

**UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT**



**THE IMPACT OF A CONVERSATION CLUB ON THE ORAL  
PROFICIENCY OF STUDENTS FROM ADVANCED INTENSIVE ENGLISH  
II, GROUP 02, FROM THE ENGLISH TEACHING MAJOR, AT THE  
FOREIGN LANGUAGE DEPARTMENT, UNIVERSITY OF EL SALVADOR,  
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## INTRODUCTION

The research group has worked in the present project entitled: “The Impact of a Conversation Club on the Oral Proficiency of Students from Advanced Intensive English II, Group 02, from the English Teaching Major, at the Foreign Language Department, University of El Salvador, Semester I, 2016.”, which shows different steps that have been designed with the purpose of investigating through the implementation of the techniques, methods, type of study, etc. the influence that a conversation club can have on students’ oral proficiency. Thus, the research group wanted to study specific information about Conversation Clubs in order to be able to present how a conversation club impacts on the overall oral proficiency.

In the present project, the statement of the problem provides important information about the origin of the idea of a conversation club in the Foreign Language Department. Also, it is provided the description of the problem in which is described, in a brief way, the aspects that affect the oral proficiency in some students from the Foreign Language Department as well as the objectives that leaded the project in the right way. Furthermore, this research presents the type of study that was chosen to elaborate this research among other important steps that were developed with the purpose of carrying out the execution of the project.

Finally, it is presented the data analysis, the main findings of the research obtained after the treatment of the conversation club, the conclusions that the research group has after finishing the research, and the recommendations that the group can give based on the research they did with the conversation club.

## **I. RESEARCH TOPIC**

The Impact of a Conversation Club on the Oral Proficiency of Students from Advanced Intensive English II, Group 02, from the English Teaching Major, at the Foreign Language Department, University of El Salvador, Semester I, 2016.

## **II.STATEMENT OF THE PROBLEM**

### **A. Historical framework**

#### **FOREIGN LANGUAGE DEPARTMENT HISTORY**

According to professors Salazar Pedro Antonio and Rodríguez William Noé (1956 – 1998), it was in 1948 when a language academy at UES was founded with the main purpose to teach foreign languages such as English and French, but in a complementary way for other schools as an optional subject. This remained until the year 1955 when the first restructuration of the “Facultad de Humanidades” was made which led to the creation of School of Languages, but it was until one year later that the Foreign Language Department was founded. The same year the Foreign Language Department offered its first Technical Major which was “Técnico en Traductor-Interprete” which lasted 4 years consisting of 16 subjects. This Technical Major was served for 12 years in the Foreign Language Department, the reason why this it was no longer taught was there were not many professionals in this field to teach the subjects, and there were not so many students. The Technical Major did not last more than 12 years, and only 28 students graduated from it.

In 1968 when the technical major disappeared, there was a period of 2 years in which the Foreign Language Department almost disappeared because it only functioned giving support to other schools of the university. It was until 1970 when B.A. Sara Méndez and B.A. Orlando de Jesús Castro were assigned the task to create new majors in the Department because worldwide the necessity for teaching new languages was emerging; this was not an easy task and at that time they were professionally prepares to do that since they graduated from an American University.

It was in 1972 that some projects were presented about the creation of the major “Bachelor in English”, but unfortunately in the same year there was a military intervention and this caused a delay in the approval of the curriculum, it was until one year later that the Consejo Superior Universitario, on August 13th, 1973 approved the “Licenciatura en Idioma Inglés” and the “Profesorado en Idioma Inglés”. At the moment this took place, it was a hard time for the Department since there was not a specific place for teaching classes, in that period the Foreign Language Department functioned in “las cabañas”, It was neither an appropriate place to teach classes nor even to teach a foreign language. It was for this reason that the Foreign Language Department was moved to the first floor of the current building of “Letras y Periodismo”, after that, it was moved to the “Centro de Idiomas”.

The Foreign Language Department went through its most critical moments in the beginnings of 1980 due to the new closing of the university by the government, which led to a period of 4 years of exile because of this the Department functioned in different places such as: Colegio Stanford, Edificio Saca, Edificio Nieto, Colegio Sagrado Corazón de Jesús, Instituto El Salvador and Colegio Celestino Castro. By the year 1984, the Foreign Language Department’s offices were located in the building of “Psicología y Educación”, by that time Licenciado Alvaro Suncín took office as Head of the Department.

Moreover, by the end of the 80’s decade “La Asamblea General Universitaria” established as a requirement to get the degree that it was necessary to do a social community service that consisted of 700 hours for students of “Licenciaturas” and 500 hours for students of “Profesorados” additionally, students from “Licenciaturas” have to do an undergraduate work (thesis). As a result every Department from “La Facultad de



Ciencias y Humanidades” decided to create “Las Sub-Unidades de Proyección Social” just to guarantee that the students fulfill this new requirement.

Another important aspect about the Department is when M.A. Norma Blandón de Castro was the Head of the Department; she supported not only the teachers to have a specialization abroad but also students to finish their studies in universities from the United States of America. These students after finishing their studies they back to El Salvador and began to work as teachers in the Department.

After the resignation of M.A. Norma de Castro due to the political situation in the country, a new election was held in order to elect the new Head of the Department that in this case was M.A. Rolando Labrador. During the administration of M.A. Labrador different academic programs began, being one them the creation of “Sub-Unidad de Proyección Social that was led by M.A. Pedro Antonio Salazar. The purpose of this unit was to work in different areas, public and private fields, which were implemented the “Cursos Lingüísticos - Metodológicos” Initially these courses were created for middle school teachers (Salazar, interview, 2013); a few months later, these courses were the basis for the creation of Free English Courses that later on turned into an Academy named CENIUES.

Later in the first semester of 1993, a new curriculum was implemented for “Licenciatura en Idioma Inglés”; but it was until October 2nd, 1996 that “Consejo Superior Universitario” (Act No. 49-95-99, October 2, 1996) approved the curriculum. By this time M.A. Rolando Labrador retired from the Department and this entailed M.A. Ana Maria Glower to be elected as the new director of the Foreign Language Department. In the

administration of M.A. Glower de Alvarado, the teachers from the Foreign Language Department continued with their specialization inside and outside the country which led to the necessity to create a master degree program. This kind of proposal was included in the work plan of M.A. De Alvarado in the beginnings of 1997.

After considering many possibilities in what kind of program could be created for a master's specialization, the M.A. in Translation was created in 1998, being the authors of this M.A. program B.A. Victorino Barahona and Claudia Georgina Muñoz since they had studies as translators, for that reason they were assigned this task. In the same year, the “Ministerio de Educación” (MINED) began the new “Profesorado en Inglés para Tercer Ciclo de Educación Básica y Educación Media Plan MINED”

With the new curriculum proposed by the Ministry of Education, the Foreign Language Department began the query in order to have a modification of the “Licenciatura en Idioma Inglés Opción Enseñanza”'s curriculum which was completed and put it into action in the second semester from the year 1999 (CSU, Act No. 164-95-99 (uv17-b) October 23, 1999). After three years, a new major was created and named “Licenciatura en Lenguas Modernas: Especialidad Francés e Inglés” with this new major became a total of three majors that are under the administration of the Foreign Language Department.

## **CONVERSATION CLUB HISTORY OF THE FOREIGN LANGUAGE**

### **DEPARMENT**

The history of Conversation Clubs in the Foreign Language Department (FLD) started in the year 2005. It is important to mention that in recent history there have been only two conversation clubs; the first one in charge of Professor Rhina Franco and the second one in charge of Professor Alexander Landaverde.

