class sessions.” (p. 191)

These out-of-class practices that the authors mention are present in the objectives of the EGAP program. The following table shows a parallel between the nine steps to learner autonomy proposed by Nunan (2003), and the practices associated with it in the program, as well as the out-of-class activities offered by Red CAAL as a way of contrasting the progress made on this field with the development and implementation of activities such as the conversation club. This comparison addresses the two key questions suggested by Benson (2001) as to how certain practice can foster learner autonomy: “How does this practice help learners take greater control over their learning?” and ‘How does the practice improve language learning?’” (p. 111)

Table 1. Nine Steps to Learner Autonomy and EGAP Program/Red CAAL activities.

1. Make instruction goals clear to learners.	As evidenced in multiple observations, every class, every club, every activity has
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	clear goals that the learners are supposed to meet. Teachers always share the learning goals with students at the beginning of each term.
2. Allow learners to create their own goals.	Teachers and teacher trainees also perform diagnostic tests, surveys and interviews to find out which goals the students have in mind, as well as their needs and learning preferences.
3. Encourage learners to use their second language outside the classroom.	The program tells students to complete between 35 and 40 hours of independent work outside the classroom, namely the conversation club, the reading club, the song club, cinema forum and practice through the software applications Dexway and Clarity. This can have an influence in raising the learners' motivation and interest in practicing the target language through music and literature in several other contexts.
4. Raise awareness of learning processes (How they learn)	Students are often asked to complete self-assessment sheets or compose reflection

	texts of their process. This is valuable feedback that teacher researchers can use to raise even more awareness and encourage the development of autonomy.
5. Help learners identify their own preferred styles and strategies.	Students are offered a variety of tasks in the courses but also in the clubs, to which they will have different reactions registered by the teacher researcher plus the constant field work in which they are asked to fill out surveys and respond to interviews. Different reactions will result in different tasks that suit the learners' needs and preferences.
6.Encourage learner choice.	Learners are allowed to make choices related to their learning and practice. This includes how they would like to be evaluated, the tasks they would like to do and how they would prefer to complete them. These are not mere suggestions as they are taken into account and implemented by most teachers.
7.Allow learners to generate their own	Students can suggest ideas for the final

tasks. (Modify and adapt classroom tasks)	tasks they want to complete or some modifications, as well as some ideas of tasks for group project learning and related instances.
8. Encourage learners to become teachers.	Teachers are always encouraged to share their knowledge and exchange with their peers in different classroom activities. Most courses and groups of learners that attend the different clubs have different language levels and abilities that allow them to also teach others how to learn better.
9. Encourage learners to become researchers.	Learners can carry out projects in which they study a small scale phenomenon happening on campus or outside as evidenced in some of the syllabuses, also, they can take an active part in their own learning process by investigating better learning strategies to become more autonomous.

In conclusion, if we regard learner autonomy not as the learning that can be done whenever and wherever by the student but as a series of activities and techniques interiorized by the students and shaped by teachers and academic authorities, it shall be easier to understand how the best results can be achieved. As this matter gains relevance, many academic institutions, including Universidad del Valle and its Department of Foreign Language Teaching, must continue to encourage the development of projects and activities like the ones offered by Red CAAL and others so that learners can develop autonomy as a goal of education, based on learning modes that facilitate full engagement and provide more meaningful practice opportunities. (Benson, 2001). We hope that the implementation of this project contributes to reaching such a goal.

7. METHODOLOGY

This section will consider the step-by-step course taken to develop this project. Based on the guidelines suggested by *Coordinación de Práctica Docente*, all students must engage in the development of a project that spans over two semesters (around 32 weeks), each representing a stage of development described below.

7.1 Methodological Approach

Action research

This project was carried out in two connecting stages as it is further described in the methodology. Amongst the many research strategies used by former student researchers at the university and the ones suggested by professors, it was clear that the best choice to fit these two stages into a practical and productive project was Action Research (hereinafter AR).

As much as it sounds tantalizing to choose it as one's methodology of preference, AR entails a wealth of hard work and analysis that some inexperienced researchers may have trouble dealing with. Fortunately, as it was the case here, when practitioners are provided with a set of guidelines as to how their research project should be put together, or the stages it has to go through, it is easier to integrate this approach.

As the concept of AR has been broadly addressed and discussed by an incredible number of authors and professionals in different fields of study, I thought it would be of help if I laid out the different stages this very project has to go through, establishing a comparison or analogy with some of the theory found in the literature.

Stringer (2007) summarizes AR down to three words that outline the whole process: The *Look, Think, Act* ‘model’ is reflective of how research can be done more purposefully. The following table illustrates the relationship between the widely theorized stages and the expected tasks to be accomplished in each one of them in order to complete this project. It is supposed to serve as a self-explanatory tool that condenses pretty much all the information described in stages one and two in the methodology, but it also makes a contrast between theory and practice as no activity in this project is to be carried out without a clear purpose. It is precisely the purpose and theoretical foundations put down in this section that cemented this research.

Table 2. The *Look, Think, Act* model that embodies this project's methodology.

Stage of model	Activities
Look	After setting a target audience, the observation begins. This observation is not merely methodological but also very analytical of various important aspects (i.e. learning needs and preferences) regarding the subject(s) of study. This reasoning is explained and supported by Stinger (2007), as participant observation in AR goes far beyond the traditional data

	gathering as “it is more ethnographic” (p. 75), meaning it can enable the researcher to gain enormous insight into the students’ academic lives. Thorough observation and data gathering strategies ought to be put into action so that the objectives can later be met.
Think	The observations performed in the previous stage will lay the groundwork for a more profound analysis of the issue(s) that allows all parties to have a greater perspective. Here, all the evidence is joined together and formulations are made in order to make it more understandable. Essentially, this stage is the one in which the purpose of the research is further clarified after reports are constructed by providing accounts of what is happening and how it is happening. (Stinger 2007)
Act	Once the issue has been understood, the design and application of teaching activities requires the identification of an

	issue affecting a target audience. The inexperienced researcher can find it hard to come up with a worthwhile proposal; no matter how noticeable an issue seems to be, it has to be narrowed down to something realistic and manageable. As stated by Stinger (2007): “We seek to understand participant experiences in order to work toward a viable solution in which people will invest their time and energies.” (p. 65) This idea is discussed by Stinger about the <i>Look</i> stage. However, it is relevant to mention it here as a ten-week teaching plan has to be implemented in accordance with the students’ needs and requirements in order to be successful. Moreover, the <i>Act</i> stage is particularly exciting because it brings the results of a whole cycle full of observation, interpretation and implementation. Costello (2003) states that “action is undertaken to understand, evaluate and change.” (p. 5), and it is precisely that
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	change and understanding that makes such research so valuable.
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As practical as AR sounds, there is much more to it than one can get to hear. It has the potential to make great new contributions on a small or grander scale within a community, and the researcher can expect visible results and a sense of achievement.

But why and how would AR fit this project's objectives? Firstly, it is the nature of it that made it so compelling: Costello argues that (2003) it underscores the notion of "the teacher as researcher" as it focuses on the relationships between theory and practice. Exploiting such relationships makes a great source of deep reflection and incites action-focused participation. Also, AR is experiential and engaging; It allows all participants to share their account of the issue, making the whole process more overarching in terms of who will benefit from the results achieved. This also implies that the more the research takes into account the participants' look into the issue, the greater the results it can attain as "these different perspectives consequently become subjects of interaction and negotiation as people creatively explore ways of conceiving the situation in ways that assist them in resolving a problem." (Stinger 2007: p. 189). Furthermore, AC is also particularly suited for research which has to do with the development of learner autonomy because it is a form of autonomous learning itself, and it aims to help learners to become more autonomous. (Benson, 2001)

All in all, AR can make a great tool for implementing these kinds of projects (i.e. language teaching projects), in which a lot of field observations are performed and small or larger groups of participants are directly involved. Hopefully, this introduction and the

following stage description will allow the reader to easily follow the road map used to achieve the goals, and to gain more understanding of how the Practicum year usually works for those at Red CAAL.

7.1.1 Stage one

Stage one began in late February 2018 when a group of students from the Foreign Language Teaching Program met with the two professors (Marcella Castellanos and Carmen Faustino) who had the responsibility of assigning each student a course for performing observations and the English courses (level) they would be working with as interns.

Stage one was meant to be the basis for a much more demanding task in stage two: the implementation of a teaching proposal. All pre-service teachers were therefore required to carry out observations in order to identify the dynamics of the courses offered within the Pilot Program (See context), as well as a problem seeking to be addressed for the benefit of learners.

In order to have a better understanding of the context and purpose of stage two, it was necessary to start getting to know the students that the researcher would likely be teaching in stage two. To do so, an initial 25-hour teaching sequence was designed and implemented twice a week with the students who joined the conversation club at the intermediate level (levels II and III).

After performing the observations, a student survey was conducted to determine the students' needs and learning preferences that would serve as foundations for the development of the teaching proposal. This made it possible to obtain valuable data that eventually led to the statement of the problem and research question.

7.1.1.1 Context

Both stages of this project were executed at the Resource Center, a place managed by Red CAAL (Spanish for Red de Centros de Apoyo al Aprendizaje de Lenguas). Red CAAL is a network affiliated to Universidad del Valle's School of Language Sciences; it is committed to promoting good practices for students to develop their language skills through various activities such as computer software (Dexway, Clarity), foreign language tutoring, cinema forum, reading clubs, the song's club and conversation clubs (English, French, Portuguese, and German.) Pre-service teachers in their last year of the program of Foreign Language Teaching can voluntarily apply for an internship at Red CAAL, where they are tasked with planning and implementing teaching units for one of the existing clubs.

The English conversation club has especially become a service that really stands out. It is aimed for students of the English for General and Academic Purposes I, II, III and IV courses (a.k.a Pilot Program), and its design is based on the syllabi of the courses; that is the reason why it is divided into Beginner, Intermediate and Advanced levels.

As the design of the clubs is based entirely on the course syllabus, it is necessary to understand how the Pilot Program has been shaped over time. Before the year 2015, students from most academic programs at the university had to take the courses *Reading of Academic Texts I and II*, while others had to take a third course and—in very few cases, a non-mandatory fourth, all developed under an *English for Specific Purposes*

(ESP) approach. As the name suggests, the main focus of these courses was the development of students' reading and writing skills.

However, after a major restructuring of the curriculum carried out in 2015, the program was given a different name and a different focus as well. The new program called *English for General and Academic Purposes* now operates on the following principles:

- Internationalization: All undergraduate students at the university shall receive foreign language education that allows them to enter a global environment where they can contribute to the academic and scientific world from their fields of action.
- Integrated Skills: Students will develop their listening, speaking, reading and writing skills alongside their intercultural competence. This strengthens the relationship language - culture and develops cultural and linguistic awareness for the challenges of today's world.
- Task-based Language Learning: This approach ensures that students get to develop their communicative competences —linguistic, sociolinguistic and pragmatic, through the realization of meaningful tasks (see theoretical framework).

The new program has seen tremendous success ever since it was launched. With over 1155 students enrolled as of March 2018, the pilot program has had a steady growth in coverage and continual improvement. Depending on the academic unit, students now have to take up to four mandatory courses and can enroll in other non-mandatory ones that add up to the 960 hours of study that would push students towards reaching the level

B2 (based on CEFR¹ specifications). It also includes courses in languages other than English such as French, German and Portuguese. Students from different academic programs can choose to do one of these other languages and forgo English if it fits their needs and purposes.

Another feature of this program is that all students are supposed to complete up to 40 hours of independent work per semester. Red CAAL encourages the development of a culture of self-regulated work and autonomy in students by offering various activities scheduled on a weekly basis like computer software practice (Dexway, Clarity), foreign language tutoring, cinema forum, reading clubs, the song's club and conversation clubs (English, French, Portuguese, and German.) Students can join one or more activities that interest them as they take care of their grades.

7.1.1.2 Identification of the problem and teaching proposal

The implementation of a first teaching sequence at the English Conversation Club during the first academic term of 2018 (called 'Proyecto de Ayudantía) was the first stage in which 25 hours of teaching had to be completed in order to identify a problem that the subsequent teaching proposal would address in stage two.

Stage one was in fact interesting. One of the reasons was that even though its plan was based on the syllabi of the English for General and Academic Purposes II and III — its intended audience, many students belonging to levels I and IV (or none) also attended the club on a weekly basis. When asked about the reason why they attended the club, all

¹ Acronym for Common European Framework of Reference for Languages

students said they wanted to practice the language regardless of the setting. It was possible to realize that the club was attended by students of many courses (levels) that seek to accomplish similar goals; it was a rewarding experience to be able to attend to the needs of so many students without any constraints. Towards the end of stage one, the following need/problem was identified: to develop their *listening skills* through the conversation club due to the lack of opportunities to practice and exposure to the language. The following evidence suggested that developing a project in this area was in fact necessary:

1. Although 22% of the students surveyed in stage one (See appendix 12.4) said their biggest challenge about learning English was improving their *listening skills*, never before had this problem been addressed in any other teaching proposal carried out at Red CAAL. 22% of learners also think their greatest weakness is their *speaking skills*. This 44% constitutes the basis for the development of a teaching proposal that promptly addresses these difficulties in a meaningful way.
2. When it comes to motivation, 23% of the students said their main source of motivation for attending the club is developing their *listening skills* while the 28% said theirs was developing their *speaking skills* (See appendix 12.4). Motivation was an important factor to take into account since the proposal would still be a conversation club, just with emphasis on developing students' listening skills.

Stage number one consequently led to the following statement that sums up the aim of this project: there is a prime need to develop a teaching proposal focused on the development of students' listening skills through a conversation club.

7.1.1.3 Student Survey Results (Spanish - English)

The survey was completed by nineteen (19) students that attended the conversation club in May 2018. The average number of attendees in stage one was six to ten students every week. Below are the results of the student survey shown in tables for reference as these results were used in the statement of the research problem (See stage one in *methodology*).

1. ¿A qué curso de inglés asiste actualmente? What English course are you currently taking?	Número de estudiantes Number of students
Inglés I - English I	8
Inglés II - English II	1
Inglés III - English III	9
Inglés IV - English IV	0
Ninguno - None	1

2. ¿Cuáles son sus fortalezas a la hora de aprender y usar el inglés? Marque las opciones que apliquen.

What are your strengths when it comes to learning and using English? Select all that apply.

Número de estudiantes

Number of students

Vocabulario - Vocabulary	1
Lectura - Reading	7
Escucha - Listening	3
Escritura - Writing	3
Habla - Speaking	3
Gramática - Grammar	2

3. ¿Cuáles son sus debilidades a la hora de aprender y usar el inglés?

What are your weaknesses when it comes to learning and using English?

Número de estudiantes

Number of students

Vocabulario - Vocabulary	2
Lectura - Reading	0

Escucha - Listening	4
Escritura - Writing	4
Habla - Speaking	4
Gramática - Grammar	5

4. ¿Con qué frecuencia asiste a este club de conversación?
How often do you attend this conversation club?

Número de estudiantes
Number of students

Menos de una vez por semana - Less than once a week	8
Una vez por semana - Once a week	11
Dos veces por semana - Twice a week	0
Más de dos veces por semana - More than twice a week	0

5. ¿Cuál es su mayor motivación para asistir a este club de conversación?

Marque las opciones que apliquen.

What is your motivation to attend this conversation club? Select all that apply.

Número de estudiantes

Number of students

Habla - Improving Speaking skills	5
Escucha - Improving Listening skills	5
Escritura - Improving Writing skills	1
Lectura - Improving Reading skills	0
Vocabulario y gramática - Improving Vocabulary and Grammar	3
Todas las anteriores - All of the above	5

6. ¿Qué actividades prefiere realizar en los clubes de conversación para desarrollar sus habilidades? Marque las opciones que apliquen.

What kind of activities do you prefer to do at the conversation club to develop your language skills? Select all that apply.

Número de estudiantes

Number of students

Juegos de rol - Role plays	2
Presentaciones - Presentations	3
Juegos - Games	7
Debates	5
Otras actividades - Others	2

7.1.1.4 Teaching Unit Sample (Pilot Class)

This teaching unit sample (see appendix 1) was designed and implemented by the end of stage one, and can be seen as a model for all the teaching units in stage two. This lesson was implemented on 31st May 2018 and subsequently assessed by professor Luis Velasco. This assessment served as guidance for the planning of the upcoming lessons.

7.2 Stage two: Teaching proposal

This second stage of the project was about the weekly design and application of a teaching sequence for the English conversation club. It was carried out over a period of twenty hours during the second term of the academic year 2018. In this stage, the students' performance and their response to the activities were monitored on a regular basis in order to achieve the goals set for this project (See Assessment Path).

It is worth noting that this proposal had a main focus which was the development of the listening skills of the conversation club attendees, whose main objective was, one can easily assume, developing their speaking skills. This means that the lessons carried out every week would ensure students can develop both skills through exposure to different audio materials that will provide meaningful input thus triggering the need to produce oral language. Since most clubs would be done in a timespan of around ninety minutes where speaking task would pervade, there would not be enough time to ‘exploit’ the audio materials as one would do in a two-hour class devoted solely to listening. However, students had the opportunity to listen to various accents and explore new vocabulary present in the audio materials as they got familiar with different bottom-up and top-down listening techniques.

Teaching Proposal

- General Learning Objectives
 - Students will be able to practice and develop their listening and speaking skills through the completion of tasks with different levels of difficulty.
 - Students will be able to participate actively in the conversation club and interact with students of other English courses from various academic programs.
 - Students will be able to assess the contents and activities proposed in the conversation club continuously.

- Contents

The table below shows the contents to be integrated into weekly teaching units. These contents have been adapted from the syllabi of the English For Academic and Specific Purposes I,II and III courses. Although the club is intended for students of the level II courses (Intermediate), in stage one we had to adapt to the learning needs of students who were attending other courses. This meant that stage two, while primarily focused on the level II, had to be a more holistic proposal.

It is also worth noting that the *Grammar Focus; Vocabulary Scope* section in every teaching unit (See Appendix 12.2) is a broad way of putting out the grammar and vocabulary contents that the students might need to use during class. As the design will follow a task-based learning approach (See theoretical framework for further reference on this), this means students are given many opportunities to use the language without necessarily asking them to stick to specific forms.

Table 3. Weekly teaching units (topic, functions, grammar focus and vocabulary)

Week 1	Topics: ‘The Informal Economy’ Communicative Functions, Grammar Focus and Vocabulary: Exchange information about jobs, skills, points of view and opinions. Make comparisons between the work lives
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	of Colombians working formally and those in the informal economy as well as some comparisons between the informal sector in the Colombian context and in other countries. <i>Comparatives; superlatives; infinitives; gerunds; present simple; jobs.</i>
Week 2	Topics: 'Influential People Before They Were Famous' Communicative Functions, Grammar Focus and Vocabulary: Comment on the contributions made by influential people in different fields. Exchange information about role models in their field of study. <i>Present Simple; Past simple; Present Perfect; Jobs; Adjectives to describe jobs and people.</i>

Week 3	Topics: ‘Neighborhood Problems’ Communicative Functions, Grammar Focus and Vocabulary: Discuss and share your opinion on local social problems. Talk about the qualities of citizens that stand for their communities. Suggest solutions to local social problems. <i>Present simple; Past simple; there is/are; adverbs of quantity.</i>
Week 4	Topics: ‘Technology and the environment’ Communicative Functions, Grammar Focus and Vocabulary: Share your opinion about current technologies and the impact they have on

	the environment. Suggest ideas that may have a positive impact on the environment through the sensible use of technology. <i>Present Simple; infinitives; gerunds; would, 'if' clauses and 'will' to talk about consequences.</i>
Week 5	Topics: 'My province, my country' Communicative Functions, Grammar Focus and Vocabulary: Locate and describe places you have visited in your province, as well as places you would like to visit. <i>Cardinal directions; prepositions of place, there is/are; quantifiers, adverbs of quantity.</i>
Week 6	Topics: 'University'

	Communicative Functions, Grammar Focus and Vocabulary: Discuss current facts about successful career paths. Exchange information about the expectations, plans and intentions you have after graduating and how you will achieve your goals. <i>Present Simple; Past simple; Modals for probability: might, may, will; adverbs probably, definitely.</i>
Week 7	Topics: 'Tourism Campaign' Communicative Functions, Grammar Focus and Vocabulary: Exchange information about tourist places and activities in different countries.

	Ask for and give travel advice. <i>Infinitives; gerunds; should; have to; need to; there is/are; adjectives to describe places; giving suggestions.</i>
Week 8	Topics: 'Latin America' Communicative Functions, Grammar Focus and Vocabulary: Discuss and share your opinion on social problems in different Latin American countries. Establish differences between the realities of some Latin American countries. <i>Present Simple; Present Progressive; Past Simple.</i>
Week 9	Topics: 'My Major' Communicative Functions, Grammar

	Focus and Vocabulary: Discuss the importance of your academic program. Share some project ideas you would like to do. Discuss the contributions you would make as a professional in your field, and also as a student. Exchange information about skills and competences acquired in your academic program. <i>Present Simple; 'can' for ability; will; going to; might; could.</i>
Week 10	Topics: 'Wrapping Up' Communicative Functions, Grammar Focus and Vocabulary:

	Discuss some of the activities done throughout the semester. Discuss some of the activities done in the different conversation clubs throughout the semester. Exchange information about the most difficult, interesting, challenging experiences you had throughout the semester. <i>Past Simple; Present Perfect; Past continuous; irregular verbs; pronunciation of regular verbs.</i>
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- Activities

The activities to be carried out in each session of the conversation club are suggestions based on the three moments of the Task-Based Learning Approach (See Theoretical Framework) Other activities can be added or some can be removed as the conversation club goes on.

Table 4. Description of activities to be included in the series of activities.

MOMENT	ACTIVITIES
Pre- Activation of previous knowledge, vocabulary learning, preparation for the realization of the main task.	Games, puzzles, riddles, charades, small talk, vocabulary worksheets, quick reading exercises, brainstorming, predictions based on pictures, songs, videos and short texts.
While- Realization of the main task.	Presentations, debates, monologues, pair group, work group, role plays, skits and sketches.
Post- Reflections on the contents, realization of the tasks and learning processes; revision of concepts and structures.	Reflection questions, short presentations, chit-chat and small talk, peer-assessment, self-assessment.

- Learning Materials/Resources

The development of this teaching sequence will rely, though not exclusively, on a series of teaching materials that will enhance the students' learning process. These resources will be integrated into teaching units and delivered in the conversation clubs on a weekly basis using the technological aids available at the resource center.

This might include videos, podcasts and songs taken from the most reliable sources in the field of EFL/ESL teaching such as BBC Learning English, the American English Website, The Voice of America, Ted Ed, YouTube, and others. Other materials might include flashcards, game cards, worksheets and other printables, etc.

A variety of materials and resources will ensure the learners' exposure to different registers, accents, intonation patterns, and other suprasegmental features common to the English language. Not only will this foster the development of the learners' linguistic skills but also their communicative, pragmatic and sociolinguistic skills.

8. ASSESSMENT PATH

Language learning assessment is a complex process that goes beyond traditional testing. Following the appropriate assessment paths with a broader scope plays a pivotal role in the continuous improvement of a language course and in this particular case, a conversation club. To better understand the previous statement, let's consider the following scenario: *A course of English for Specific Purposes has been designed; it has been going on for two months and it is now time for a test to mark the end of the first term. The test is in the form of a worksheet featuring a number of fill-in-the-blank and matching activities based on the content of the course in these first two months. Most learners fail the test and the course comes 'under fire' because there is an underlying assumption that things are simply not working out, and students are not meeting their learning goals. As a result, learners who fail the test might not be promoted to the next level, or they will experience difficulties as they progress in the course.*

The previous example shows a very limited scope of assessment in which only the results obtained towards the end of a course/term (summative assessment) through traditional testing methods is considered. Gipps (2002) explains that such kind of methods may lack a context, which may affect the development of any learning program. Ideally, several key aspects ought to be considered in order to determine if a course/plan is being successful in all its components.

Moreover, both the teacher and learners should participate actively in the assessment process. Gipps (2002) comments on the many purposes of a more overarching assessment; she states that: "it has to support teaching and learning, provide

information about pupils, teachers and schools, act as a selection and certificating device, as an accountability procedure, and drive curriculum and teaching." (p. 1) This means that all that goes into the learning process has to be assessed **as the course/plan advances** (assessment for learning).

For the sake of the conversation club, which involves the design, plan and application of a teaching sequence, the assessment will take into account different criteria that apply for both the students and the teacher. This will offer records on the contents, activities, response of the learners and suggestions for continuous improvement.

The aforementioned criteria have been condensed into a rubric (See appendix 12.3). The Assessment of the Lessons Rubric is to be handed out to a few students every week. It includes criteria related to the students' response to the activities suggested.

9. RESULTS

Before going further into this section, there are some important considerations to look at first:

1. Since the subject(s) of study varied every week (meaning most of the students who attended the club every week were mostly new students), the evaluation of this project had to be with regard to everything that was accomplished in every session individually. There was no way to track the results to a final outcome after the ten sessions and it was not meant to be done that way whatsoever.
2. As described in the methodology and assessment path, the students had the opportunity to assess the lessons through a rubric whose criteria were developed based on the aim and objectives of the project as a whole. This means that every club was evaluated individually, but a close relationship with the aim and objectives was maintained so that there was an additional way (apart from the class reports) to determine if the objectives were met.
3. This section presents the results of nine of the ten lessons that were planned as the first one was considered a 'pilot' for practical purposes. We consider these rubrics to be a powerful tool through which the students provided an opinion on different important aspects that will help lay out a series of conclusions. The students were the center of this project and they were somehow expected to shed some light on the success that this project had as a process and not as a result.

4. The number of students that completed the rubric also varies because there was not a fixed number of participants. There were some clubs with as few as three or five attendees, especially during the students' strike (See methodology).

These results reflect an idea of how the students responded to the activities, dynamics and most importantly, the objectives of every club. The fact that some clubs had three rubrics completed while others had eight should have no major repercussions as the kind of research conducted was more of a qualitative style. Each chart below shows the 1-to-5 evaluation scale (See appendix 12.3), and the first column on the left indicates the number of respondents. There is also a breakdown of the distribution of the students' responses as well as the equivalent in percentages for reference on the bottom of the charts. The results will focus primarily on the listening and speaking skills (questions three and four), and the rest of the questions will be presented as supporting aspects.

September 27th 2018

Tipo de actividades - Activities							Variedad de actividades - Variety						
	1	2	3	4	5			1	2	3	4	5	
Subject #1	0	0	0	1	0		Subject #1	0	0	0	1	0	
Subject #2	0	0	0	0	1		Subject #2	0	0	0	1	0	
Subject #3	0	0	0	1	0		Subject #3	0	0	0	0	1	
Subject #4	0	0	0	1	0		Subject #4	0	0	0	1	0	
Subject #5	0	0	0	0	1		Subject #5	0	0	0	1	0	
Subject #6	0	0	0	0	1		Subject #6	0	0	1	0	0	
Subject #7	0	0	1	0	0		Subject #7	0	0	1	0	0	
Subject #8	0	0	0	1	0		Subject #8	0	0	1	0	0	
Total	0	0	1	4	3	8	Total	0	0	3	4	1	8
Percentage	0,00%	0,00%	12,50%	50,00%	37,50%	100,00%	Percentage	0,00%	0,00%	37,50%	50,00%	12,50%	100,00%

Habilidades de escucha - Listening skills							Habilidades orales - Speaking skills						
	1	2	3	4	5			1	2	3	4	5	
Subject #1	0	0	0	1	0		Subject #1	0	0	0	0	1	
Subject #2	0	0	0	1	0		Subject #2	0	0	0	1	0	
Subject #3	0	0	0	1	0		Subject #3	0	0	0	0	1	
Subject #4	0	0	0	1	0		Subject #4	0	0	0	1	0	
Subject #5	0	0	0	0	1		Subject #5	0	0	0	0	1	
Subject #6	0	0	1	0	0		Subject #6	0	0	0	1	0	
Subject #7	0	0	1	0	0		Subject #7	0	1	0	0	0	
Subject #8	0	0	0	1	0		Subject #8	0	1	0	0	0	
Total	0	0	2	5	1	8	Total	0	2	0	3	3	8
Percentage	0,00%	0,00%	25,00%	62,50%	12,50%	100,00%	Percentage	0,00%	25,00%	0,00%	37,50%	37,50%	100,00%

Participación - Participation						
	1	2	3	4	5	
Subject #1	0	0	0	0	1	
Subject #2	0	0	0	1	0	
Subject #3	0	0	0	0	1	
Subject #4	0	0	0	0	1	
Subject #5	0	0	0	0	1	
Subject #6	0	0	1	0	0	
Subject #7	0	0	0	1	0	
Subject #8	0	0	0	0	1	
Total	0	0	1	2	5	8
Percentage	0,00%	0,00%	12,50%	25,00%	62,50%	100,00%

62.5% of respondents said this club helped them to practice and develop their listening skills, plus a 12.5% who said it contributed *greatly* to achieving that goal. The remaining 25% said it helped them *partially*. This means 75% (over half) of the students had what would be a positive response on this very important aspect.

About the speaking skills, 75% of the students said this club helped them develop their speaking skills *on an average level* and *greatly*. (37.5% and 37.5% respectively). Conversely, the remaining 25% thought their speaking skills were developed only *minimally*. This means over half of the respondents were also satisfied regarding this aspect, but it could have had a more significant impact.

Regarding the type, variety of activities and participation fostered, over half (50%) of the respondents had positive responses which also adds up to the overall success this second club had, as the responses expected were always at least a 50% of

respondents on the scales 4 and 5 (types of activities 87.5%, variety 62.5% and participation 87.5%).

No comments were left on the rubrics on this day.