The first idea about conversation club possibly emerged from Licenciada Rhina Franco who is a professor from the Foreign Language Department (FLD). She pointed out that because of students' necessities to practice and improve their English; she decided to open a conversation club; even though this was not part of the FLD's agenda. Professor Franco was in charge of the extracurricular activity (conversation club) and decided to join other professors from the FLD in order to have more professional members that could help with it. According to the conversion club's history, the purpose of creating it was for students to have a place where they could practice their English, since during class-time they studied contents related to "Pedagogy and Didactics", and topics related with the curriculum. Thus, by creating a Conversation Club, students could be exposed to the language with different materials in a different way. "Students' attitude toward the conversation club was so positive that they showed happiness and high self-confidence at the time of participating in class, they improved their language skills by being part of many topics discussed in the Conversation Club (Politics, economics, health, etc.)" says Professor Francisco Rodriguez.

Some time later, but in the same year 2005, Professor Edgar Nicolás Ayala who had become the head of the department at that time had the idea of creating a bigger conversation club with the purpose of giving students the chance of investing their free time in practicing and improving their English. Some of the professors that were involved in this project were Francisco Rodriguez, Cecilia de Amaya, Juan Carlos Cruz, and Alexander Landaverde who became the coordinator of it. But, unfortunately this extracurricular activity just worked for two or two years and a half since some of the professors had to leave it because of the lack of time they had. At the same time, there were some obstacles that they had to face before, during and after working with the conversation club. According to Professor Francisco Rodriguez and Alexander Landaverde, some of the main obstacles were: the lack of technological resources and the decrease in students' attendance since they got more academic responsibilities; so that, the conversation club became smaller and smaller until it disappeared.

## **B. Description of the problem**

Nowadays, the Foreign Language Department is dealing with students' low oral proficiency. There are some causes that are affecting students' speaking skill. Some of the causes that are observed: overcrowded classrooms where the professor does not have an overall control of students' oral proficiency, the lack of professors, the lack of activities that help to improve students' speaking skills are not as enough as necessary; besides, classes are focused on teachers talking time (TTT) rather than student talking time (STT); moreover, the lack of opportunities and spaces with appropriate environment for students to have free practice. Finally, another important cause is motivation not only intrinsic but also extrinsic. And these issues are some of the most remarkable obstacles for students to improve their oral proficiency.

## **C. Objectives**

### **A. General objective**

- a. To evaluate the impact of a Conversation Club on the oral proficiency of students from Advanced Intensive English II course, group 02, semester I-2016, at the Foreign Language Department.

### **B. Specific objectives**

- a. To measure the influence of a conversation club on the oral proficiency by testing the oral skills of students from Advanced Intensive English II course group 02 at the end of the semester I-2016.
- b. To identify the causes that influence the oral proficiency by testing students from Advanced Intensive English course group 02's oral performance, semester I-2016.
- c. To organize a conversation club with students from Advanced Intensive English II course group 02 in order to improve and measure their fluency and accuracy.

#### **D. Research questions**

1. How does a conversation club improve the oral proficiency of students from Advanced Intensive English II, group 02, from the English Teaching Major, at the Foreign Language Department, University of El Salvador, semester I-2016?
2. Does the students' attendance to a conversation club improve student's fluency and accuracy?
3. What is the usefulness of a conversation club to improve student's oral proficiency?
4. Which are the causes that influence the improvement of the oral proficiency in students that are part of the Conversation Club?

### **E. Justification/rationale**

Due to the difficulties that historically many students from the Foreign Language Department present in the area of speaking skills such as: lack of speaking opportunities, lack of free speaking activities, overcrowded groups, low students' motivation, classes focused on teachers talking time (TTT) rather than student talking time (STT), etc., the research group decided to create a conversation club with the purpose of helping students to improve their speaking skills.

It is observed that currently teachers do not implement enough extracurricular activities in order to students to have free oral practice. Adequate spaces are another reason that is affecting students, even though the university has green areas, they are not comfortable to stay because if the teacher want to bring audiovisual materials it will not be possible. Also, there are overcrowded groups where the students do not receive the needed attention. The students' motivation is decreasing because there is no opportunity to make free practice and their proficiency is not improving, instead of that, they tend to avoid practicing because of the fear of making errors and mistakes. Besides, the majority of classes are based on teacher talking time so that students can improve only their listening, in the best scenario. Due to those facts, the research group is motivated to get ahead with this extracurricular activity: the Conversation Club that can help students improve their oral proficiency skill.

Finally, the implementation of a free English conversation club represents a great benefit for those students who want to improve their speaking skill and do not have the economic condition to pay for joining a conversation club outside the university. So that,



the research team wants to provide students with the opportunity to join to a free, helpful, and funny English conversation club and improve their speaking skills.

#### **F. Delimitation of the problem**

In order to get ahead with the conversation club the research group had decided to work with fifteen students from Advanced Intensive English II, group 02; from the English Teaching Major, at the Foreign Language Department, University of El Salvador, Semester I, 2016.

## II. THEORETICAL FRAMEWORK

### HISTORY OF LANGUAGE TEACHING: A FOCUS ON ORAL COMMUNICATION.

Nowadays, English is one of the most spoken languages in the world. People are getting in the learning of English since it is really important not only for personal but also for professional purposes. On the other hand, teaching English is not that easy since students have to be motivated and engaged in the learning process in order to get good results.

Douglas Brown (2000), in his book “Teaching by principles” gives a historical view about the teaching language methods: The Grammar Translations Method, The Direct Method, The Audiolingual Method, Suggestopedia, Total Physical Response, Communicative Language Teaching, etc. He says: “It is important to understand what a method means.” Edward Anthony, as cited in Brown, provided a definition in which his concept of “method” was the second of three hierarchical elements namely approach, method, and technique. An **approach** according to Anthony was a set of assumptions dealing with the nature of language, learning, and teaching. **Method** was described as an overall plan for systematic presentation of language based upon a selected approach. **Techniques** were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. This following historical overview provides us a close look in the art in language teaching methods and their characteristics. These are focus on oral communication.

One method listed by Douglas Brown in his book “Teaching by principles” is **The Direct Method**. This one consists of lots of oral interaction, spontaneous use of language, no translation between first and second languages, and little or no analysis of grammatical rules. Richards and Rogers (1986), as noted in Brown, summarized the principles of this method: First, classroom instruction was conducted exclusively in the target language. Second, only everyday vocabulary and sentences were taught. Third, oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes. Fourth, grammar was taught inductively. Fifth, new teaching points were introduced orally. Sixth, vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas. Seventh, both speech and listening comprehension were taught. Finally, correct pronunciation and grammar were emphasized.

The next listed method is **The Audio-lingual**. This came to be known in the 1950s as the Audiolingual Method. Prator and Celce-Murcia, as cited in Brown, also listed the characteristics of this method: First, new material is presented in dialogue form. Second, there is dependence on mimicry, memorization of set of phrases, and over learning. Third, structures are sequenced by means of contrastive analysis and taught one at a time. Fourth, structural patterns are taught using repetitive drills. Fifth, there is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation. Sixth, vocabulary is strictly limited and learned in context. Seventh, there is much use of tapes, language labs, and visual aids. Eighth, great importance is attached to pronunciation. Ninth, very little use of the mother tongue by teachers is permitted. Also, successful responses are immediately reinforced. Eleventh, there is a great effort to get students to

produce error-free utterances. Finally, there is a tendency to manipulate language and disregard content.