October 4th 2018

Tipo de actividades - Activities							Variedad de actividades - Variety						
	1	2	3	4	5			1	2	3	4	5	
Subject #1	0	1	0	0	0		Subject #1	0	0	1	0	0	
Subject #2	0	0	0	0	1		Subject #2	0	0	0	1	0	
Subject #3	0	0	0	0	1		Subject #3	0	0	0	1	0	
Subject #4	0	0	0	1	0		Subject #4	0	0	0	1	0	
Subject #5	0	0	0	0	1		Subject #5	0	0	0	0	1	
Subject #6	0	0	0	0	1		Subject #6	0	0	0	0	1	
Subject #7	0	0	0	0	1		Subject #7	0	0	0	0	1	
Subject #8	0	0	0	0	1		Subject #8	0	0	0	1	0	
Subject #9	0	0	0	1	0		Subject #9	0	0	0	0	1	
Total	0	1	0	2	6	9	Total	0	0	1	4	4	9
Percentage	0,00%	11,11%	0,00%	22,22%	66,67%	100,00%	Percentage	0,00%	0,00%	11,11%	44,44%	44,44%	100,00%

Habilidades de escucha - Listening skills							Habilidades orales - Speaking skills						
	1	2	3	4	5			1	2	3	4	5	
Subject #1	0	0	1	0	0		Subject #1	0	0	0	1	0	
Subject #2	0	0	0	0	1		Subject #2	0	0	0	1	0	
Subject #3	0	0	0	0	1		Subject #3	0	0	1	0	0	
Subject #4	0	0	0	1	0		Subject #4	0	0	0	0	1	
Subject #5	0	0	0	1	0		Subject #5	0	0	0	0	1	
Subject #6	0	0	0	0	1		Subject #6	0	0	0	0	1	
Subject #7	0	0	0	0	1		Subject #7	0	0	0	0	1	
Subject #8	0	0	0	0	1		Subject #8	0	0	0	0	1	
Subject #9	0	0	0	1	0		Subject #9	0	0	0	0	1	
Total	0	0	1	3	5	9	Total	0	0	1	2	6	9
Percentage	0,00%	0,00%	11,11%	33,33%	55,56%	100,00%	Percentage	0,00%	0,00%	11,11%	22,22%	66,67%	100,00%

Participación - Participation						
	1	2	3	4	5	
Subject #1	0	0	0	0	1	
Subject #2	0	0	0	0	1	
Subject #3	0	0	0	1	0	
Subject #4	0	0	0	1	0	
Subject #5	0	0	0	1	0	
Subject #6	0	0	0	0	1	
Subject #7	0	0	0	0	1	
Subject #8	0	0	0	1	0	
Subject #9	0	0	1	0	0	
Total	0	0	1	4	4	9
Percentage	0,00%	0,00%	11,11%	44,44%	44,44%	100,00%

On this day, 55.5% of respondents said the club contributed in the development of their listening skills *greatly*, representing the highest rate of responses about this aspect for this club. 33.3% said it contributed *on an average level* and the remaining 11.11% said it helped them *partially*. These results mean this goal was reached satisfactorily as over half of the responses were on the scale 5, which would be the ideal result as the listening skills are the main focus of this project.

When it comes to their speaking skills, 66.6% of respondents said they could practice and develop them *greatly*, 22.2% *on an average level* and 11.11% *partially*. These results are comparable to the ones above and can also be considered satisfactory as we had an 88.8% above our 50% yardstick of the favorable results offered by respondents on the scales 4 and 5.

The other aspects also show favorable responses as all of the show responses over 50% on the scales 4 and 5. (Types of activities 88.9%, variety 88.8% and participation 88.8%.)

All in all, it is possible to say this club was successful because of the results shown above, but the following comments left on some of the rubrics are also considered. We had positive comments such as:

“The English conversation club was incredible, [it] was very interesting and the teacher is very comprehensive.”

“The class is interactive and quite interesting. The teacher is patient and likes to do his class.”

October 18th 2018

Tipo de actividades - Activities							Variedad de actividades - Variety						
	1	2	3	4	5			1	2	3	4	5	
Subject #1	0	0	0	0	1		Subject #1	0	0	0	0	1	
Subject #2	0	0	0	0	1		Subject #2	0	0	0	1	0	
Subject #3	0	0	0	1	0		Subject #3	0	0	0	1	0	
Subject #4	0	0	0	1	0		Subject #4	0	0	0	1	0	
Subject #5	0	0	0	0	1		Subject #5	0	0	0	0	1	
Subject #6	0	0	0	0	1		Subject #6	0	0	0	0	1	
Subject #7	0	0	0	0	1		Subject #7	0	0	0	0	1	
Total	0	0	0	2	5	7	Total	0	0	0	3	4	7
Percentage	0,00%	0,00%	0,00%	28,57%	71,4%	100,00%	Percentage	0,00%	0,00%	0,00%	42,86%	57,1%	100,00%

Habilidades de escucha - Listening skills							Habilidades orales - Speaking skills						
	1	2	3	4	5			1	2	3	4	5	
Subject #1	0	0	0	0	1		Subject #1	0	0	0	0	1	
Subject #2	0	1	0	0	0		Subject #2	0	0	0	0	1	
Subject #3	0	0	0	0	1		Subject #3	0	0	0	1	0	
Subject #4	0	0	0	0	1		Subject #4	0	0	0	0	1	
Subject #5	0	0	0	0	1		Subject #5	0	0	0	0	1	
Subject #6	0	0	0	0	1		Subject #6	0	0	0	0	1	
Subject #7	0	0	0	0	1		Subject #7	0	0	0	1	0	
Total	0	1	0	0	6	7	Total	0	0	0	2	5	7
Percentage	0,00%	14,29%	0,00%	0,00%	85,7%	100,00%	Percentage	0,00%	0,00%	0,00%	28,57%	71,4%	100,00%

Participación - Participation						
	1	2	3	4	5	
Subject #1	0	0	0	0	1	
Subject #2	0	0	0	0	1	
Subject #3	0	0	0	1	0	
Subject #4	0	0	0	0	1	
Subject #5	0	0	0	1	0	
Subject #6	0	0	0	0	1	
Subject #7	0	0	0	0	1	
Total	0	0	0	2	5	7
Percentage	0,00%	0,00%	0,00%	28,57%	71,4%	100,00%

This club was particularly successful as it had one of the highest results when it comes to the students' perceptions about the practice and development of their listening

skills, recording 85.7% of responses on the scale 5, which means most students thought the activities proposed contributed *greatly* towards it. The remaining 14.2% said it contributed *minimally*, being the listening skills the only aspect this person rated so low on the scale. The respondents were also satisfied when it comes to the development of their speaking skills; no one rated this aspect below 4 (71.4% *greatly* and 28.5% on an *average level*), and it further supports the idea that this club was indeed successful as we shall see that the other aspects also had a good reception.

As for the type of activities, variety and participation, a total of 100% of responses were placed on the scales 4 and 5 which means both the activities and the opportunities provided met the respondents' expectations. There were no comments left on the rubrics on this day.

October 25th 2018

Tipo de actividades - Activities							Variedad de actividades - Variety						
	1	2	3	4	5			1	2	3	4	5	
Subject #1	0	0	0	1	0		Subject #1	0	0	0	1	0	
Subject #2	0	0	0	1	0		Subject #2	0	0	0	1	0	
Subject #3	0	0	0	0	1		Subject #3	0	0	0	0	1	
Subject #4	0	0	0	0	1		Subject #4	0	0	0	0	1	
Subject #5	0	0	0	1	0		Subject #5	0	0	0	0	1	
Subject #6	0	0	0	0	1		Subject #6	0	0	0	0	1	
Subject #7	0	0	0	1	0		Subject #7	0	0	0	1	0	
Subject #8	0	0	0	1	0		Subject #8	0	0	0	0	1	
Total	0	0	0	5	3	8	Total	0	0	0	3	5	8
Percentage	0,00%	0,00%	0,00%	62,50%	37,50%	100,00%	Percentage	0,00%	0,00%	0,00%	37,50%	62,50%	100,00%

Habilidades de escucha - Listening skills							Habilidades orales - Speaking skills						
	1	2	3	4	5			1	2	3	4	5	
Subject #1	0	0	0	1	0		Subject #1	0	0	0	0	1	
Subject #2	0	0	0	1	0		Subject #2	0	0	0	1	0	
Subject #3	0	0	0	1	0		Subject #3	0	0	0	0	1	
Subject #4	0	0	0	0	1		Subject #4	0	0	0	0	1	
Subject #5	0	0	0	1	0		Subject #5	0	0	0	1	0	
Subject #6	0	0	0	0	1		Subject #6	0	0	0	0	1	
Subject #7	0	0	0	0	1		Subject #7	0	0	0	1	0	
Subject #8	0	0	0	0	1		Subject #8	0	0	0	1	0	
Total	0	0	0	4	4	8	Total	0	0	0	4	4	8
Percentage	0,00%	0,00%	0,00%	50,00%	50,00%	100,00%	Percentage	0,00%	0,00%	0,00%	50,00%	50,00%	100,00%

Participación - Participation						
	1	2	3	4	5	
Subject #1	0	0	0	0	1	
Subject #2	0	0	0	1	0	
Subject #3	0	0	0	0	1	
Subject #4	0	0	0	0	1	
Subject #5	0	0	0	1	0	
Subject #6	0	0	0	0	1	
Subject #7	0	0	0	0	1	
Subject #8	0	0	0	0	1	
Total	0	0	0	2	6	8
Percentage	0,00%	0,00%	0,00%	25,00%	75,00%	100,00%

On this day, 50% of respondents said the club contributed *greatly* to the development of their listening and speaking skills while the remaining 50% said it contributed *on an average level* to both. Although this project's focus was rather always placed on the process(es), this 100% represents a positive outcome as the totality of responses indicate that the main goal was somehow achieved and that the needs of the students were satisfactorily attended to. The other aspects also had positive responses as 100% of responses were placed on the scales 4 and 5 which means the type of activities, variety and participation reached an optimal outreach. There were a couple of comments that were recorded on the rubrics on this day that lead us to think this activity went without a hitch:

"[It] was a good time."

"This was a good club."

November 1st 2018

Tipo de actividades - Activities							Variedad de actividades - Variety						
	1	2	3	4	5			1	2	3	4	5	
Subject #1	0	0	0	0	1		Subject #1	0	0	0	0	1	
Subject #2	0	0	0	1	0		Subject #2	0	0	0	0	1	
Subject #3	0	0	0	0	1		Subject #3	0	0	0	1	0	
Subject #4	0	0	0	0	1		Subject #4	0	0	0	0	1	
Subject #5	0	0	0	0	1		Subject #5	0	0	0	1	0	
Subject #6	0	0	0	0	1		Subject #6	0	0	0	0	1	
Subject #7	0	0	0	0	1		Subject #7	0	0	0	0	1	
Total	0	0	0	1	6	7	Total	0	0	0	2	5	7
Percentage	0,00%	0,00%	0,00%	14,29%	85,7%	100,00%	Percentage	0,00%	0,00%	0,00%	28,57%	71,4%	100,00%

Habilidades de escucha - Listening skills							Habilidades orales - Speaking skills						
	1	2	3	4	5			1	2	3	4	5	
Subject #1	0	0	0	0	1		Subject #1	0	0	0	0	1	
Subject #2	0	0	0	0	1		Subject #2	0	0	0	0	1	
Subject #3	0	0	0	1	0		Subject #3	0	0	0	0	1	
Subject #4	0	0	0	0	1		Subject #4	0	0	0	0	1	
Subject #5	0	0	0	1	0		Subject #5	0	0	0	1	0	
Subject #6	0	0	0	0	1		Subject #6	0	0	0	0	1	
Subject #7	0	0	0	0	1		Subject #7	0	0	0	0	1	
Total	0	0	0	2	5	7	Total	0	0	0	1	6	7
Percentage	0,00%	0,00%	0,00%	28,57%	71,4%	100,00%	Percentage	0,00%	0,00%	0,00%	14,29%	85,7%	100,00%

Participación - Participation						
	1	2	3	4	5	
Subject #1	0	0	0	0	1	
Subject #2	0	0	0	0	1	
Subject #3	0	0	0	0	1	
Subject #4	0	0	0	1	0	
Subject #5	0	0	0	0	1	
Subject #6	0	0	0	0	1	
Subject #7	0	0	0	0	1	
Total	0	0	0	1	6	7
Percentage	0,00%	0,00%	0,00%	14,29%	85,7%	100,00%

The development of the listening skills on this day was a successful activity as 71.5% of respondents thought attending the club contributed *greatly* to it and the remaining 28.5% thought it helped them *on an average way* which leads us to think the activities provided were appropriately designed and delivered. The development of the speaking skills was also positively assessed by the respondents for as much as 85.7% of them said the club also helped them *greatly* to develop these skills and the remaining 14.2% claimed it did *on an average level*.

The other aspects also had a 100% of responses over the scales 4 and 5, with the majority of responses being placed on the scale 5 (85.7% for type of activities, 71.4% for variety, and 85.7% for participation.) These results indicate this club was successful and a positive supporting comment was left on one of the rubrics:

“[It] was nice.”

November 8th 2018

Tipo de actividades - Activities							Variedad de actividades - Variety						
	1	2	3	4	5			1	2	3	4	5	
Subject #1	0	0	0	1	0		Subject #1	0	0	0	1	0	
Subject #2	0	0	0	0	1		Subject #2	0	0	0	0	1	
Subject #3	0	0	0	0	1		Subject #3	0	0	0	0	1	
Subject #4	0	0	0	0	1		Subject #4	0	0	0	0	1	
Subject #5	0	0	0	0	1		Subject #5	0	0	0	0	1	
Subject #6	0	0	0	0	1		Subject #6	0	0	0	0	1	
Total	0	0	0	1	5	6	Total	0	0	0	1	5	6
Percentage	0,00%	0,00%	0,00%	16,67%	83,33%	100,00%	Percentage	0,00%	0,00%	0,00%	16,67%	83,33%	100,00%

Habilidades de escucha - Listening skills							Habilidades orales - Speaking skills						
	1	2	3	4	5			1	2	3	4	5	
Subject #1	0	0	0	0	1		Subject #1	0	0	0	0	1	
Subject #2	0	0	0	0	1		Subject #2	0	0	0	0	1	
Subject #3	0	0	0	0	1		Subject #3	0	0	0	0	1	
Subject #4	0	0	0	0	1		Subject #4	0	0	0	0	1	
Subject #5	0	0	0	0	1		Subject #5	0	0	0	0	1	
Subject #6	0	0	0	0	1		Subject #6	0	0	0	0	1	
Total	0	0	0	0	6	6	Total	0	0	0	0	6	6
Percentage	0,00%	0,00%	0,00%	0,00%	100,00%	100,00%	Percentage	0,00%	0,00%	0,00%	0,00%	100,00%	100,00%

Participación - Participation						
	1	2	3	4	5	
Subject #1	0	0	0	0	1	
Subject #2	0	0	0	0	1	
Subject #3	0	0	0	0	1	
Subject #4	0	0	0	0	1	
Subject #5	0	0	0	0	1	
Subject #6	0	0	0	0	1	
Total	0	0	0	0	6	6
Percentage	0,00%	0,00%	0,00%	0,00%	100,00%	100,00%

This club had perfect results in terms of how the respondents rated the contribution of it towards the practice and development of both their listening and speaking skills. All of them (100%) said it helped them *greatly*, which means the

activities proposed met their expectations and given the close relationship that there is between listening and speaking, one presumably worked in concert with the other perfectly.

The aspect of participation also had a 10% of responses placed on the scale 5 which means interaction was fostered *greatly and often* throughout the club. The other two aspects also showed the expected success as both types of activities and variety got 100% of results on or over the scale of 4.

No comments were left on the rubrics on this day.

November 29th 2018

Tipo de actividades - Activities						
	1	2	3	4	5	
Subject #1	0	0	0	0	1	
Subject #2	0	0	0	0	1	
Subject #3	0	0	0	0	1	
Total	0	0	0	0	3	
Percentage	0,00%	0,00%	0,00%	0,00%	100,00%	100,00%

Variedad de actividades - Variety						
	1	2	3	4	5	
Subject #1	0	0	0	0	1	
Subject #2	0	0	0	0	1	
Subject #3	0	0	0	0	1	
Total	0	0	0	0	3	
Percentage	0,00%	0,00%	0,00%	0,00%	100,00%	100,00%

Habilidades de escucha - Listening skills						
	1	2	3	4	5	
Subject #1	0	0	0	0	1	
Subject #2	0	0	0	0	1	
Subject #3	0	0	0	0	1	
Total	0	0	0	0	3	
Percentage	0,00%	0,00%	0,00%	0,00%	100,00%	100,00%

Habilidades orales - Speaking skills						
	1	2	3	4	5	
Subject #1	0	0	0	0	1	
Subject #2	0	0	0	0	1	
Subject #3	0	0	0	0	1	
Total	0	0	0	0	3	
Percentage	0,00%	0,00%	0,00%	0,00%	100,00%	100,00%

Participación - Participation						
	1	2	3	4	5	
Subject #1	0	0	0	0	1	
Subject #2	0	0	0	0	1	
Subject #3	0	0	0	0	1	
Total	0	0	0	0	3	
Percentage	0,00%	0,00%	0,00%	0,00%	100,00%	100,00%

The three students whose responses were recorded on these rubrics were the only attendees as evidenced in the class report (See Appendix 12.2) as November was a month of low attendance due to the students' strike (See Methodology). Therefore, the results

shown for this club would be taking into account the whole group of people upon which these activities were applied. This does not intend to mean that the previous records are less accurate or that these specific records are the most trustworthy, but it simply means this club had a 100% rate of success as a 100% of responses were placed on the scale 5 in all five aspects.

No comments were left on the rubrics on this specific day.

February 8th 2019

Tipo de actividades - Activities							Variedad de actividades - Variety						
	1	2	3	4	5			1	2	3	4	5	
Subject #1	0	0	0	0	1		Subject #1	0	0	0	0	1	
Subject #2	0	0	0	0	1		Subject #2	0	0	0	1	0	
Subject #3	0	0	0	0	1		Subject #3	0	0	0	0	1	
Subject #4	0	0	0	1	0		Subject #4	0	0	0	1	0	
Subject #5	0	0	0	0	1		Subject #5	0	0	0	0	1	
Subject #6	0	0	0	0	1		Subject #6	0	0	0	0	1	
Subject #7	0	0	0	0	1		Subject #7	0	0	0	0	1	
Total	0	0	0	1	6	7	Total	0	0	0	2	5	7
Percentage	0,00%	0,00%	0,00%	14,29%	85,7%	100,00%	Percentage	0,00%	0,00%	0,00%	28,57%	71,4%	100,00%

Habilidades de escucha - Listening skills							Habilidades orales - Speaking skills						
	1	2	3	4	5			1	2	3	4	5	
Subject #1	0	0	0	0	1		Subject #1	0	0	0	0	1	
Subject #2	0	0	0	1	0		Subject #2	0	0	0	0	1	
Subject #3	0	0	0	0	1		Subject #3	0	0	0	0	1	
Subject #4	0	0	0	1	0		Subject #4	0	0	0	1	0	
Subject #5	0	0	0	0	1		Subject #5	0	0	0	0	1	
Subject #6	0	0	0	0	1		Subject #6	0	0	0	0	1	
Subject #7	0	0	0	0	1		Subject #7	0	0	0	0	1	
Total	0	0	0	2	5	7	Total	0	0	0	1	6	7
Percentage	0,00%	0,00%	0,00%	28,57%	71,4%	100,00%	Percentage	0,00%	0,00%	0,00%	14,29%	85,7%	100,00%

Participación - Participation						
	1	2	3	4	5	
Subject #1	0	0	0	0	1	
Subject #2	0	0	0	0	1	
Subject #3	0	0	0	0	1	
Subject #4	0	0	0	0	1	
Subject #5	0	0	0	0	1	
Subject #6	0	0	0	0	1	
Subject #7	0	0	0	0	1	
Total	0	0	0	0	7	7
Percentage	0,00%	0,00%	0,00%	0,00%	100,0%	100,00%

On this day, and after having returned from a forced hiatus due to the strike, notably good results were also recorded regarding the main aspects. First, about the development of their listening skills, 71.4% of respondents said the club contributed *greatly*, while the remaining 28.5% claimed it helped them *on an average level*. On the other hand, 85.7% of respondents said their speaking skills were developed *greatly*, while a much smaller 14.2% said it was *on an average level*. This club had a high rate of participation and therefore a 100% of respondents said interaction was fostered *greatly and often* throughout the club.

The success that the club had in these three aspects is not dampened by the other two, both results (100% each) being placed on the scale 4 and above. No comments were left on the rubrics on this day.

February 15th 2019

Tipo de actividades - Activities						
	1	2	3	4	5	
Subject #1	0	0	0	1	0	
Subject #2	0	0	0	0	1	
Subject #3	0	0	0	1	0	
Subject #4	0	0	0	0	1	
Subject #5	0	0	0	0	1	
Total	0	0	0	2	3	5
Percentage	0,00%	0,00%	0,00%	40,00%	60,00%	100,00%

Variedad de actividades - Variety						
	1	2	3	4	5	
Subject #1	0	0	0	1	0	
Subject #2	0	0	0	0	1	
Subject #3	0	0	1	0	0	
Subject #4	0	0	0	1	0	
Subject #5	0	0	0	1	0	
Total	0	0	1	3	1	5
Percentage	0,00%	0,00%	20,00%	60,00%	20,00%	100,00%

Habilidades de escucha - Listening skills							Habilidades orales - Speaking skills						
	1	2	3	4	5			1	2	3	4	5	
Subject #1	0	0	0	0	1		Subject #1	0	0	0	0	1	
Subject #2	0	0	0	0	1		Subject #2	0	0	0	0	1	
Subject #3	0	0	0	1	0		Subject #3	0	0	1	0	0	
Subject #4	0	0	0	1	0		Subject #4	0	0	0	0	1	
Subject #5	0	0	0	0	1		Subject #5	0	0	0	1	0	
Total	0	0	0	2	3	5	Total	0	0	1	1	3	5
Percentage	0,00%	0,00%	0,00%	40,00%	60,00%	100,00%	Percentage	0,00%	0,00%	20,00%	20,00%	60,00%	100,00%

Participación - Participation						
	1	2	3	4	5	
Subject #1	0	0	0	0	1	
Subject #2	0	0	0	0	1	
Subject #3	0	0	1	0	0	
Subject #4	0	0	0	0	1	
Subject #5	0	0	0	0	1	
Total	0	0	1	0	4	5
Percentage	0,00%	0,00%	20,00%	0,00%	80,00%	100,00%

On this day, the distribution of the responses about the practice and development of the listening skills were equally successful as a 100% of responses were placed on the scales 4 and 5 (40% and 60% respectively). A more ‘even’ distribution was made about the practice and development of the respondents’ speaking skills as 60% of them thought the club contributed to it *greatly*, but 20% said it did *on an average level* while the remaining 20% responded that it only helped them *partially*.

Other aspects also had an even distribution of responses as is the case of the variety of activities and participation. The former had a 60% of responses on the scale 4 and a 20% more on the scale 5 which falls within the expected range, but another 20% of responses were placed on the scale 3 which means this person might have considered that the activities proposed should have been more varied. As for the participation aspect, 80% of respondents said they interacted *greatly* while the remaining 20% were placed on the scale 3 which means this student considered there were only *some* opportunities for interaction during the club. These last results should by no means be considered a setback

as the results placed below the scale 4 are very small in comparison with the number of responses placed on the two expected scales.

The last aspect (type of activities) also had a more uneven (thus favorable) distribution as 60% of responses were placed on the scale 5 and 40% on the scale 4. Ideally, all the aspects could have had all the responses placed on the scales 4 or above but it is possible to say that the big numbers on the higher scales also means success.

No comments were left on the rubrics on this day.

By looking through this section, we can see a set of data that seem to lean towards the expected results. However, the final statements regarding the interpretation of the results, the implementation of the ten teaching units and the realization of this project as a whole are to be found in the next section.

10. CONCLUSIONS

After having completed this two-semester research process, there is a need to bring up the goal (aim) that served as the cornerstone for the design and implementation of a series of teaching activities in such a meaningful way: the development of the students' listening skills through the conversation club. This idea was originally proposed by some professors at Red CAAL given the fact that no research had been conducted on this subject before, and therefore it seemed like the right choice. It was something that many learners would benefit from, mostly because it addressed the needs that the students first put forth in the observation stage, but also because it would still focus on their speaking skills as it is the nature of the conversation club.

The goal was met satisfactorily. As evidenced in the results, a vast majority of the students who took part in this project had very positive responses regarding not only the development of their listening and speaking skills but also a few other aspects that also hold great importance such as participation. Their opinions on the quality and variety of the activities proposed was also taken into account as a proof that every unit was aptly developed. Some other considerations and recommendations are:

- As per the results obtained from the rubrics of assessment, it is possible to say that the use of materials intended for the development of learners' listening skills can also have an indirect impact on the development of the speaking skills if the two sets of skills are closely intertwined into a unit of work that offers multiple opportunities for meaningful interaction.

- Future students should keep working on developing further strategies that allow learners to develop their listening skills. It really changes the way they regard it and acknowledge the importance of becoming a ‘competent listener’, which not only will improve their performance within the academia but also in the real world challenges they might encounter. A few interesting suggestions would be, for instance, to explore the relationship between the development of the listening and writing skills (receptive and productive skills), complementing the work done in this very project, or even study how the listening component is being treated in the EGAP courses at Univalle.
- Implementing a research project at Red CAAL, especially through the conversation club, is such a rewarding and stress-free experience whose goals can be achieved within a reasonable amount of time. More projects like this one should be put into action so that more language learners across the university can reap the benefits.
- This project will hopefully give some valuable insight and enrich the research base of Red CAAL as one of its goals was to create awareness about a commonly neglected and feared skill (listening) can become a powerful learning tool.

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12. APPENDICES

Appendix 1. Teaching Unit Sample (Pilot Class)

TEACHING UNIT - ‘Our Neighbor Next Door’

Date: 31st May 2018

Setting: Conversation Club Intermediate Level

Language Level: A0, A1, A2, B1.

Goal (Task):

- To share their feelings towards the impact the current civil/political crisis in Venezuela is having on a local level through a group discussion.

Objectives:

- Students will be able to predict related vocabulary and the underlying topic through brainstorming.
- Students will learn the vocabulary related to the ongoing crisis in Venezuela by doing some vocabulary/speaking tasks.
- Students will reflect on the many ways our society is being affected by the high influx of Venezuelan refugees by making a series of discussion questions.
- Students will react to Sunday's presidential election and the outcomes it might have for both countries by completing a workshop.
- Students will be able to hold a discussion in which they interact by answering their classmates' questions, and sharing their opinions on the impact the current civil/political crisis in Venezuela is having on a local level, especially after Sunday's election.
- Students will be able to draw some conclusions on the topic.

Time: 90 minutes max.

Time	Plan	Application	Comments
10 minutes	SS watch a series of pictures showing different moments from a first video (pictures are not shown in the order they appear in the video.) They are asked what they think each picture means or represents (brainstorming).	I anticipate no major difficulties as this pre-task stage will likely suit students from all levels. SS will be exposed to authentic audio materials, including two different accents.	
20 minutes	Students are given a worksheet with the same pictures which they have to match with the corresponding explanatory sentences. Students then watch the video and identify the different moments (in the sentences they matched before) as they appear in the video. SS are always encouraged to take notes throughout. T checks SS right completion of this		

	task.		
15 minutes	SS watch a second video which explains one of the most noticeable consequences of the Venezuelan crisis as seen in the previous video: ‘the massive influx of Venezuelan migrants into Colombia’ In groups of three, SS are asked to discuss some statements drawn from the two videos. They will react to each statement.		
20 - 25 minutes	T and SS prepare for a discussion. To do so, SS draw a cardboard Facebook Reactions (emoji) from a plastic bag. SS will find the emotions each emoji represents written on the backside. SS will come up with their own statements expressing the emotion they drew. Other students will		

	agree or disagree, therefore a discussion will ensue.		
10 minutes	SS will draw some conclusions by reflecting on the question: ‘How can we help our Venezuelan brothers and sisters in need?’		

MATERIALS

Video Links:

1. <https://www.youtube.com/watch?v=Y9rtfFRyoAA> (6’13’’)
2. <https://www.youtube.com/watch?v=1TTf9HEwuuM&t=91s> (3’18’’)

HANDOUT:

1. Match the pictures with the corresponding explanation.	2. Watch the video and number the pictures from 1 to 5 in the order
--	--

	<i>they appear.</i>
	a. Most Venezuelan migrants don't come here to earn a living. b. Venezuelan families live in hotels. c. Many Venezuelan families are homeless and have to sleep on sheets of cardboard. VIDEO MOMENT: _____
	a. Hundreds of Venezuelans come to Colombia for the holidays. b. All Venezuelans can visit their relatives in Colombia. c. More and more Venezuelans are fleeing their country looking for a new start. VIDEO MOMENT: _____



- a. Venezuelans hope to find jobs in different South American countries.
- b. Venezuelans love visiting other countries.
- c. **Undocumented** Venezuelan migrants often go back to their country.

VIDEO MOMENT: _____



- a. The **border city** of Cucuta is a popular tourist spot for Venezuelans.
- b. The Simon Bolivar International Bridge is the busiest point of **exodus** for Venezuelans.
- c. The **influx of Venezuelan migrants** into Colombia is not massive.

VIDEO MOMENT: _____

	a. The Maduro regime has been silencing the opposition. b. The Maduro regime supports the opposition's protests and demonstrations. c. The Maduro regime has made the economy grow. VIDEO MOMENT: _____
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STATEMENTS (Handouts):

Venezuelan migrants come to Colombia to work illegally. This must not happen.
The Maduro regime is not to blame for the ongoing crisis in Venezuela.
There's nothing we can do to regulate the massive exodus of Venezuelan migrants.
We should not allow any more Venezuelan children to come study in Colombia.
The massive influx of Venezuelan migrants is bringing back long-gone viruses and disease to Colombia.
Venezuelan migrants are taking our jobs.

All Venezuelan migrants should travel on to other South American countries; should not stay here.

Emoji backside texts:

1. 'I like...'; 'I like it when.'
2. 'I love...'; 'I love it when.'
3. 'It makes me laugh that...'; 'I think it's funny how...'
4. 'I am shocked that...'; 'It's shocking how...'
5. 'It makes me sad that...'
6. 'It makes me angry that...'

Appendix 2. Activities Week by Week (Product)

Week One

DATE: 13th September 2018

SETTING: Conversation club level II

LANGUAGE LEVEL:??

GOAL: To recognize the influence of the informal economy on the general development of a country, focusing on the Colombian case.

OBJECTIVES:

- SS will be able to predict the content of a video through a group discussion of key words.
- SS will be able to understand the content of a video through note taking.

- **SS will be able to compare formal and informal jobs through the use of comparatives and superlatives in a short group presentation.**
- SS will be able to discuss people's attitudes towards the informal economy after watching a video that puts into contrast the realities of Colombia and three other countries.