The last method to be mentioned is **Communicative Language Learning**. This is known as a classic example of an effective based method. Community Language Learning (CLL) is the name of a method developed by Charles Curran and his associates. Community Language Learning is an innovative approach that Brown (1994:58) lists as one of the “Designer Methods of the Spirited Seventies”. This is focused on the feelings of the students and tried to address “affective” factors in learning (particularly for adult learners). According to Nunan (1989) language is more than a system for communication. It involves whole person, culture, educational, developmental communicative processes, and this method has no specific objectives. Near-native mastery is the goal.

## **PERSONALITY FACTORS THAT INFLUENCE IN THE SPEAKING SKILLS**

Students often think that the ability to speak a language is the product of language learning, but the ability to speak another language is influenced too by some personality factors that not only teachers but also students should be aware of, in order to work on them as a crucial part of the language learning process. According to *Benjamin Bloom cited (2000) by Douglas Brown in his book “Principles of Language Learning and teaching”*, the development of affective states of feelings involves a variety factors, feelings both about ourselves and others with whom we come into contact. *Some of these personality factors are related with self-esteem, Inhibition, Risk-taking, Anxiety, and Extroversion.*

**Self-esteem** is the most pervasive aspect of any human behavior and is well-known that both cognitive and affective activity can be done without some degree of self-esteem of self-confidence. Therefore, self-esteem plays an important role at the moment of developing speaking skill since when there is a high students' self-esteem, they show an attitude of approval their efforts and the individual believes in his/her capacity of developing speaking skill, but on the contrary; when there is a low students' self-esteem, they show an attitude of disapproval, students tend to make comparison with other students' speaking progress and they do not believe in their potential to develop their skills. Thus, the influence that self-esteem has in the development of students' speaking skill might be positive or negative since each student presents a different case in their learning process for that reason is necessary as a teacher to know them and search for the best strategies to help them to develop their speaking skill, trying not to disapprove all their work and recognize their effort to learn another language. In that way students will be able to increase their self-confidence at the moment to produce the language.

Based on the book *Principles of Language Learning and Teaching*, Douglas Brown (2000) suggests that teachers can have a positive and influential effect on both the linguistic performance and the emotional well-being of the students and suggest techniques that learners "unfold their wings" and perhaps these teachers succeed because they gave optimal attention both to linguistic goals and the personhood of their students.

At the same time **Inhibition** is another factor that is under the notion of self-esteem and this is a way that human beings, in their understanding of themselves, build sets of defenses to protect the ego.

In a classic study of inhibition in relation to second language learning, cited by Douglas Brown; Guiora, Beith-Hallami, Brannon, Dull and Scovel,(1972) designed and experiment using small quantities of alcohol to induce temporary states or less-than normal inhibition in an experimental group of subject. The performance of a pronunciation test in “Thai” of subject given the alcohol was significantly better than the performance of a control group. Guiora and colleagues concluded a direct relationship existed between inhibition (a component of language ego) and pronunciation ability in a second language. Such findings with Guiora’s earlier work, have given rise to a number of steps that have been taken in practice to create techniques that reduce inhibition in the foreign language classroom.

In order to develop speaking skill teachers are able to take into account to make apply activities that let students feel free to take risk and making mistakes without perjuries, since is plain that nobody would want to feel embarrassed about something. For that reason, it would be appropriated to have more extracurricular activities in which students have the chance to practice and be exposure to their target language without afraid to make mistakes or feel under pressure to follow any specific pattern.

In the classroom **risk-taking is** an important characteristic of successful learning of a second language. Students have to be willing to take gamble with new challenges in order to develop their speaking skills being really aware that mistakes are necessary in the learning process. Since, there are some situations that provoke fear of risk taking in the classroom and in natural setting. For instance; in the classroom a bad grade or fail in the course or in any speaking tasks, makes that students decrease their motivation to trying again, as well as, punishment or embarrassed experiences using the language makes a negative effect in the development of speaking skills. Also, exist the other kind of students

the ones who do not feel safe in the classroom and prefer to be silent in order to not appear foolish when mistakes are made. On the other hand, outside the classroom, learners deal with other negative consequences if they make mistakes, their fear to be the object of bullying; besides, the frustration of not having a good development in their speaking skills having as a result a loss of their identity and desire to carry on with their learning process. Nevertheless, in order to have a positive result in this factor and according to Defue, cited by Douglas Brown (1994), to establish an adequate effective framework so that learners “feel comfortable as they take their first public steps in the strange world of a foreign language. To achieve this, one has to create a climate of acceptance that will stimulate self-confidence, and encourage participants to experiment and to discover the target language, allowing them to take risk without embarrassed.”

Furthermore, risk taking can become very beneficial in the process of developing speaking skills, since when the teacher presents suitable and appropriate activities that allow students to take the risk to be involved in it, this provides more self-confidence and willingness to want to participate without fears of making mistakes and the teacher should not forget that it is necessary to encourage them in every activity that they do and to value their effort for the risk that they are taken.

On the other hand, **anxiety** plays an important affective role in second language acquisition; this feeling may be described with the association with feeling of uneasiness, frustration, self-doubt, apprehension, or worry (*Scovel 1978: 134*). For many students the feeling of anxiety may come during the process of being exposed to the target language, as well as, some particular events or acts; thus, teacher should try to determine whether a

student's anxiety come from a particular situation at the moment or it comes from another personal situation.

According to **Gardner, cited by H. Douglas Brown (1989)**, there are three components of foreign language anxiety that have been identified:

- 1- Communication apprehension, arising from learner's inability to adequately express mature thought and ideas;
- 2- Fear or negative social evaluation, arising from a learner's need to make a positive social impression on others; and
- 3- Test anxiety or apprehension over academic evaluation.

Nevertheless, not all the students experience the same type of anxiety since exist **and harmful (debilitative) and helpful (facilitative)** anxiety. The first one makes that students hesitate at the moment to produce the target language and do not want to take-risk. The second one makes promotes the competitions between students and it is considered as key to achieve success.

Finally, **Extroversion and its counterpart, introversion** are important factors in order to develop student's speaking skills. It is common to say that an extroverted person is someone without fears, sociable, talkative and "life of the party". In the contrary Introverts are thought of as quiet and reserved with many things.

In the classroom the teacher has the role to identify the different personality that his/her students have in order to make the balance with those students who are willing to participate and those who prefer being in silent, making useful activities that allow them feel comfortable and stimulate the cooperation between each other. As well as, teachers can



be aware that extroversion may be a factor in the development of general oral communicative competences, which required face-to face interaction, but not in listening, reading and writing. So that, the teacher can create in students more extroversion taking into account other extracurricular activities that promote the development of speaking skills.

### **HOW TO IMPROVE SPOKEN ENGLISH**

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and despite its importance, for many years, it has been undervalued and English language teachers have continued focusing on the other three macro skills and leave speaking just as a repetition of drills or memorization of dialogues. "However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance" Now many linguists and ESL teachers agree on that students learn to speak in the second language by "interacting". In brief, English as Second Language (ESL) teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. In the following essay, there are some speaking activities that can help to improve the speaking skill in the best way possible: discussions, role play, brainstorming, storytelling, and interviews. The first activity for improving speaking is *discussions*. Discussions are very important when talking about improving speaking skills and should be held for various

reasons; students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite way while disagreeing with the others, ask questions, paraphrase ideas, express support, check for clarification, and so on.

The second way of getting students to improve their speaking is *role-playing*. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." Role plays have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility (Harmer, 1984). The third activity is *brainstorming* in which the dynamic is, on a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

The next speaking activity is *storytelling* where students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and

setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class (Hayriye Kayi).

The last speaking activity helpful for improving speaking is *interviews*. Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

As a conclusion, teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Different speaking activities should be implemented in and out of the classroom with the purpose of giving students the chance to improve their speaking skills in a free and funny way. By implementing these kinds of activities, teachers provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge. Moreover, this reduces teacher speaking time in class while increasing student speaking time

## **BENEFITS OF ATTENDING AN ENGLISH CONVERSATION CLUB**

It is important to mention that speaking is actually the most difficult skill to learn because of its reliance on real-time comprehension and access to vocabulary. Moreover, since English is a foreign language in our country, most students are not familiarized with it (Hetrakul, 1995). Kavin Hetrakul also said that they use English more frequent only inside the class and less frequent outside it. Whereas, students have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with it. One extracurricular activity that is very helpful for students to improve their speaking skills is English conversation clubs which provide an opportunity for English language learners to practice using the target language in a relaxed, friendly, and informal environment, and to meet new people. English conversation clubs are important for students to improve not only their speaking skills, but also their listening skill; and it can be achieved through discussions, role-plays, short videos, etc. So that, in this essay researchers present three benefits of attending an English conversation club which are developed one by one.

The first benefit of attending an English conversation club is that students learn English in a natural environment. By talking in English with new friends in the club, students have great time to sharpen their English skills, especially listening and speaking in a total natural English environment, says the academic article Benefits of Joining CFC English Speaking Club. English club holders design many different and interesting activities including: warm-up, discussion, presentation and games in order to stimulate students' participation. Due to warm-up activities, students' brains are activated by

reminding the titles of English songs, thinking about as many English words as possible. Through the discussion and presentation activities, students have a lot of opportunities to practice speaking and listening skills with classmates. Discussion brings a really exciting and stimulating time since the questions are designed based on realistic and familiar situations. When coming to the club, students can discuss from personal topics like family, hobbies, travelling, ambitions, social concerns like traffic, holidays, etc. all of these in a natural and authentic environment.

The second benefit is that students gain problem-solving abilities, idea-expressing, and presentation skill. That is the reason why the club holders try to create lots of different and stimulating activities including games, debates, songs, and funny clips and so on to attract the enthusiastic participation of all club members. Especially, the games require participants' cooperation in order to achieve common goals. If the students do not work in groups, their team hardly wins the games. Students will learn to work as a team and become a good team player gradually when taking part in these activities. Besides, thanks to the discussion and presentation activities, students have chances to improve their idea-expressing, presentation skill and raise their problem-solving skills when they altogether deal with the dominated situations. As a result, students will increase their working skills and become more confident at the time of speaking.

The last benefit of attending an English conversation club is that it provides a healthy playground where students can increase social interaction and self-confidence when speaking English. The conversation club helps students form relationship with peers who share their interests. The club serves as a positive and really fresh place for students to

socialize out of class-time. When taking part in a conversation club, they are encouraged to communicate with many members who they have not met before or talked previous times. After a while, they are told to switch their partners and start new conversations with a new one. Students can broaden their friendship not only with members of the conversation club, but also with special guests (native speakers of English). Thanks for the frequent holding of the clubs and the visiting of new friends; students can have better social relationship skills which are so useful afterwards. At the beginning, students might be shy and not willing to participate due to the fear of making mistakes, but as time goes by; they will gain more confidence to express their ideas, agree or disagree with a certain point of view, and present and discuss any topics.

In conclusion, the participation in an English conversation club is a way to connect with others, to raise English ability and to improve working skills. English conversation clubs are, potentially, a very valuable part of the English language student experience. This article has outlined three benefits of attending an English conversation club, these are that students learn English in a natural environment, students gain problem-solving abilities, idea-expressing, and presentation skill, and that an English conversation club provides a healthy playground where students can increase social interaction and self-confidence when speaking English. Researchers want to highlight that there are certain tips or ideas on how to start and run an English Speaking club effectively since the improvement of students' speaking skill will depend on the effectiveness of the conversation club. Here are some of these ideas: *Limit the English Speaking club to twenty people or less.* Do not make the English Speaking Club too big. The goal is to give everyone opportunities to speak regularly and you cannot do that if the group is too big. Also, some English learners could

be a little shy to make mistakes in front of a large group so having a small group helps to get everyone to speak up. *Meet for 1-2 hours, at least 3 times a week.* Improving English speaking is all about practice. The more time you can spend every day speaking in English, the faster students will improve. *Pick topics based on the skill level of the group.* Start with simple topics but be prepared to explore into more advanced topics. Movies and weather are good but if the group members are at a more intermediate level and trying to be advanced English speakers, be open to discuss more advanced topics like the world energy crisis or whether abortion should be made legal; and bring a list of vocabulary that is related to the topic in that way students expand their vocabulary. *Use English at the English Speaking club.* This is no negotiable. It is easy and only natural to go back to the native language. In almost every conversation club, this happens. Be prepared to interject and bring the discussion back to English. Remember, the whole point of forming an English Speaking club is to practice spoken English, and make sure not to lose sight of this.

## **IV. METHODOLOGY**

### **A. Research approach**

The approach that will be used by the researchers is based on the quantitative research. The dependent variable, which is the oral proficiency, will be measured with instruments such as OPI interview to know students' English level at the beginning and at the end of the exposure of the Conversation Club, questionnaires to measure their previous and post vocabulary, and listening tests to know students' listening skill. During the Conversation Club, students will be exposed to speaking only class, they are going to be discussing different current topics in order to get students more involved and enhance to participate, get more motivated, self-confidence and get more vocabulary. At the same time students will be exposed to authentic material such as videos in order to improve their listening. At the end, the researchers will compare the data obtained at the beginning, during and at the end of the Conversation Club with the purpose of getting reliable findings and show the impact of a Conversation Club in students from Intensive Advanced English II, group 02' oral proficiency.



## **B. Type of study**

The research group will focus on a correlational study with the purpose of showing the cause (Conversation Club) and effect (Oral Proficiency) of the research.

Correlational studies consist of the measurement of the degree of relation existing between two or more concepts or variables which are pretending to be determined as a related or not related to the same subject. Researchers' aim will measure how much students from Intensive Advanced English II, group 02 improve their Oral Proficiency when being exposed to a Conversation Club. The researchers will examine students' improvement through evaluations and activities between researchers and students. The study will demonstrate the results of a control and an experimental group. And at the end, the results will be used as a statistical representation of the findings in the study.

### **C. Research design**

This is a pure experiment since there is an intentional manipulation of one or more independent variables. The study includes a pre-post test design with both a treatment group and a control group.

The independent variable is considered as a cause in a relation among variables, it is the antecedent condition, and the effect stimulated by the cause is called *dependent variable*. An experiment is done just for analysing if one or more independent variables affect one or more dependent variables and why those affect them.

The research team will apply the pure experimental design because the sample that is available to carry out the study will not be selected randomly. Moreover, the research team selected this method because the two groups are available in the English Teaching Major at the Foreign Language Department to implement this research.

First of all, the study group was chosen in a convenient way, since the Foreign Language Department has some elements that helped the researchers to develop the study such as the two groups experimental and control are from Advanced Intensive English II. It is important to mention that during the intervention plan only the experimental group will be exposed to the Conversation Club in order to measure what is the impact on the students' oral proficiency; meanwhile the control group will be evaluated with a pre-post test only. On the other hand, all the activities implemented on the experimental group will emphasize the use of listening activities like: audios, and short videos, as well as speaking activities such as debates, role plays, discussions, etc. Therefore, the independent variable

which is the Conversation Club will be manipulated by the researchers only on the experimental group.