TIME (DURATION): 90 minutes

GRAMMAR FOCUS, VOCABULARY SCOPE: *Comparatives; superlatives; as...as comparisons; infinitives; gerunds; jobs; present simple.*

Time	Plan	Application	Comments
10 minutes	PRE STAGE: - SS will look at four pictures of jobs featuring two formal and two informal jobs, and will be asked to tell them apart. SS will be asked questions like which is more boring or more stressful, tiring, exciting?...	Fourteen students showed up, all of them from the level II. T asked them to join two tables together so they could be seated closer to the tv. All students seemed to understand the questions about the jobs and many of them were willing to talk using simple sentences. Other students talked only when asked to and two others were very shy to talk from the very beginning. On this day, we welcomed students from majors like Chemistry, Sociology and Electronic Engineering. Most students said they were currently doing comparatives and superlatives in their courses.	This stage was a good start to the lesson. Even though some students did look shy and intimidated because all the lesson was done in English, they fully understood the instructions and got some context from the pictures. SS's were seemingly encouraged to talk about certain job that somehow caused some kind of stir in them as is was the case of 'police officer'

10 minutes	WHILE STAGE: - T will divide the group into two smaller groups. - SS will be given a list of keywords that appear in the video they will watch (in the order they appear). They will then discuss the vocabulary and will make predictions as to what the video is about and related themes (unemployment, poverty, etc.)	The division of the groups was carried out smoothly. I asked them how they felt about listening and almost all said they didn't do very well. I then tried to reassure them by telling them not to worry if they didn't understand everything that was said in the video. Both groups could get the main topic and understand some details successfully.	The students that had a higher language level happened to be in the same group. However, I didn't worry too much about it because I thought other students would feel the urge to talk. This had a good result in the end though because the instruction was 'to try and share at least one idea' so that any student would feel overshadowed.
10 minutes	-SS in group one will watch the video https://www.youtube.com/watch?v=jXYDNvEYi8 (2'34) - Students in group two will watch the video https://www.youtube.com/watch?v=S4nrpk2MNQ (2'20)	The presentation was done successfully and while some students were quiet at first, all of them managed to share at least one thought/idea, even if it wasn't a comparison. The use of L1 during the group discussion/preparation time was prominent, and while I kindly advised them to use English as much as they could they still went back to Spanish.	The fact that all students spoke Spanish during the preparation stage can be attributed to the reluctance of some students to talk in a foreign language after a long time off. It may be due to anxiety or a lack of vocabulary and some grammatical forms.
20 - 25 minutes	Both groups of SS will take notes and will outline the videos' main ideas to come up with the concept of informal economy. - SS will prepare and do a presentation in groups where they choose one informal job (underrated) that they think deserves more praise as 'the most...'; they will compare it to a formal job also as 'the most...' (overrated). They		All in all, students did their best at the presentation. A more frequent use of the English language will continue to be advised and encouraged.

	can discuss skills, benefits, and other aspects necessary to make the comparisons.		
	POST STAGE: -SS will watch the video https://www.youtube.com/watch?v=oj-8huJKxzo (from minute 3' on) about efforts made to improve the working conditions of people working in the informal sector in India, Ghana and Thailand. -SS and T will discuss people's attitudes towards those who do informal jobs, reflecting on the activities done and the videos watched, making comparisons and stating their opinions. -5 students will be handed the rubric for the assessment of the lesson.	Participation in this stage was voluntary; only four students actually spoke during this stage and shared some closing thoughts. These four students demonstrated a higher language level throughout the lesson.	I decided not to press students and let them participate voluntarily mainly because it seemed to me that even putting a few words together represented a big effort. It would be great to foster more participation from students during the post stage in future sessions of the club. This can be done through games or other activities that make students feel more engaged to share their closing thoughts.

KEYWORDS:

Video 1: hunt for survival, make a living, stability, merchant, short-term benefits, unemployment rates.

Video 2: Needs, unemployment rates, the workforce, peace deal, sustainable jobs, benefits, daily struggle.

PICTURES: Fruit vendor, cycle rickshaw driver (motorcycle taxi driver), police officer, doctor.



Week Two

DATE: September 27th 2018

SETTING: Conversation club level II

LANGUAGE LEVEL: ??

GOAL: To acknowledge the accomplishments of influential people and some of the things they have gone through to become the role models they are now.

OBJECTIVES:

- SS will be able to state the facts that make somebody a role model through a short discussion about some pictures of influential people from around the world.
- SS will be able to comprehend a video about the life and accomplishments of an influential person by making predictions and answering some listening comprehension questions in small groups.
- SS will be able to do a short presentation about a role model in small groups or couples, using different verb tenses.
- SS will be able to understand the concepts of praise and criticism through the realization of the previous activities and a short discussion about the relationship between them in an influential person's life.

TIME (DURATION): 90 minutes.

GRAMMAR FOCUS; VOCABULARY SCOPE: *Present Simple; Past simple; Present Perfect; Jobs; Adjectives to describe people.*

TIME	PLAN	APPLICATION	COMMENTS
15 minutes	PRE STAGE: - SS watch a series of pictures of celebrities (Usain Bolt, Kim Kardashian, Juan Manuel Santos, Shakira, Pope Francis, Nicolás Maduro, Barack Obama, Cristiano Ronaldo, Queen Elizabeth II) and are asked the question 'Who is a role model to you and why' after they are shown the definition of 'role model' on the screen	A total of sixteen students showed up, all from level II. The pre stage was a good start because the pictures drew the students' attention. T wrote the definition of 'role model' down on the board after doing some brainstorming with the SS. SS felt personally more moved to talk about certain celebrities than others. For instance, virtually all students said they didn't know much about Queen Elizabeth ;therefore, they could not say she was or was not a role model. SS further helped to build a broader concept of 'role model' by highlighting the qualities of the people they so considered.	More than half of the students were seemingly too shy to talk at first. A few students took the lead and stepped in the discussion using simple sentences. The idea was to include personalities of various ages and from different countries so that students could have a more <i>diverse</i> insight. Since all students were young adults, they were aware of the daily lives of almost all of the people in the pictures, they said they either heard about them in the news or on social networks. It could have been all famous Colombian people but it would likely not have had the same impact.
15 minutes	- SS watch a couple minutes of the video https://www.youtube.com/watch?v=6fDulUKfFKY (6'00) with	SS were not so keen on making predictions about the video. They mostly said it was a 'short biography' of Barack Obama.	Some tasks may appear as too simple or uninteresting to some students. A few simple

20 minutes	the sound off and make predictions about what it's about. Then they watch it with the sound on as they take notes. - Before watching, SS get in two or three smaller groups, each of which will receive a worksheet containing five listening comprehension questions about the video. - Each of these questions will be answered by one of the groups while the other is given the transcript for the part of the video where the answer to the question is contained so they can complete or add more details to the discussion.	SS and T discussed the vocabulary in the worksheet before watching the video. Video was stopped every now and then so that SS could take notes. SS seemed to have liked the idea of being able to help you 'rival teams' by completing their answers based on the information in the transcripts. They felt good about this kind of 'collaborative work'. The group was split into two smaller groups so one groups had to answer two questions while the other got three. As in the beginning, students were feeling shy and only some would answer the questions. However, since opposite group had the transcripts, there was more participation in this activity.	questions can trigger more responsiveness in most learners when they are reluctant to talk. Students feel, quite noticeably, more motivated to talk when they have S-S interaction rather than T-S so at least one person has to be encouraged to talk for other students to participate as well. That is probably one of the reasons why students liked the idea of having team interaction (interaction among peers). This task helped prep students up for watching the video. Comprehension questions brought up in group discussions can provide further input as learners get to use some strategies for the negotiation of meaning.
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	SS will roll the dice to answer the questions.		
25 minutes	WHILE STAGE: - In five groups (or couples), SS will do a collaborative presentation according to ss's levels about the contributions of one person and why they became role models. Some students can talk in present, others in past. EACH GROUP WILL DO A DIFFERENT CONTINENT COLOMBIA- NORTH AMERICA- EUROPE- AFRICA- ASIA.	SS were given 10 minutes to gather ideas for the presentation. The prime instruction for this activity, as in every other club, was that every student in the groups had to talk at least minimally (i.e. one to a couple simple sentences). Use of L1 was present but not as prominent as in the previous club. Because of time reasons, SS did not get to do their presentations by continents. They spoke about people like Nelson Mandela and Leo Messi, with no regards to the region they came from. All presentations went well and every student had the opportunity to talk and share some interesting facts about their role model.	Presentations are a good task to do because it makes students go back and forth in a sequence, meaning they can revisit all the input they have received as well as exchange ideas. They can be adapted to the learners' language level so that participation is evenly distributed and no one gets frustrated. These kinds of presentations also allow students to appreciate other cultures by talking about people from different countries and their accomplishments.

15 minutes	POST STAGE: -SS will discuss the relationship between praise and criticism in the life of an influential person. - 8 SS are handed the rubric for the assessment of the lesson.	SS had the time to reflect on these two concepts earlier in the lesson.	Post stages often include reflection on both the lesson's main subject and grammar focus. For a conversation club however (as it has been the case), a focus on meaning is seemingly preferred over a focus on form at the end of the session.
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QUESTIONS

VOCABULARY:

PRAISE: The expression of approval or admiration for someone or something.

CRITICISM: The expression of disapproval of someone or something on the basis of perceived faults or mistakes.

1. What are some jobs Barack Obama did before he became POTUS*?
3. What award did Barack Obama earn during his presidency?
2. What made Barack Obama stand out when he was elected POTUS?
4. What was the action that made Obama regain his popularity towards the end of his first presidential term?
5. What were some controversial facts about Barack Obama during his presidency?

**POTUS: President of the United States*

ROLE MODEL: a person looked to by others as an example to be imitated.

...He worked in New York's business sector for two years, then move to Chicago where he spent three years as a community organizer in low income neighborhoods.

...He was chosen as editor of the Harvard Law Review and the next year he became its first black president...

...After graduating, Obama went to work at the University of Chicago Law School where he taught constitutional law until 2004.

...In 2004, he was successfully elected to the US Senate...

...On January 20th 2009, Barack Obama was inaugurated the 44th President of the United States and the country's first African-American leader.

...In December 2009, he was controversially awarded the Nobel Peace Prize for its efforts.

...Obama's popularity was fading, but despite this, in early 2011 he announced his decision to run for a second term as president in 2012. His reputation soared once again with the May 1st 2011 announcement that US troops had finally killed Osama Bin Laden, the man responsible for the 9/11 attacks in NYC.

...Despite his many successes, Obama has often been the subject of scrutiny. He's been labeled an elitist and as 'too inexperienced'. He was also accused of lying about his birthplace. However, in 2011 he released his long-form birth certificate to prove that he was, in fact, born in Hawaii and not Africa.

Week Three

DATE: October 4th 2018

SETTING: Conversation club level II

LANGUAGE LEVEL: ??

GOAL: To recognize some social problems present in Colombian societies and discuss possible solutions to those problems by acknowledging the case of Medellin as an example of resilience and leading innovation.

OBJECTIVES:

- SS will be able to build up the concept of *social problem* based on real experiences and thoughts shared in a brief discussion.
- SS will be able to recognize and match some common social problems and possible solutions presented in a video through a memory game.
- SS will reflect on the social problems happening in their city through brief discussion in small groups.
- SS will role play a situation in which they discuss local social problems.

TIME (DURATION): 90 minutes

GRAMMAR FOCUS; VOCABULARY SCOPE: *Present simple; Past simple; there is/are; adverbs of quantity.*

TIME	PLAN	APPLICATION	COMMENTS
	PRE STAGE:	18 students showed	This lesson

10 minutes	- SS discuss the question 'What is a social problem?' and will try to build up a concept based on different opinions and examples of social problems.	up, all from the level 2. Many of these students had also attended last week's club. They were willing to talk even more this time. As for the newcomers, some were shy at first but then things loosened up a bit after a while. Students first started providing some examples of some common social problems, then the question arose whether a social problem affects communities or individuals. After discussing it for a few minutes, it was understood that the lesson would touch on more on social problems affecting communities.	introduced things differently given the fact that there were no pictures involved. Using a question was a good idea because it makes students feel urged to respond to classmates' comments as was the case in this session. Even though some students showed a higher language level, it didn't seem to have been a problem or a reason for other students to feel discouraged to talk.
20 minutes	WHILE STAGE: - SS watch the video https://www.youtube.com/watch?v=8DuQo4-Mwmw (3'40'') twice as they take notes. SS will play a memory game using cards sellotaped to the	The video seemed to have caught students' attention, primarily because of its authenticity and the relationship they could have established between the reality in the video and their own reality living in Cali. All students seemed to have understood the video without major difficulties.	Audio materials seem to be having a positive effect on most learners. This time it was not included in the pre stage but in the while stage, where students could have good understanding of it through a game and a complementary discussion later in the post stage.

10 minutes	board, SS will have to match problems with solutions according to the information in the video. - SS will get in smaller groups according to the area of the city they live in. (South, North, East, West) and will briefly discuss which aspects or problems in the video they have experienced, seen, heard of in their area.	The memory game was a fun activity that made students participate actively and cheerfully. The two groups took groups to find the right matches. When a group successfully matched two cards, they were asked to explain the match using information from the video. Only three groups were formed because no students lived in the West.	These kinds of videos make for some good authentic material and give students the opportunity to be exposed to different accents and registers as it was the case of this video. The speaker (Dutch) might not have been a native English speaker but he has a noticeably great command of the language, a nice accent, and spoke at a reasonable pace that allowed students to follow him along.
30 minutes	- SS will prepare to role play an interview in which they expose some social problems in their area, as well as some solutions to solve them.	During this discussion time it was evident that most students were making an effort to use English, especially those who had previously attended the club. The use of L1 for groups discussion activities was less prominent this week. The role play was an exciting activity in which all of the three groups managed to portray different problems creatively. One of the groups simulated a MIO bus ride; the other two did a robbery and a scene involving a drug	I was all the time walking about the room, which may have indirectly had an impact on the use of L1 in this stage. Students, I have the feeling, are also getting more used to speak English as the weeks go by. The creativity that the students showed in this activity was likely triggered by the situations shown in the video that ultimately brought about real world situations students have directly or indirectly experienced. This fosters critical

		dealer in a park. There was enough time for all groups to prepare and carry out the activity without having to rush or cut it short.	thinking and tolerance while learning goes on.
20 minutes	POST STAGE: - SS and T further discuss the video and specifically the case of Medellin using questions like: Have you visited? what do you think about these initiatives/ideas? - T will hand out rubric for the assessment of the lesson.	This activity was very interesting as only a few students had visited Medellin but almost all had heard of its example as one of the most innovative and lively cities in Colombia. To everyone's surprise, it turned out one of the students there had actually been raised in Comuna 13! She told us about her years there and she confirmed all of the information in the video was true. This moment was particularly meaningful as students found out the idea of 'discussing social problems' was in fact something that reflects the reality of all the situations that hit home and stir us up emotionally.	There was active discussion in this stage and that allowed students to feel more interested not only in what they were listening but in what they'd been doing throughout the lesson. These kinds of discussions make students feel more engaged as they talk about a variety of things and practice language forms without it necessarily being announced as such. This also applies to other stages in a task-based lesson plan.

GAME CARDS:

STREET ART	TRANSFORMATION OF	URBAN MUSIC; GRAFFITI
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	THE NEIGHBORHOOD	
ACTIONS OF RESIDENTS	ACCESSIBILITY	XXXXXXXXXXXX
CRIMINAL GROUPS	LEARN ABOUT THE HISTORY OF THE AREA	CABLE CAR; OUTDOOR ESCALATORS
GRAFFITI TOURS; TOURISM	DRUG TRAFFICKING	PAST OF MEDELLIN

Week Four

DATE: October 18th 2018

SETTING: Conversation Club Level II

LANGUAGE LEVEL: ??

GOAL: SS will be able to reflect and react about the impact of current technologies on the environment by analyzing the consequences of some human actions.

OBJECTIVES:

- SS will be able to analyze a short video about the biggest consequence of insensible use of technology through a game containing some understanding questions.
- SS will be able to do a presentation through group discussion about some categories and ideas prompted by a video without sound.
- SS will reflect on the details that may lead to the ultimate consequence reviewed in the pre stage by watching a video and joining in an open group discussion.