Finally, related to the experiment the researchers will administer an oral test to both groups which are under the research to determine the speaking proficiency level that both groups of students have before the treatment with the help of The Oral Proficiency Interview (OPI) run by two experts in the Teaching English Field. And as a second part of the key component which is the post- test design, the researchers will develop at the end of the experiment another oral exam to students from both groups “02” and “05” using the same instrument to identify the effects gathered by this project. At the end of the experiment, the researchers will measure the differences between the control group and the group being treated.

## **V. POPULATION AND SAMPLE**

### **A. Population**

The research group has decided to carry out this research with the population of four groups from Advanced Intensive English II, at the Foreign Language Department, University of El Salvador, Semester I, 2016, having a total of one hundred thirty-three students from the English Teaching major.

### **B. Sample**

A sample is defined as a sub-set of group taken from a large population, and it is used to represent the whole population.

This research is going to be carried out with a non-random sampling. The research group is going to execute the research with a convenience sample.

A convenience sample is used when the researchers include in their sample people who are available or volunteers or can be easily recruited and are willing to participate in the research study.

In order to have a sample that represent the whole population, the research group has decided to work with two Advanced Intensive English groups. The first group is the non-experimental group with a population of thirty-three students which is group 05, following schedule: from Tuesday to Friday, from 1:00 p.m. to 3:00 p.m. The second one is the experimental group with a population of thirty-five students, group 02, in the following schedule: from Tuesday to Friday, from 10:00 a.m. to 12:00 p.m.

Since the research group chose a convenience sample, the team work had to apply the following rule:

133 → 100%

55 → 41.35%

One hundred and thirty three, 133, is the total population of the Advanced Intensive English courses of the Teaching English major from the Foreign Language Department. The 100% represents the total population; and the 55 represents the total of students that are going to be needed in the sample, being 33 students from the control group and 22 students from the experimental group. The 41.35% represents the percentage of the sample taken from the hundred percent of the whole population.

## VI. DATA GATHERING PROCESS

### A. Research techniques

In order to get ahead with the data gathering process the research group has decided to use two research techniques which are: interview and survey.

- **Interview** is a technique for the collection of information through a professional conversation, which in addition to acquiring information about what is investigated; it has importance from the educational point of view.

The research group has chosen a version from the Oral Proficiency Interview (OPI) which is a valid and reliable testing method that measures how well a person speaks a language. It uses a standardized procedure for the global assessment of functional speaking ability.

The purpose of using this technique is to measure the process, the language production holistically by determining patterns of strengths and weaknesses and also to check the proficiency level that the student has before starting the conversation club and at the end of it.

The research group is going to conduct this technique with the help of two experts in the English teaching field in order to make the pre-test by using some flashcards with different questions to measure and determine the English level (novice, intermediate, advance or superior) that each student has.

- **Survey**

A survey provides a quantitative or numeric description of trends, attitudes, or opinion of a population by studying a sample of that population. From sample results the researcher generalizes or draws inferences to the population.

The survey technique is going to be used by the researchers with the purpose of collecting information about students' listening skills through a listening test instrument. Moreover, a sociodemographic questionnaire is going to be used in order to know better each student's background. Besides, a vocabulary instrument is going to be administered in order to know how many words students have learned after the intervention of the Conversation Club.

## **B. Research instruments**

### **INSTRUMENT 1: Oral Proficiency Interview (OPI) Description (See annex 1)**

The Oral Proficiency Interview (OPI) is a standardized procedure for assessing the speaking ability. The OPI measures how well a person speaks a language by comparing the performance of specific communication tasks with the criteria for 10 level of speaking proficiency. During the OPI, people may be asked general questions about their work and school experiences, special interests and possibly, current events. People may also be asked to take part in a role-play.

It is important that the person should participate as fully as he/she can; giving short answers to avoid making mistakes is not recommended. If the tester introduces a topic that the person does not want to discuss, he/she should say so. If this happens, the person may

need to suggest alternative topics that he/she is willing to discuss. Once again, the person should be an active participant in the interview. The tester is only evaluating him/her on how well the person speaks the standard form of the language, not his/her actual opinions; the content of the answers, responses or opinions, does not affect the final rating.

The research group chose the OPI instrument since it provides a precise result of the sample's oral proficiency level which is the main purpose of the research project. In order to select the instrument, the research group looked for an expert on research who suggested and provided the OPI instrument since according to his experience it was the best tool to measure the oral proficiency.

#### **INSTRUMENT 2: vocabulary rubric – experimental group (See annex 2)**

This instrument has been designed with the aim of measuring an approximate quantity of words students from the experimental group have learned through all the sessions in the conversation club. It is going to be administered at the end of the treatment (Conversation Club).

#### **INSTRUMENT 3: Listening test (See annex 3)**

This instrument has been designed with the objective of assessing students' listening skill. This instrument is going to be administered at the beginning and at the end of the intervention plan to students from the experimental group. The purpose of running this instrument is to evaluate the impact that the Conversation Club will have on students' listening skills.



## VII. ANALYSIS AND INTERPRETATION OF THE DATA

### OPI INTERVIEW DATA ANALYSIS EXPERIMENTAL/CONTROL GROUP

**Table 1**

| Level        | Experimental group |            |           |            |
|--------------|--------------------|------------|-----------|------------|
|              | Pre-test           | Percentage | Post-test | Percentage |
| Novice       | 2                  | 13%        | 1         | 7%         |
| Intermediate | 11                 | 73%        | 8         | 53%        |
| Advanced     | 2                  | 13%        | 4         | 27%        |
| Superior     | 0                  | 0%         | 2         | 13%        |
| <b>Total</b> | 15                 | 100%       | 15        | 100%       |

**Chart 1**

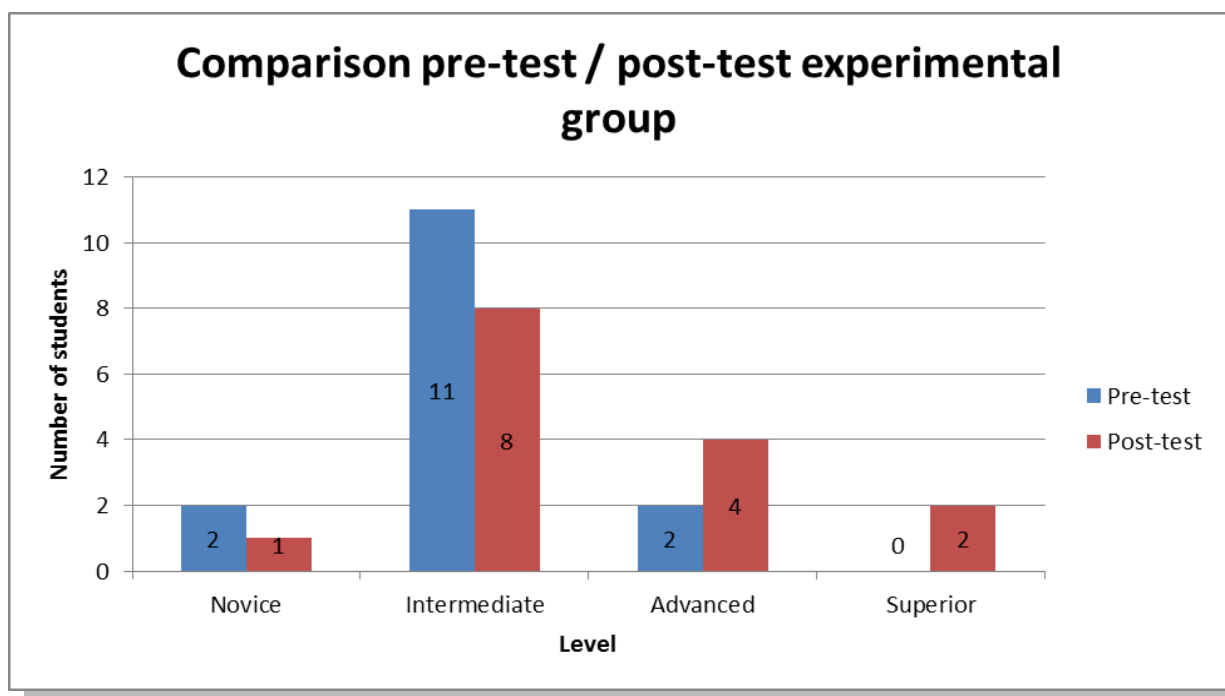


Chart 1 reflects the average results of the pre-test/post-test administered to the students that participated in the Conversation Club of the Advanced Intensive English II course, group 02 (experimental group) which was carried out at the beginning of semester I-16. It is worth mentioning that the instrument used was a version of the Oral Proficiency Interview OPI, and it was administered by professionals in the English teaching field. The purpose of this test was to measure the English level that all the participants had before attending the Conversation Club. They were asked general questions about special interest, current events, and also to take part in a role-play etc. there was a rating scale with four major levels (superior, advanced, intermediate, and novice). Students were rated as well as the quantity of language produced by the task performed. As a result it can be observed in table 1 that out of fifteen students evaluated, two that represent the 13%, were in novice. Eleven students that represent the 73%, were in intermediate. Two that represent the other 13%, were in advanced level, and none of them was in superior level.

At the end of the semester I-16 after twenty four sessions, the same instrument was used as the beginning (Oral Proficiency Interview, OPI) in order to know if students had some improvement or not in their oral proficiency after all the sessions. As a result it can be observed in table 1 that out of fifteen students evaluated, one that represents the 7%, was in novice. Eight students that represent the 53%, were in intermediate. Four that represent the 27%, were in advanced level. Finally, two students that represent the other 13%, were in superior level. The results in the final interview show that in novice level there was an improvement of 6.67% since there was a reduction of one student in this level, intermediate level reduced three students which is a 20%. Advanced level increased with two students that means a 13.33% of improvement, and superior level increased with one student that is

a 13%. In general terms, improvement can be noticed in the student's oral proficiency probably to the participation in the Conversation Club since they had the opportunity to practice their speaking through a variety of activities.

**Table 2**

| Level        | Control group |            |           |            |
|--------------|---------------|------------|-----------|------------|
|              | Pre-test      | Percentage | Post-test | Percentage |
| Novice       | 4             | 16%        | 4         | 16%        |
| Intermediate | 16            | 64%        | 14        | 56%        |
| Advanced     | 4             | 16%        | 6         | 24%        |
| Superior     | 1             | 4%         | 1         | 4%         |
| Total        | 25            | 100%       | 25        | 100%       |

**Chart 2**

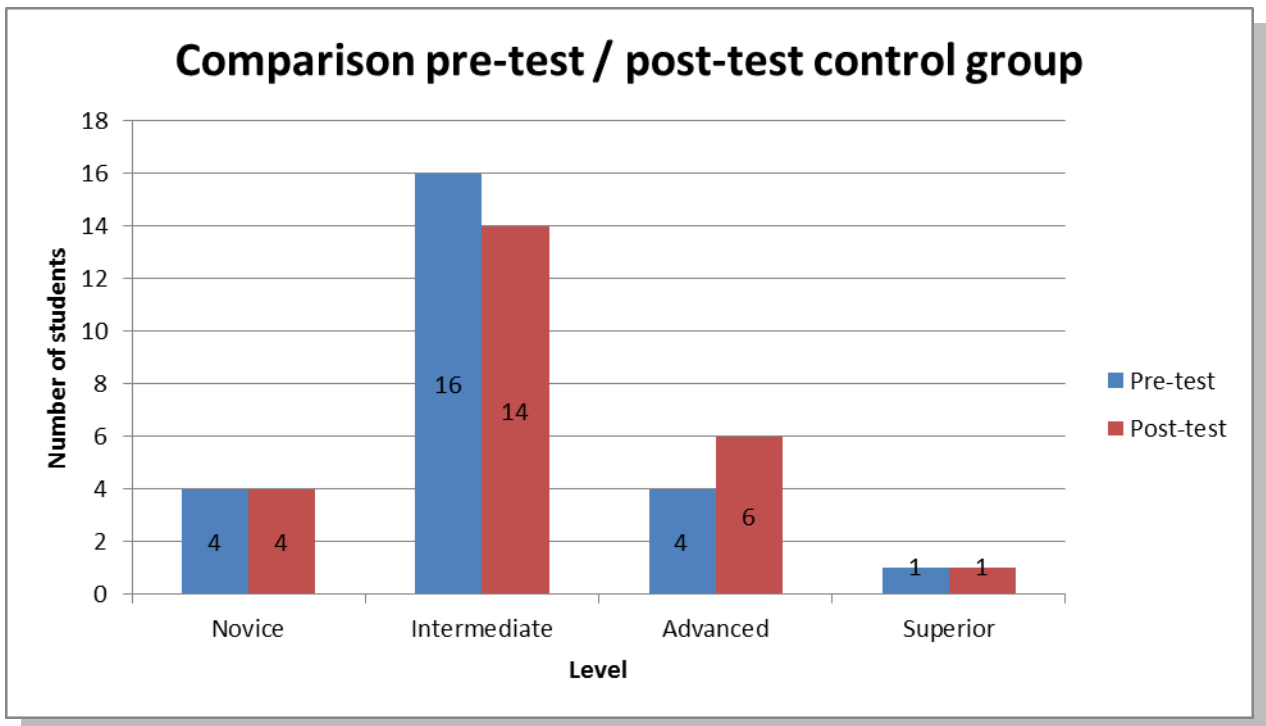


Chart 2 reflects the average results of the pre-test/post-test administered to the control group, these students were exposed only to their English classes, that means that

they did not have the opportunity to participate in the Conversation Club with the purpose to compare if they had the same impact in their oral proficiency without attending a conversation club. They were students from another Advanced Intensive English II course. The interview was carried out at the beginning of semester I-16. The instrument used was once again the Oral Proficiency Interview OPI, and also was administered by professionals in the English teaching field. As a result it can be observed in table 2 that out of twenty five students evaluated, four that represent the 16%, were in novice. Sixteen students that represent the 64%, were in intermediate. Four that represent the other 16%, were in advanced level. Finally, and one that represent the other 4%, was in superior level.

At the same time, in table 2 it can be observed the final results obtained with the interview administered at the end of the semester I-16. Out of twenty five students evaluated, four that represent the 16%, were in novice. Fourteen students that represent the 56%, were in intermediate. Six that represent the 24%, were in advanced level. Finally, one student that represents the other 4%, was in superior level. These results in the final interview show in general terms that there was no change in novice level (0%), intermediate level reduce two students (-8%), advanced level increased two students (8%) and superior level had no changes as novice (0%). It can be said that there were not significant changes in the control group since the improvement was only that two students moved from intermediate to advanced level.