TIME (DURATION): 90 minutes

GRAMMAR FOCUS, VOCABULARY SCOPE: *Present Simple; infinitives; gerunds; would, 'if' clauses and 'will' to talk about consequences.*

TIME	PLAN	APPLICATION	COMMENTS
15 minutes	PRE STAGE: SS will watch the video https://www.youtube.com/watch?v=eRLJscAlk1M from 4'21" to 4'45"	14 students showed up to the club, all from the level II. Before watching the video, SS were asked the question	This question was useful for eliciting previous knowledge as well as getting

25 minutes	(already cut) and will play a game in groups for a complete understanding of this part of the video as well as an introduction of the grammar focus. Step number 1 after listening for the first time is putting different parts of the video transcript into the right order. Step number 2 is a series of questions detailed as explained below.	‘What is a consequence?’ Some students were familiar with the form ‘if... will’ since they used them a few times in the examples they gave. SS watched the video attentively but were not able to take notes because none had pulled out their notebooks before. However, when being asked what the video was about, most students answered correctly. (they said it was about the environment and the relationship it has with equality.) The script activity had to be ‘tweaked’ a little bit because it turned out to be too easy to put the four parts into the right order as the text was too short. Instead, it was used to have a better understanding of the video by exploring new vocabulary. As for the questions, they were good and caught SS’s attention. The following activity had a good reaction from students. All the groups had ten seconds to think about the answers	students to switch from Spanish to English in the first place. The fact that some SS were familiar with this particular structure was very important (given the current situation) because it served as a model for other SS to follow when they wanted to give examples of consequences. I suggested SS to bring their notebooks for next sessions as note taking is always highly encouraged. Although it was an interesting activity, this last question could have been replaced as it was too easy and did not really make students reflect on the content of the video.
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		to the grammar questions. After that, the group that answered correctly had then had the opportunity to answer the comprehension question.	
35 minutes	WHILE STAGE: In groups, SS will watch a video without audio. https://www.youtube.com/watch?v=NIZzmQtrQnU and will be assigned a number from 1 to 6 which corresponds to different categories. SS will discuss about consequences in those categories. The video will serve as a kind of backdrop for SS to come up to the front and do a short presentation.	The group was split into three smaller groups so that each could get two categories. SS prepared the presentation in an orderly fashion and something noticeable about this discussion time was most SS used English. The presentation went well. All students got to talk for at least a couple minutes and share their thoughts creatively.	The use of English in group discussion moments has increased over the weeks. This is a positive factor that influences student performance and fosters active participation. Presentations are a good technique and SS always feel more motivated to work in groups; they feel less shy and can discuss more.
15 minutes	POST STAGE: SS will watch full video from the pre stage and will discuss about the causes and alternative uses of technology that would help prevent such outcome (mass extinction events and doom for the human race), as well as any doubts regarding today's grammar focus or vocabulary. SS will be handed	We had a discussion in this last part but without watching the video. By the moment we reached this stage, it was 5:40. Students could have felt discouraged to watch a video that they would not have the time to understand in depth. However, the discussion was lively and many students shared their thoughts about	This video could have easily been some good input for the subsequent discussion. It meant a good opportunity to revisit concepts and ideas from the previous stages. It would be good to adapt it into a well thought out post stage in which SS can further explore the contents of the video and have a more focused listening practice. I always try to hand

	out the rubric for the assessment of the lessons.	some nice initiatives, plans and requests that could help ease the problems talked about earlier.	out the rubrics mostly to SS that have not come to the club before so they have an unbiased opinion although some students voluntarily ask to complete the rubric.
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GAME: WATCH - NOTE TAKING - SECOND WATCH - TRANSCRIPT - QUESTIONS

TRANSCRIPT

"To save nature is to save us. Because whatever you're fighting for, racism or poverty, feminism, gay right or any type of equality, it won't matter in the least. Because if we all don't work together to save the environment, we will be equally extinct."

QUESTIONS

OPEN GRAMMAR QUESTION: How do you talk about future plans you are sure about?

1. What can be a correct interpretation of the phrase 'to save nature is to save us'?

OPEN GRAMMAR QUESTION: What is the negative form of the auxiliary 'will'?

2. How can you explain the phrase 'in the least'?

OPEN GRAMMAR QUESTION: Can the verb 'can' be used in the future? How?

3. What does the expression 'equally extinct' mean?

OPEN GRAMMAR QUESTION: Can the word 'if' only be used at the beginning of a sentence?

4. Is the sentence 'if we all don't work together to save the environment, we will be equally extinct.' expressing a cause, a plan, a consequence, a request.

Week Five

DATE: 25th October 2018

SETTING: Conversation Club Level II

LANGUAGE LEVEL: ??

GOAL: SS will be able to highlight some places in their province (Valle del Cauca) by providing a brief description of the place and talking about what to do and see in a short presentation.

OBJECTIVES:

- SS will be able to discuss some free time activities related to tourist places in the country through a short group discussion based on a series of pictures, a video and some comprehension questions.
- SS will be able to review the forms 'there is/are' and some quantifiers necessary to describe places by describing a video.
- SS will be able to further practice the forms 'there is/are' and some quantifiers necessary to describe places through pair work.
- SS will be able to describe and talk about the activities to do in a city/town in their province through a short presentation.
- SS will be able to assess the activities proposed throughout the lesson by completing a rubric.

TIME (DURATION): 120 minutes

GRAMMAR FOCUS; VOCABULARY SCOPE: *Cardinal directions; prepositions of place, there is/are; quantifiers.*

TIME	PLAN	APPLICATION	COMMENTS
15 minutes	PRE STAGE: -SS will be shown a series of pictures of different free-time activities in the order they appear in the video https://www.youtube.com/watch?v=BUZ_rFQd9x4 (2:32") SS will briefly discuss these activities. These pictures will include different numbers of things so that SS can be prompted to use quantifiers.	18 SS showed up to the club, all from the level II. Some SS reacted very positively to the pictures because they were familiar with the places in the pictures. The main questions for SS to describe the pictures were 'what's in the picture?' or 'what can you see in the picture?'	Some SS were very shy to talk while others were very talkative. SS feel more confident to talk when they are exposed to contents they can relate to such as travel, sports, entertainment and other things young adults are usually into.
15 minutes	-After that, SS will watch the video above (without sound first) -SS will be asked to explain the contents	SS watched and managed explain the video with no major difficulties. It was just a quick review of the	This initial activity was, as in previous cases, a good warmup for SS to loosen up and somehow 'switch' to English. Most SS soon realized they were

15 minutes	of the video and they are supposed to use there is/there are in their description. Some comprehension questions might be included. -SS will watch the video again to check how close their description was; this will be the best moment to review the grammar forms necessary to complete the lesson.	information since they had already described the pictures. SS were able to add new information about the places. The introduction of the grammar forms and vocabulary were done through the pictures and also a list on the board which SS helped to complete.	required to use quantifiers although I provided a brief explanation on the purpose of using them for expressing unknown quantities. The pre stage was extended as suggested by professor Velasco so that SS had more input and were clear about the topic and contents to be developed in the club. It was indeed a good idea because these three activities around the same video made possible that SS gradually picked up the grammar forms and vocabulary.
25 minutes	WHILE STAGE: - PAIR WORK. SS will think of a place they have visited in the province (Valle del Cauca) and will try to talk to a peer about the place as much as they can about certain categories (see categories below) for 3 minutes straight. (Timed practice) - SS will prepare a short presentation (in groups) about the top five destinations in the province. To do so, SS will first have a group discussion	This activity had to be tweaked a bit because there were four SS from other provinces. As a result, these four SS were encouraged to talk about their very own provinces, which they said they knew much better. The timed practice went well with an average speaking time of two minutes per category. This was because some places are small therefore SS could have possibly not	This could have been anticipated for the plan's sake in order to acknowledge the great diversity of demographics in the university. In spite of this little inconvenience, SS were able to talk about their own provinces (Nariño, Cauca and Cundinamarca.) without disrupting the course of the activity. This pair work activity was great to even things out, participation wise. SS who had not
25 minutes			

	after which they will have decided on five destinations to include. The class will be split into two groups and each does five destinations.	found a lot to talk about for three minutes. For the top five presentations, SS were allowed to do five places in Cali, in case they didn't know the province very well. One of the groups did Valle and the other did Cali, both successfully.	said a word in the previous stage could interact more and use the language more in this stage. As a matter of fact, this club permitted that SS used the target language even more than in previous clubs. The use of Spanish throughout all stages was minimal.
15 minutes 10 minutes	POST STAGE: -GROUP DISCUSSION. SS will discuss their least favorite places in the province/region or in Cali. T will provide feedback on the previous presentations and the interventions on this stage in order to clear up doubts. -SS are handed the rubric for the assessment of the lessons.	This discussion was focused mainly on the students who did not talk much during the club. Because of time, the feedback provided has to be brief and quick. SS did not make a lot of mistakes and when they did, they were able to either self-correct or be corrected by their peers. 8 SS were handed the rubric.	SS were always very willing to talk and the ones who were very shy actually talked when told to. In this stage such students were required to talk more than the others so that they could participate more actively. This club finished at 6:10 because this was officially the trial for a stronger pre stage during the strike the university is on right now and the results were satisfactory. Please see attached a shot of a comment that one of the SS wrote down in the rubric.

CATEGORIES: Sports, Food, Entertainment, Nightlife, Monuments/architecture, People, Others.

PICTURES:





Week Six

DATE: November 1st - 2018

SETTING: Conversation Club Level II

LANGUAGE LEVEL: ??

GOAL: To reflect on students' plans and intentions after graduating from university based on some factual information about career paths and challenges to join the workforce.

OBJECTIVES:

- SS will be able to share some plans and intentions that their peers have through a small classroom survey.
- SS will be able to reflect on some challenges for graduate students based on some current facts about successful career paths in a video, through an open discussion.
- SS will be able to present the advantages of studying each of their majors based on the model presented in a video.
- SS will be able to assess the activities proposed throughout the lesson, as well as the contents and its suitability by completing a rubric.

TIME (DURATION): 120 minutes.

15 minutes	-SS will watch the video https://www.youtube.com/watch?v=LR AZrrFwSpE (8'47") and complete the worksheet below.	sentences on the board using 'will' but also adding the adverbs 'definitely' and 'probably, as well as the modals 'might' and 'may'. In order to provide more practice opportunities, SS were asked simple questions about what they 'will, might or may do' that day after class. SS watched the video once but it was paused for a couple minutes after each major was presented in order for them to take notes. Discussion of the worksheet was done through a game of hands.	grammar forms necessary but it was mostly done through questions and examples rather than a plain explanation of grammar forms. This last activity was a good way to practice before moving on to the main task.
15 minutes	-SS have an open discussion around the question 'What are some challenges about your major? (regarding career paths and opportunities.)' and also when it comes to studying it.	This activity was based on some of the things that students saw in the video so this was a way to further analyze it. SS mostly spoke about technological advances and even brought up 'the jobs that will likely disappear in the future.'	Some SS were seen actively taking notes while others barely moves their hands. This video may have in fact been too difficult for level II SS as some looked confused. However, when discussing the worksheet, SS didn't seem to have had much trouble at least in the first three activities. Since most SS belonged to engineering majors, they said they did not feel worried about having a career in engineering because some of them were included in the top ten. Students who major in the humanities, in turn, said they knew there might be some challenges to choosing a career in education for example.
25 minutes	-SS will think of how their major could make the	This task had to be explained more	This last activity was a good way to practice before moving on to the main task. Some SS were seen actively taking notes while others barely moves their hands. This video may have in fact been too difficult for level II SS as some looked confused. However, when discussing the worksheet, SS didn't seem to have had much trouble at least in the first three activities. Since most SS belonged to engineering majors, they said they did not feel worried about having a career in engineering because some of them were included in the top ten. Students who major in the humanities, in turn, said they knew there might be some challenges to choosing a career in education for example. Some SS from 'licenciaturas' said

	list and will share some of their actual future plans in order to explain the way their majors would somehow fit in that top ten, highlighting skills, contributions and other aspects that would allow it to make the list.	than once. SS were given some time to put their ideas together before talking individually. Some contributions included things like 'I'll definitely study a master's degree when I graduate.' or 'I might study abroad and do research on health issues.'	they were optimistic about their career paths. One SS even said 'if not us teachers, who educates future professionals?' Although a bit complex, this activity allowed SS to reflect on their plans and intentions with better insight.
10 minutes	POST STAGE: - SS will discuss grammar focus and vocabulary learned throughout the lesson to dispel any remaining doubts.	SS did not have many questions about vocabulary or grammar forms.	This club proved that while some materials have to be more carefully selected, the tasks proposed had a positive response from students and fostered peer interaction as well as meaningful monologues that evidence appropriate listening comprehension.
5 minutes	- SS will be handed the rubric for the assessment of the lesson.	8 SS assessed the lesson by completing the rubric.	

WORKSHEET:

1. What is the video about?	
2. Match the careers below with the best description (according to the video):	
3. Take notes and provide more details for each career.	
- Software Engineering	a. Rapidly growing b. A waste of time c. Exciting
- Actuarial Math	a. Dangerous b. Easy c. Lucrative

-
-
- Architecture a. Difficult b. Low paid c. Glamorous
-
- Accounting a. Low paid b. Many job options c. Fulfilling
-
- Civil Engineering a. Wide jobs available b. Government benefits c. Prestigious
-
- Law a. Difficult b. Easy c. Popular
-
- Nursing a. Average pay b. Job satisfaction c. Helpful
-
- Finance a. Prestigious c. Many jobs available c. Unhelpful
-
- Medicine a. Prestigious b. Boring c. Stressful
-
- Computer Science a. Exciting b. Fulfilling c. Growing with technology
-
-

4. What is the difference between a 'major' and a 'career'?

Week Seven

DATE: November 8th - 2018

SETTING: Conversation Club Level II

LANGUAGE LEVEL: ??

GOAL: To ask for and give travel advice, including necessity and suggestion.

OBJECTIVES:

- SS will be able to identify and learn vocabulary to describe places, give and ask for advice by analyzing a travel brochure.
- SS will be able to establish differences in a series of pictures that represent necessity and suggestion.

- SS will further practice some techniques to ask and give travel advice through a couple of recordings and a role play.
- SS will assess the lesson by completing a rubric.

TIME (DURATION): 120 minutes.