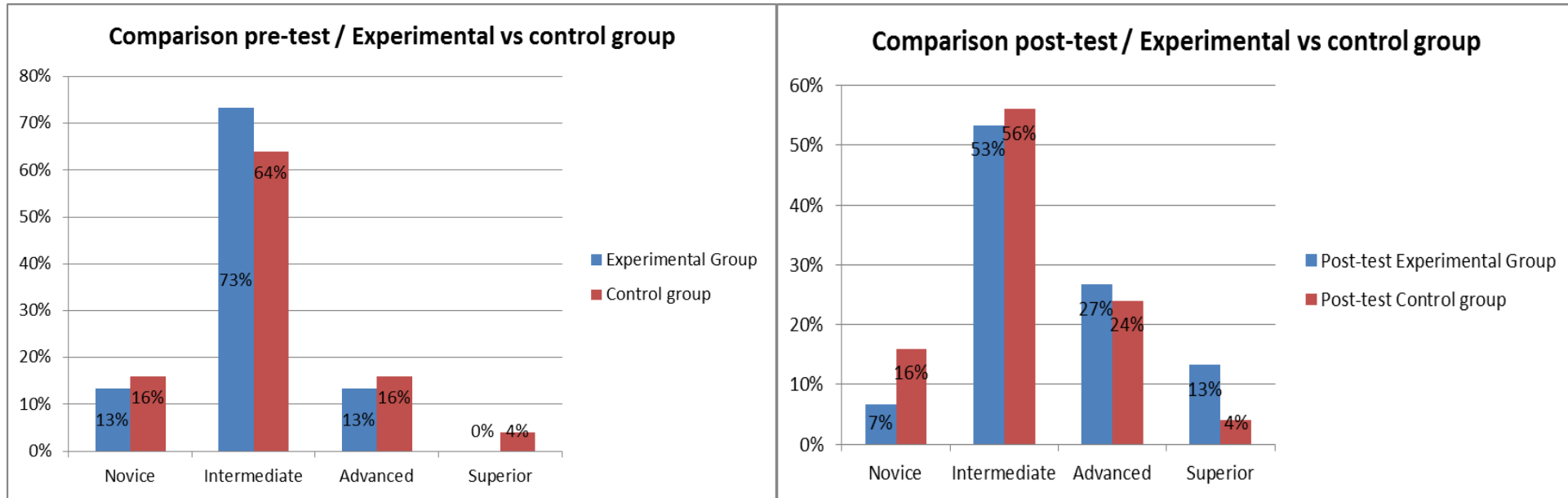
**Comparison between pre-test and post-test to both groups (experimental/control group)**

**Table 3**

| Level        | Pre-test           |               | Post-test          |               | Difference pre-test and post-test / experimental group | Difference pre-test and post-test / control group |
|--------------|--------------------|---------------|--------------------|---------------|--|---|
|              | Experimental Group | Control group | Experimental Group | Control group |  |   |
| Novice       | 2                  | 4             | 1                  | 4             |  |   |
| Intermediate | 11                 | 16            | 8                  | 14            | -1   | 0   |
| Advanced     | 2                  | 4             | 4                  | 6             | -3   | -2  |
| Superior     | 0                  | 1             | 2                  | 1             | 4  | 2   |
| Total        | 15                 | 25            | 15                 | 25            | 2  | 0   |

### Comparison between pre-test and post-test to each student

Chart 3



Pre-test and post-test administered to 15 students in the experimental group and 25 students in the control group

Table 3 shows a comparison of the results obtained from the interview administered before and after the implementation of the project. It is worth mentioning that this research had the participation of fifteen students in the experimental group, while the control group had the participation of twenty five students. In the first level (novice) the experimental group has a difference of one point, which means that one student went up a level, while control group has no difference. In the second level (intermediate) the experimental group has a difference of three points, which means that three students moved up a level, while control group has only two. In advanced level, experimental group has a difference of four points, which means that four students moved up a level, while control group has only two. Finally, superior level; the experimental group has an improvement of two points, which means that two students went up a level, while control group has no change. It can be assumed that what made the difference between the results of the two interviews was the influence of the intervention of the Conversation Club with the experimental group leaving the control group in disadvantage.



**Comparison pre-test/post-test to students from the experimental group.**

**Table 4**

| Experimental group |          |              |          |          |           |              |          |          |
|--------------------|----------|--------------|----------|----------|-----------|--------------|----------|----------|
| Student's name     | Pre-test |              |          |          | Post-test |              |          |          |
|                    | Level    |              |          |          | Level     |              |          |          |
|                    | Novice   | Intermediate | Advanced | Superior | Novice    | Intermediate | Advanced | Superior |
| Student A          |          |              | x        |          |           |              |          | x        |
| Student B          |          | x            |          |          |           | x            |          |          |
| Student C          |          | x            |          |          |           | x            |          |          |
| Student D          |          | x            |          |          |           | x            |          |          |
| Student E          |          |              | x        |          |           |              |          | x        |
| Student F          |          | x            |          |          |           | x            |          |          |
| Student G          |          | x            |          |          |           | x            |          |          |
| Student H          |          | x            |          |          |           | x            |          |          |
| Student I          |          | x            |          |          |           |              | x        |          |
| Student J          | x        |              |          |          | x         |              |          |          |
| Student K          | x        |              |          |          |           | x            |          |          |
| Student L          |          | x            |          |          |           |              | x        |          |
| Student M          |          | x            |          |          |           |              | x        |          |
| Student N          |          | x            |          |          |           |              | x        |          |
| Student O          |          | x            |          |          |           | x            |          |          |
| <b>Total</b>       | <b>2</b> | <b>11</b>    | <b>2</b> | <b>0</b> | <b>1</b>  | <b>8</b>     | <b>4</b> | <b>2</b> |

Comparison pre-test/post-test to students from the control group.

Table 5

| Control group  |          |              |          |          |           |              |          |          |
|----------------|----------|--------------|----------|----------|-----------|--------------|----------|----------|
| Student's name | Pre-test |              |          |          | Post-test |              |          |          |
|                | Level    |              |          |          | Level     |              |          |          |
|                | Novice   | Intermediate | Advanced | Superior | Novice    | Intermediate | Advanced | Superior |
| Student A      |          | x            |          |          |           | x            |          |          |
| Student B      |          | x            |          |          |           | x            |          |          |
| Student C      |          | x            |          |          |           | x            |          |          |
| Student D      | x        |              |          |          | x         |              |          |          |
| Student E      |          | x            |          |          |           | x            |          |          |
| Student F      |          | x            |          |          |           |              | x        |          |
| Student G      |          | x            |          |          |           | x            |          |          |
| Student H      |          | x            |          |          |           | x            |          |          |
| Student I      | x        |              |          |          | x         |              |          |          |
| Student J      |          |              | x        |          |           |              | x        |          |
| Student K      |          |              | x        |          |           |              | x        |          |
| Student L      |          | x            |          |          |           | x            |          |          |
| Student M      | x        |              |          |          | x         |              |          |          |
| Student N      |          | x            |          |          |           | x            |          |          |
| Student O      |          |              |          | x        |           |              |          | x        |
| Student P      |          | x            |          |          |           | x            |          |          |
| Student Q      |          | x            |          |          |           | x            |          |          |
| Student R      |          |              | x        |          |           |              | x        |          |
| Student S      |          |              | x        |          |           |              | x        |          |
| Student T      |          | x            |          |          |           | x            |          |          |
| Student U      |          | x            |          |          |           | x            |          |          |
| Student V      |          | x            |          |          |           | x            |          |          |
| Student W      | x        |              |          |          | x         |              |          |          |
| Student X      |          | x            |          |          |           | x            |          |          |
| Student Y      |          |              |          |          |           |              |          |          |
| Student Z      |          | x            |          |          |           |              | x        |          |
| <b>Total</b>   | <b>4</b> | <b>16</b>    | <b>4</b> | <b>1</b> | <b>4</b>  | <b>14</b>    | <b>6</b> | <b>1</b> |