GRAMMAR FOCUS; VOCABULARY SCOPE: *Infinitives; gerunds; modals for necessity and suggestion; there is/are; adjectives to describe places; giving suggestions.*

TIME	PLAN	APPLICATION	COMMENTS
15 minutes	PRE STAGE: -In two groups SS will read two travel brochures (Belize, Guyana). They will be asked to identify vocabulary for describing places (adjectives) as well as expressions to give advice in both brochures.	6 students attended the club, 4 from the level II, one who has already completed all courses and one from Univalle Tuluá. T asked the question 'What's usually in a travel brochure?' to which SS replied 'What to do, eat and do' SS then looked over the brochures and made questions about new vocabulary. A list was made on the board with examples from both texts and then SS helped classify each example into 'Necessity' or 'Suggestion' and tried to find an explanation. SS provided descriptions accordingly. Some students provided more than one description per picture which allowed them to reinforce the recently introduced	Most students were shy at the beginning, presumably because of the small number of attendees. This didn't prevent them from talking when they were asked to. This activity was a good start for the lesson as SS were able to be exposed to the language in written form before the listening activities were introduced. After some time, most SS were starting to loosen up and feel more comfortable. Travel is an interesting topic that usually makes SS feel engaged enough to talk more than they are asked to. SS felt confused at the beginning about the new grammar forms since most of them were only familiar with 'should'. Given the current situation the
15 minutes	- SS are shown a series of pictures about travelling to Mexico. They will have to classify the pictures as indicating suggestion or necessity and will make the corresponding sentences to explain the pictures.		

		forms.	university is going through; this was a good way to present SS with new language they will actually use later when they resume their language courses.
20 minutes	WHILE STAGE: -SS listen to a recording (0'57'') containing different pieces of travel advice. They will have to take notes and classify them into two categories: necessity and suggestion. To do this, SS will be arranged in two smaller groups. A representative from each group will come up and will answer random grammar questions, the student who first grabs the object in the middle has the right to classify. SS will have the opportunity to justify their answer based on the notes they took.	SS were seemingly afraid to participate in this activity but they managed to categorize the items fairly, mostly by identifying the key words (need to, should...) in the recording. Only a few students took notes, which they used to support their choices sometimes. After doing this activity, SS were asked if they had any questions about how to give advice in English. All SS said it was now clear. This enabled SS to be able to move on to the next stage.	I assume SS were afraid for many reasons, one of which the fact they have not had exposure to English for many weeks now so it certainly was a daunting task for them. They managed to pick up a few words from the recording nonetheless. In the end, it was possible to play the record more than twice so that SS could digest the language more easily.
20 minutes	-SS will listen to a second recording (4'06''). This time, they will hear an interview where two people ask for and give travel advice to visit NYC. SS will do the same tasks as in the previous activity (taking	Recording had to be played twice and it was paused every time the interviewee answered a question. SS completed the table partially but it was enough for them to establish differences between the	This lesson provided SS with even more techniques to have a better understanding of the language. The table was especially useful given the students' level and the overall air of shyness and

30 minutes	notes and classifying) but no game will be played this time. SS will listen again for details and will complete the table below. - SS will pull out one piece of paper from a plastic bag that has categories (see below). SS who get matching categories will work in couples to role play a situation at a tourism booth at the airport/bus terminal in Colombia. One student gets to ask for advice while the other one provides it.	statements that expressed necessity and those that were suggestions. This was in fact a good strategy because it had some prompts (topics) that enables students to have some extra context and understand more easily. SS were given ten minutes to prepare the role play. After that, each couple was asked to come up to the middle of the room and perform. This activity came out as expected. The first two couples mostly spoke about Cali while the third one even played the role of a tour guide and a foreign visitor.	uncertainty that surrounded them. It was necessary for me as a facilitator to help SS out throughout the activity, providing more hints and prompts for them to get the meaning. SS feel good when they are given preparation time so they can come up with something they feel satisfied with. However, since most activities at the club usually take longer than expected, preparation time is not usually longer than ten minutes and SS have to be reassured they will do well and that improvising is also a good way of testing oneself. Up until now, this has worked out well in all cases.
10 minutes	POST STAGE: -SS will reflect on the activities done throughout the club as well as the contents, and will complete the rubric for the assessment of the lesson.	SS said they had no comments other than those reflected on the rubric. They quickly completed the rubric, have their passports signed and left.	SS will rarely say they have doubts about the lesson, but they do have positive reactions about the club which will be further explained in the final document as well as in the self-assessment text.

Audio source: Interchange Third Edition Blue Book.

<u>Recording 1 Transcript</u>	<u>Recording 2 Transcript</u>
"Listen to these pieces of advice by experienced travelers: 1. You should tell the driver where you're going before you get on, and you have to have exact change for the fare. 2. In most countries, you don't have to have an international driver's license, but you must have a license from your own country. You also need to be over 21. 3. You should try some of the local specialties, but you'd better avoid the stalls on the street. 4. You ought to pack a first-aid kit and any medication you need. You shouldn't drink water from the tap. 5. You ought to keep a copy of your credit card numbers at the hotel, and you shouldn't carry a lot of cash when you go out."	"Listen to an interview with a spokeswoman from the New York City Visitor Center: -What should people do to make their visit to NYC safe and pleasant? - One important thing to remember is not to try to do too much in a short time. Ideally, you should start planning before you get here. You ought to decide in advance which sites you most want to see. - Are there any good tours available? - Oh yes, lots. Several companies offer bus tours that stop at all the major tourist attractions. It's a good idea to buy a pass so you can get on and off wherever you like. You should visit our website to find out about the latest tours and special events. - I see. And is New York a safe city for visitors? - It's safer than many cities in the world, but just like in any big city, you should still be careful, especially at night, and don't be afraid to ask questions; even American visitors have to ask for help when they come here. You'll find that New Yorkers are pretty friendly; they like welcoming visitors to their city and don't mind giving directions. - One last thing, is it an expensive city to visit? - It can be, but there are plenty of cheap places in the city where you don't have to spend a fortune. If you're a student, you should bring your student ID card with you, that way you can get a discount on entrance into museums and galleries. Oh! And never carry much money on you. - Is there anything else you'd like to add? - Just that most people have a great time when they come to New York, and I'm sure you will too!"

HANDOUTS:
BROCHURES



South America Undiscovered

Come Discover



March

You should visit the racecourse on 10th Mar. for the annual horse racing competition. It's a grand activity and you can go there with your children. You must buy the tickets beforehand because they're usually sold out! 'Phagwah' is a must-see festival where Guyanese people enjoy their Indian heritage. You ought to go enjoy this colourful event. You don't have to pay to witness the magic of Phagwah because it's totally free!

April

You shouldn't miss Easter in Guyana and the wonderful traditions of Guyanese households. You have to mingle with the locals in order to discover Guyana's most hidden treasures: its people's customs. You also need to get around the capital city, Georgetown, if you want to see amazing churches and well-preserved architectural wonders.

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Hacienda Maricao Reserve

Spend a day snorkeling along the world's longest

swimming with nurse

sharks and rays, catching

your own lunch, and

soaking up the sun.

You must be wearing

sunglasses and you

must wear lots of

sunscreen.



Mayan Temple

On top of these Mayan

ruins, see the

the mountains and

valleys - and all the

way into Guatemala.

You can cross the

border into Guatemala if

you want but you must

not forget to have your

passport at hand.

Acton Tulumal

Go in to the beautiful

cave entrance for a

swimming. Inside the

ancient Mayan

underworld.

You must be prepared

to see places that

were used for human

sacrifice!



Cave Tubing

The most relaxing way

to explore Belize's

incredible cave system!

as you travel get

the cave's overhead.

You have to pack extra

clothes for changing

because you'll get wet!



Big Rock Falls

Enjoy a private picnic,

complete with chilled

champagne, against the

backdrop of

scenery.

You ought to enjoy this place with

family and friends.

Ready to book your Belize adventure?

Contact the adventure experts at Karana Boutique (Present today)

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PICTURES MEXICO:



CATEGORIES:

FOOD	TRANSP ORT	POPULA R DESTINA	CULTUR E	SAFETY	CLOTHE S	ENTERTA INMENT
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		TIONS				
FOOD	TRANSP ORT	POPULA R DESTINA TIONS	CULTUR E	SAFETY	CLOTHE S	ENTERTA INMENT

TABLE FOR LISTENING 2

TOPIC	NOTES	ADVICE
PLANNING		- - -
TOURS		- -
SAFETY		- - -
PRICE		- -

Week Eight

DATE: November 29th - 2018

SETTING: Conversation Club Level II

LANGUAGE LEVEL: ??

GOAL: To discuss the realities of some Latin American countries that concern the future of the general citizen such as education, work and some social problems, establishing a relationship with the Colombian reality.

OBJECTIVES:

- SS will be able to discuss some common problems in Latin American countries and establish similarities with the Colombian context.
- SS will be able to share reflections on some common problems based on common knowledge and short paragraphs taken from an international news website.

- SS will be able to discuss and explain the reality of education related problems currently happening in the Colombian context through a video and a group discussion.
- SS will be able to test their comprehension of the contents and forms developed through a game of 'Last Word'.
- SS will be able to assess the lesson's contents and activities by completing a rubric.

TIME (DURATION): 120 minutes.

GRAMMAR FOCUS; VOCABULARY SCOPE: *Present Simple; Present Progressive; Past Simple.*

TIME	PLAN	APPLICATION	COMMENTS
15 minutes	PRE STAGE: -SS get in groups and each group is handed a set of headlines and a set of short paragraphs taken from the main articles. (see handout list below). SS will be asked to match the headlines with the texts and discuss unknown vocabulary related to social problems.	Three students showed up, all from the level II and from the programs of Chemistry, Economics and Electronics Technology. While it was not possible to arrange SS into groups, they were asked to sit around the table as one group. All SS got to read the headlines and paragraphs out loud which made it easier to discuss the vocabulary in bolds, italics and the words underlined.	This kind of arrangement, while unexpected, allowed SS to have more participation. Reading aloud was also a good way for the teacher to check on their pronunciation and to provide some useful tips, especially about the ending of some plural nouns as well as some regular verbs.
30 minutes	-SS are asked to establish if there are any relationships between those international headlines and the Colombian context. They will be asked to complete an 'Iceberg' model in which they explain the problem as they describe what is seen on different media outlets vs	SS said all the news had much to do with the Colombian context. T asked SS what examples they could provide as to explain the link between the international news	One of the SS had attended the club previously on many occasions, he pointed out the benefits of the new curriculum (he had only attended one of the reading courses before) as "being able to practice and sharpen his pronunciation and fluency."

	what is hidden from the public. T will help SS out during this stage so they can understand how the model works as well as the grammar forms reviewed.	and the current situation in Colombia. They provided some examples including deforestation, corruption and the teachers' strike. Grammar forms were introduced spontaneously as SS talked about the texts, they had some idea about the three tenses so some of their examples had to be written down on the board to explain how they could use the present progressive to talk about ongoing problems or similar situations. Among the few difficulties that arose was SS's missing the verb 'be' when using the present progressive. However, they were aware and self-corrected.	These kinds of activities are thought provoking and always make SS react (especially the Economics student since she had a grasp of some concepts like the tax reform) since it is something real, that is why probably one of the reasons why they were motivated to talk. Although SS used L1 quite often throughout the lesson, they all made a big effort to get their ideas across; they were not too shy as on previous occasions. SS didn't have major problems understanding the grammar forms because they remembered them from their previous English course (level I).
10 minutes	WHILE STAGE: -SS watch the video https://www.youtube.com/watch?v=HgY4NwVNZAE (2'32") for the first time as they take notes. - For the second time, SS watch out for details that will help them complete a comprehension workshop (below). -SS complete the workshop and	The small number of SS allowed the video to be played three times which made comprehension a lot easier. All SS took notes and it was relatively easy for them to complete the workshop. SS shared their answers and reviewed some of	Workshops have proven quite useful for the comprehension of audio materials because they are designed to guide SS through the video, first delivering important vocabulary and then introducing different tasks according to their level. This activity was

40 minutes	share their answers. - SS prepare a presentation in which each group will highlight and explain one aspect of the video. Using some paper sheets, they will write two short headlines for the aspect they chose (one for what is seen, the other for what is concealed); one of the headlines has to be placed above the waterline in the iceberg (drawn on the board) while the other is placed 'underwater'	the verbs in past. SS were given some time to prepare a single presentation. They were told the 'tip' of the iceberg should be some kind of headline that shows the current situation mostly as seen in the media, whereas the 'underwater' part was meant to be the real story or the 'other side' of the story that provides factual information and details. All SS contributed to the presentation equally well, sharing at least one single thought or idea using small chunks of language with some degree of hesitation and unimpeding errors.	good to raise awareness about some of the issues being commented on in the media. Both the video and the presentation were relevant because they touched on some ongoing situations which are sometimes 'sugarcoated' or altered by mainstream media. SS were very creative and the use of L2 increased during the discussion time prior to the presentation.
10 minutes	POST STAGE: -SS will reflect on the activities done throughout the club and will be asked if any questions remain about the contents and grammar forms developed. - SS will play one round of the game 'Last word', in which each student will have to bring back one of the ideas developed in the club without repeating, or some	SS no they didn't have any remaining questions. They explained that even though they had very few classes prior to the strike, they should have no problems if there was some kind of introduction of the topics and grammar forms. The game could not be done due to a lack of time. SS then proceeded to complete the	Most of the activities went according to plan and SS could practice the language in a different, more personalized way. They seemed to have enjoyed it and did not have major difficulties. SS are always willing to complete the rubric and it has been a good tool to evaluate the students' response to the activities as

10 minutes	of the new vocabulary learned. - SS will be handed the rubric for the assessment of the lesson.	rubric and handed it back.	well as their performance based on the opportunities they had to participate and the exposure to the language.
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HANDOUTS: (Adapted <http://wp.telesur.tv/english/news/5-Social-Movements-Resisting-Repression-in-Latin-America-20170215-0042.html>)



Gas and electricity prices are rising . Jobs are being cut. Government institutions are downsizing . Private companies linked to the ruling administration are getting tax cuts .	The legislation allows foreign multinational corporations to buy out what remains, tear down existing trees, extract natural resources, and send profits back to billionaires living outside of the country. It	In 1928, the military massacred over 1,200 United Fruit Company workers leading a union <i>strike</i> for better working conditions. Populist leader Jorge Eliecer Gaitan and survivors of the	Murillo, the leader of a <u>peasant's association</u> , was shot and killed by members of a right-wing death squad in 2014 for her <u>political activities</u> . Along with fighting to win higher wages for <u>workers</u> , she	Revolutionary Mexican teachers also made headlines last June when the National Coordinator of Education Workers, CNTE, protested <u>education privatization reforms</u> implemented by
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	also forcibly displaces the Indigenous communities living in Amazonia without giving them a share of profits made from privatization.	massacre led <u>mass protests</u> against the ruling Conservative Party government.	protected Indigenous Lenca territories from wealthy landowners planning to deforest the areas for profits.	the president. CNTE teachers set up <u>blockades</u> on major streets in Oaxaca and led nationwide strikes. The police, however, killed over 12 teachers and injured hundreds more with tear gas and rubber bullets.
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LISTENING WORKSHOP

1. What is the video about?

Key words: DEMONSTRATIONS-UNIVERSITY FUNDING-TAX REFORM- DEMONSTRATE-PEACEFUL PROTEST- ANTI-RIOT SQUAD- MOVEMENTS-DISCONTENT.

2. Put the video moments into the right order.

___ Human rights organizations condemned what happened about the anti-riot squad 'ESMAD'

___ The President and his Defense Minister blamed protesters for the violence.

___ The protests will not stop.

___ Security forces responded to students' demonstrations with brutal repression.

3. Match the main ideas with the corresponding developing ideas.

Human rights organizations condemned what happened about the anti-riot squad 'ESMAD'	They blamed protesters for the violence.
The President and his Defense Minister denied human rights abuses.	"Our teachers were there and children. We demand they respect our right to protest."
The protests will not stop.	"They deliberately attacked with tear gas and stone grenades. There was no disturbance there. It was a peaceful protest."

Security forces responded to students' demonstrations with brutal repression.	Other sectors will probably join demonstrations on the 15th and 28th November.
3. Write down some complementary ideas about the most important aspect of the video to complete an 'Iceberg Model' about the ongoing crisis affecting many sectors of Colombian society.	
WHAT WE SEE 	WHAT WE DON'T SEE

2, 4, 3, 1

Week Nine

DATE: 8th February 2019

SETTING: Conversation club level II

LANGUAGE LEVEL: ??

GOAL: To recognize the importance of one's academic program (major) based on the contributions to be made as students and graduates to the university life and society in general.

OBJECTIVES:

- SS will exchange information about their majors through a speed-talk activity based on a video.
- Based on a game and a video, SS will exchange information about skills and abilities related to their majors in a short presentation.
- SS will assess the activities and contents of the club by completing a rubric.

TIME (DURATION): 120 minutes

GRAMMAR FOCUS, VOCABULARY SCOPE: *Present Simple; 'can' for ability; will; going to; might; could.*

TIME	PLAN	APPLICATION	COMMENTS
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15 minutes	PRE STAGE: -SS will watch the video https://www.youtube.com/watch?v=PR8IEVUeNWU (5'25") and will answer some quick comprehension questions to elicit previous knowledge/ reinforce grammar forms.	A total of 13 students attended the club, two of which belonged to the level I, and two more to the level IV. In order to break the ice, SS were asked some questions about resuming their classes and even if it was their first club of the week, which they say it was. The first video helped them get the context as well as some key words related to skills. After this, some sentences were written down on the board eliciting knowledge with a list of the skills heard in the video.	While one would have thought it would be hard for students to make a comeback after so long a hiatus; all students were willing to work. The small talk at the beginning was also a good way to 'break the ice'. The first video was both a good and bad choice. For one, it was slow and SS get most of the key words. However, it was not too 'authentic' as it was computer generated. The fact that there were two students from a higher level was an advantage as they filled in the 'silence gap'. This minimized the need for teacher explanation.
15 minutes	-SS will play a game in which they will discover ways to talk about ability and skills related to some university majors (the ones that usually attend the club).	This game was tweaked a little so that students could make questions using the forms previously discussed, based on each other's major. E.g.: "What do you study? - Statistics. "How good are you at math?" The exchange of questions was done in a way that allowed everyone to participate.	This change in the dynamics of the game saved us some time, and since there were students from diverse programs (from recreation to statistics), the resulting questions were in fact very interesting. SS were also asked to explain their response.

20 minutes	WHILE STAGE: -SS will watch the video https://www.youtube.com/watch?v=kXp8RErZiv0 from 1'20" to 7'33" (video will be cut) and will complete a comprehension worksheet. -SS will make two lines and will 'speed-talk' about the same questions from the video. In this case, speed talking means SS will have three minutes to discuss each question providing as many details as they can, switching places at each time. -SS will do a presentation in which they talk about the skills acquired in their majors, as well as some possible career paths and contributions they would make to their field of study and society in general.	The worksheet was handed out before the video started and the questions therein were discussed first. SS watched the video once. The video was paused after every segment for students to discuss every question collectively. The speed talk activity had to be dismissed as we were somewhat short of time. However, students had enough time to discuss the video and even one additional question that wasn't originally included: 'What career paths can she possibly follow?' All presentations were successful, around 5 minutes each, and some students who shared the same major decided to collaborate in a joint presentation. Side note: Only seven students were able to do the presentation as the rest said they had class and left at 11:30.	SS said this video was easy to understand and the girl's accent was clear enough. The strategy of pausing the video after every segment was put into action mostly for the level I students' sake, who I assumed are not used to retaining long chunks of information. It also meant the other students had more time to take notes and process the information received. It was very interesting to listen to what SS had to say about possible career paths for the girl in the video as well as their own. Some students said they never considered possible career paths before starting university, but now that they have completed one or two years of studies it has shaped the way they think of their majors in regards to how helpful it will be and the skills they will acquire.
15 minutes	POST STAGE: -SS will share their reactions to the activities done during the club and	The seven remaining students completed the survey and shared some additional	Given the fact that no other clubs were being held after this one, SS were allowed to talk as

	will complete a rubric of assessment.	thoughts on the clubs and how they should attend more often. The club finished a little later than expected (12:10).	much as they wanted in each stage. The data gathered in the rubrics will likely help in planning a well thought out last club that leaves a lasting impression on all attendees.
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GAME

The class is divided into two smaller groups and each group sends a representative to read out some prompts and to get their team to guess what major they are talking about (the prompts contain forms such as can, to be good at, but SS can also act it out).

Majors: Mathematics and Physics, Biology, Recreation and Leisure, Systems Engineering, Business Administration.

HANDOUTS

Prompts: Math and Physics: This student can process large numbers and equations easily. Biology: This student is good at remembering names of plants and animals. R&L: This student is great at talking to people. IE: This person can read programming languages. BA: This person is good at managing resources and handling money.

Worksheet:

VOCABULARY: Major, Course, Class, *The Best Fit*, Degree.

Questions

1. What is your major?

-Match the concepts with definitions

Career	The main subject that you specialize in at college or university, related to your academic program or unit.
Major	The job or series of jobs that you do during your working life

—
2. What is sociology? Vs psychology

-How many other majors does she compare sociology to? __One __Two __Three
-Does she provide any differences between the majors? __YES__NO

—
3. What did I choose this major? (Why do you study ...?) ...communications

-Did she start out as a sociology student when she first got into university?
__YES__NO

—
4. What kind of classes do I take? (favorite, least favorite...)

-Is she interested in taking classes that have nothing to do with sociology?
__YES__NO

—
5. Do you regret choosing it?

-What does she like about studying sociology?

Week Ten

DATE: 15th February 2019

SETTING: Conversation club level II

LANGUAGE LEVEL: ??

GOAL: To reflect on the effect that the students' strike had on some personal and academic processes of the students at Univalle.

OBJECTIVES: - SS will be able to identify the topic/subject of discussion throughout the different stages of a video by suggesting possible questions based on the information provided in the video.

- SS will be able to associate words/chunks of information with different parts of an audio material by matching words and questions related to a video.
- SS will be able to discuss a subject of interest by answering a few questions related to a video.
- SS will be able to exchange thoughts on the recent students' strike by participating in a classroom discussion.
- SS will assess the contents and development of the lesson by completing a rubric.

TIME (DURATION): 120 minutes

GRAMMAR FOCUS, VOCABULARY SCOPE: *Past Simple; irregular verbs; pronunciation of regular verbs.*

TIME	PLAN	APPLICATION	COMMENTS
25 minutes	PRE STAGE: -T will state that all activities done throughout the club will earn SS some points as a kind of game or competition. -SS will watch a video in which a student of the Program of Literature answers a few questions about the recent students' strike. Since the video does not include the questions asked, SS are asked to get in small groups and try to figure out what the questions might have been. -In this stage, a review of the past simple tense might	Five students attended the club, two of which were from the level I. The group was split up into three smaller groups. SS were told what the video was about so that they got acquainted with some terms, especially the word 'strike' In this first activity, one of the groups came up with the five questions while the other only did four. Most of these questions were close enough to the original ones. This activity also represented the perfect opportunity to briefly review some grammar	This club was meant to create awareness in all SS as it went around a somewhat sensitive topic that concerned us ass. I would have liked more SS to attend the club so that more people spoke out on it. I was glad that students had a good disposition from the get-go and they were attentive in this first stage where the key words were discussed. One of the level I SS had some knowledge of the past simple tense already. However, he did not outshine his classmate's

	be necessary. - The groups of students whose questions are closer to the original ones (which will be later displayed on the screen) will get their first set of points.	forms related to the past tense. This review allowed the SS who were conversant with this tense to practice it while the others could have a first look at it. It is also worth noting that this group discussion was mostly in L1.	participation and understanding. Something important to point out is since this review was meant to be a 'part of an activity that inspired SS to be competitive, it was likely not regarded as a 'grammar class'. I figured the prevalent use of L1 may was due to the varying levels of linguistic skills that these SS have in L2. It was not easy to even thing out in that sense.
30 minutes	WHILE STAGE: -SS will watch the video again and will take notes. This time, the groups will have to be split up into two smaller groups in which: 1.One will take turns to match some verbs as they are heard in the video with the corresponding question (or segment) reviewed in the pre stage (in no particular order). (Review of regular/irregular verbs)	SS watched the video again but since only a few of them showed up, the two tasks had to be carried out by all the SS at the same time. They were advised to do a different part of the video so they could gather all of the necessary information by the end. These activities had to be tweaked slightly as they were both done at the same time. I decided to pause	SS said they had liked the video and that it was easy to understand. In this stage, the group discussion was done more in L2, which was ideal as the SS had to answer questions constantly using simple phrases and sentences. This meant they were already getting some practice before engaging in the 'final task'. SS did not have any difficulties doing this activity and

	2.The other will explain the answer to the question matched in point one. The group whose matches are correct and so are their answers will get the next set of points. Note: If two representatives of opposite groups raise their hands at the same time, this will be resolved any time by asking a random grammar question.	the video after every answer was answered in it. SS then raised hands to match the verbs and then answer the questions. The first activity also allowed SS to review the basics of the regular and irregular verbs in the past tense. All SS participated actively in both activities, and although sometimes some of the questions were answered by the same group, everyone was involved in some way.	there was a good amount of interaction that allowed SS to make meaningful contributions. Ss showed great interest in the pronunciation of the irregular verbs, and even though we just went over it quite succinctly, they seemed to have enjoyed and learned from it as evidenced in the way they pronounced some irregular verbs later on in the post stage. All in all, this video was a great resource that allowed SS to be exposed to a different kind of material with so much to exploit.
20 minutes	POST STAGE: -SS will individually answer the questions in the video, this time they will answer in regard to their own experience and of course, including information. After one student answers, they will pick another	SS decided to just ask the person next to each one to answer. This activity was very interesting as it allowed some SS to use some of the contents/verbs reviewed in the previous stages. SS did not have major difficulties	Even though not all SS had the same language skills, they all managed to complete this activity rather satisfactorily. Towards the end of a lesson, most SS often feel like pushing it so that they can finish early.

15 minutes	student to answer next. All SS will be encouraged step in and comment on their peers' thoughts if they want.	answering the questions and some of the thoughts shared were even very elaborate. SS did not comment on their peers' ideas but listened carefully all along. SS completed the rubric.	However, this was not the case as the SS completed the activity and produced/used the language as they were expected to, with a certain level of hesitation but successfully getting their message across.
5 minutes	-SS are handed out the rubric for the assessment of the lesson and will be asked to share their impression on this last session.	The rubrics of assessment completed in all the clubs are currently being reviewed by professor Velasco as this club marked the end of the last two hours of teaching in this yearlong project.	This last club was a good wrap-up in the sense that not only did it allow students to try new activities, but it also proved that this project could be finished with as much creativity and thought as it was started.

Handout:

<i>What kind of activities did you do during the strike?</i>	Verb(s): read Notes: _____ _____ _____ _____ _____
<i>Was it a good idea to go on a strike in the first place?</i>	Verb(s): was, didn't have, needed Notes: _____ _____ _____

What implications did it have for the development of your academic activities?	Verb(s): <i>had</i> Notes:
Strike overview. When did it start/end? What were the parties involved.	Verb(s): <i>started, ended, sat down, thought</i> Notes:
Did you take advantage of your 'time off'? How?	Verb(s): <i>worked, made, saved, knew, took</i> Notes:

Interview questions (in the order they will appear in the video):

- Short intro (name, program, semester)
- Strike overview. When did it start/end? Parties involved.

- Do you think it was a good idea to go on strike in the first place?
- Did you take advantage of your 'time off'? How?
- What kind of activities did you do during the strike?
- What implications did it have for the development of your academic activities?

**Ms. Juliana Espitia authorizes the use of her image for academic purposes.*

Appendix 3. Rubric for the assessment of the lessons (Spanish)

FECHA: _____

CURSO DE INGLÉS AL QUE PERTENECE: _____

Criterios	1	2	3	4	5
Tipo de actividades	Muy pocas de las actividades propuestas fueron interesantes y cumplieron medianamente con mis expectativas .	Solo algunas de las actividades propuestas fueron interesantes y cumplieron medianamente con mis expectativas .	Varias de las actividades propuestas fueron interesantes y cumplieron con mis expectativas .	Casi todas las actividades propuestas fueron interesantes y cumplieron con mis expectativas .	Todas las actividades propuestas fueron interesantes y cumplieron con mis expectativas .
Variedad de actividades	Las actividades fueron mínimamente variadas y	Las actividades fueron mínimamente variadas y	Las actividades propuestas fueron algo variadas y	Las actividades propuestas fueron variadas y	Las actividades propuestas fueron variadas y

	acordes solo a un nivel de lengua.	acordes solo a algunos niveles de lengua.	acordes solo a algunos niveles de lengua.	acordes a varios niveles de lengua.	acordes a todos los niveles de lengua.
Habilidades de escucha	Las actividades propuestas no me permitieron practicar y desarrollar mis habilidades de escucha (<i>listening</i>).	Las actividades propuestas me permitieron practicar y desarrollar muy mínimamente mis habilidades de escucha (<i>listening</i>) .	Las actividades propuestas me permitieron practicar y desarrollar medianamente mis habilidades de escucha (<i>listening</i>).	Las actividades propuestas me permitieron practicar y desarrollar mis habilidades de escucha (<i>listening</i>).	Las actividades propuestas me permitieron practicar y desarrollar r mis habilidades de escucha (<i>listening</i>) en gran manera.
Habilidades orales	Las actividades propuestas no me permitieron practicar y desarrollar mis habilidades orales (<i>speaking</i>).	Las actividades propuestas me permitieron practicar y desarrollar muy mínimamente mis habilidades orales (<i>speaking</i>) .	Las actividades propuestas me permitieron practicar y desarrollar medianamente mis habilidades orales (<i>speaking</i>).	Las actividades propuestas me permitieron practicar y desarrollar mis habilidades orales (<i>speaking</i>).	Las actividades propuestas me permitieron practicar y desarrollar r mis habilidades orales (<i>speaking</i>) en gran manera.
Participación	Tuve muy pocas oportunidades de participar activamente de manera individual y	Tuve pocas oportunidades de participar activamente de manera individual o de	Tuve algunas oportunidades de participar activamente de manera individual o	Tuve algunas oportunidades de participar activamente de manera individual y	Tuve varias oportunidades de participar activamente de manera individual y de

	de interactuar con otros estudiantes.	interactuar con otros estudiantes.	de interactuar con otros estudiantes, no ambas.	de interactuar con otros estudiantes.	interactuar con otros estudiantes.
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Comments:

Appendix 4. Student Survey (Spanish)

ENCUESTA PARA DETERMINAR EL PERFIL Y NECESIDADES DE LOS ASISTENTES AL CLUB DE CONVERSACIÓN EN INGLÉS - NIVEL INTERMEDIO

- Edad: _____
- Género: **M** ____ **F** ____
- Programa académico: _____

Por favor, responda a las siguientes preguntas seleccionando la opción de respuesta que mejor corresponda para su caso. Marque con una 'X' en la línea que corresponda a su respuesta.

1. ¿A qué curso de inglés asiste actualmente?

a. Inglés I _____

b. Inglés II _____

c. Inglés III _____

d. Inglés IV _____

e. Ninguno _____

2. ¿Cuáles son sus fortalezas a la hora de aprender y usar el inglés? Marque las opciones que apliquen para su caso.

a. Habla (Speaking) _____

b. Escucha (Listening) _____

c. Escritura (Writing) _____

d. Lectura (Reading) _____

e. Vocabulario (Vocabulary) _____

f. Gramática (Grammar) _____

3. ¿Cuáles son sus debilidades a la hora de aprender y usar el inglés? Marque las opciones que apliquen para su caso.

a. Habla (Speaking) _____

b. Escucha (Listening) _____

c. Escritura (Writing) _____

d. Lectura (Reading) _____

e. Vocabulario (Vocabulary) _____

f. Gramática (Grammar) _____

4. ¿Con qué frecuencia asiste al club de conversación nivel intermedio?

a. Menos de una vez por semana _____

b. Una vez por semana _____

c. Dos veces por semana _____

d. Más de dos veces por semana _____

5. ¿Cuál es su motivación al asistir al club de conversación en inglés nivel intermedio ofrecido por la Red CAAL? Por favor, marque las opciones que apliquen para su caso.

a. Practicar y mejorar mis habilidades orales _____

b. Practicar y mejorar mis habilidades de escucha _____

c. Practicar y mejorar mis habilidades escritas _____

d. Practicar y mejorar mis habilidades de lectura _____

e. Practicar y mejorar mi vocabulario y gramática _____

f. Todas las anteriores _____

6. ¿Qué actividades prefiere realizar en los clubes de conversación para desarrollar sus habilidades orales (Speaking)? Marque las opciones que apliquen para su caso.

a. Juegos _____

b. Debates _____

c. Presentaciones _____

d. Juegos de rol (interpretar roles de personajes en un contexto hipotético) _____

e. Otras actividades. ¿Cuáles? _____

Gracias por haber participado de esta encuesta la cual fue realizada con fines investigativos.