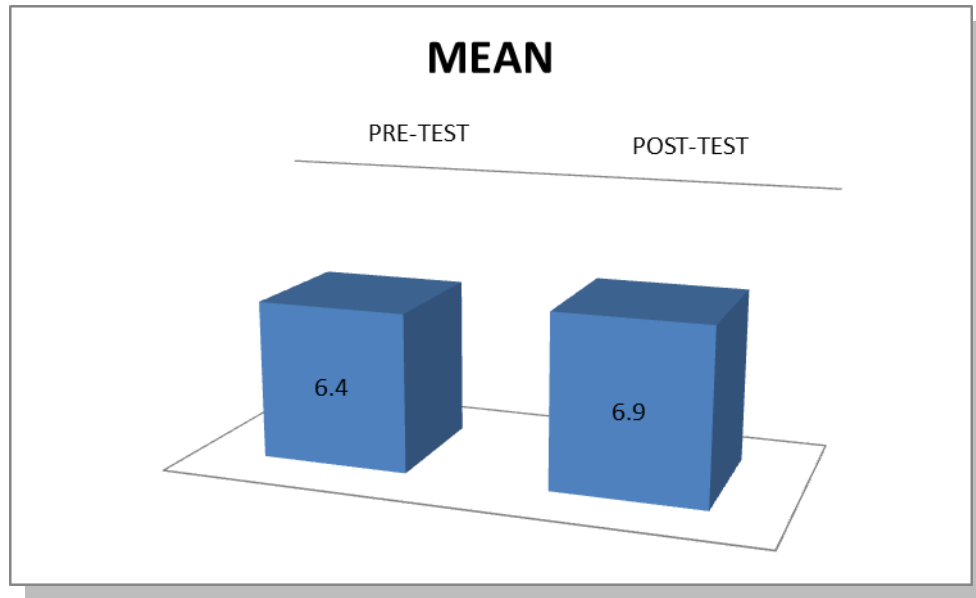
**PRE AND POST LISTENING TEST TABLE ADMINISTERED TO THE  
EXPERIMENTAL GROUP**

**Table 6**

| <b>N°</b>   | <b>Student</b> | <b>Pre-listening test<br/>grade</b> | <b>Post-listening test<br/>grade</b> |
|-------------|----------------|-------------------------------------|--------------------------------------|
| 1           | Students A     | 7                                   | 8                                    |
| 2           | Students B     | 6.5                                 | 7                                    |
| 3           | Students C     | 6.5                                 | 7.5                                  |
| 4           | Students D     | 5                                   | 7                                    |
| 5           | Students E     | 7.5                                 | 8                                    |
| 6           | Students F     | 5.5                                 | 6.5                                  |
| 7           | Students G     | 6.5                                 | 8                                    |
| 8           | Students H     | 5.5                                 | 5.5                                  |
| 9           | Students I     | 7.5                                 | 5.5                                  |
| 10          | Students J     | 4.5                                 | 4                                    |
| 11          | Students K     | 7.5                                 | 7.5                                  |
| 12          | Students L     | 6                                   | 9                                    |
| 13          | Students M     | 5.5                                 | 7.5                                  |
| 14          | Students N     | 6.5                                 | 5.5                                  |
| 15          | Students O     | 8.5                                 | 7.5                                  |
| <b>Mean</b> |                | <b>6.4</b>                          | <b>6.93</b>                          |

## PRE AND POST LISTENING TEST (EXPERIMENTAL GROUP)

Chart 6



**Source:** listening test administered to students from Advanced Intensive English II course, group two, semester I 2016

According to the pre and post listening test administered to the experimental group from Advanced Intensive English II course, group two, there is an improvement in students listening skills. Based on the results, the experimental group got a mean of 6.40 in the pre listening test and 6.93 in the post listening test. It means that there is an improvement of 0.53 points in the post listening test. Then, it is possible to say that the conversation club had a positive impact on students' listening skills. This pre-post test was administered to the experimental group only since researchers wanted to know if the Conversation Club had an impact or no in the students' listening skills.

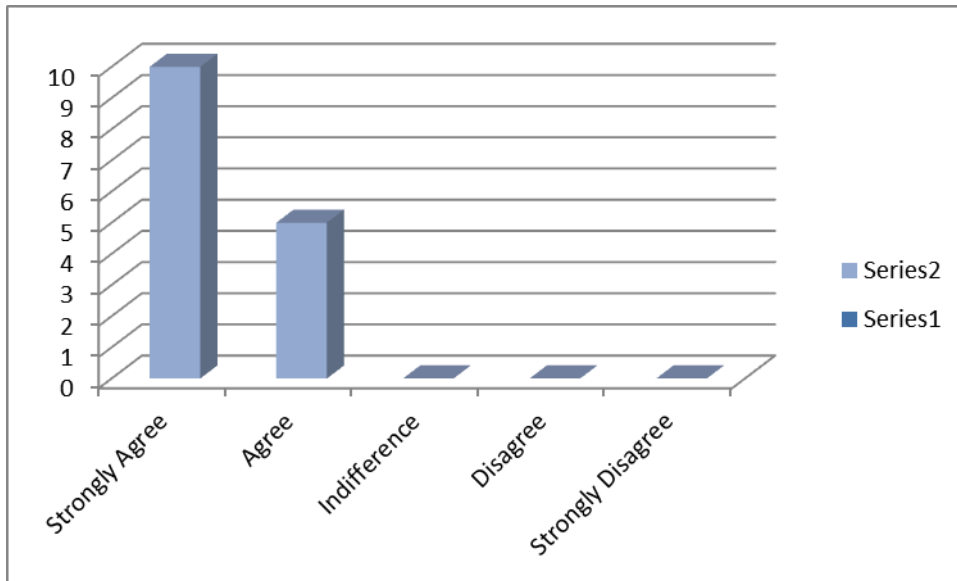
**Table 7 Topic: Self-evaluation Survey**

| QUESTIONS |  | STRONGLY AGREE | AGREE | INDIFFERENCE | DISAGREE | STRONGLY DISAGREE |
|-----------|--|----------------|-------|--------------|----------|-------------------|
| <b>1</b>  | Do you agree that a conversation club can improve students' pronunciation, grammar, and fluency?   | 10             | 5     |              |          |                   |
| <b>2</b>  | The Conversation Club fulfills your expectations in order to improve your oral proficiency?  | 5              | 10    |              |          |                   |
| <b>3</b>  | The topics presented in the Conversation Club were of your interest?   | 5              | 10    |              |          |                   |
| <b>4</b>  | The people in charge of the conversation club managed all the topics presented in the sessions   | 13             | 2     |              |          |                   |
| <b>5</b>  | The Conversation Club has helped you to increase your self-confidence when speaking English in front of other people?                              | 7              | 6     | 2            |          |                   |
| <b>6</b>  | A conversation club should be implemented in the Foreign Language Department as part of extracurricular activity promoted by teacher from the FLD? | 12             | 3     |              |          |                   |
| <b>7</b>  | If there were a new conversation club in the FLD, would you attend it?   | 11             | 4     |              |          |                   |

This chart represents the students' point of view from Advanced Intensive English II, Group 02, from the English Teaching Major, at the Foreign Language Department, University of El Salvador, Semester I, 2016 were involved in the research project being part of the Conversation club, the students provided us their opinion about how was their experiences during the different sessions developed with the purpose to improve their oral proficiency. Also, to evaluate the work done during the conversation club a survey was created to measure if this extracurricular activity was of the students' interest, so fifteen students expressed their opinions through a self-evaluation survey which was elaborated with this purpose to get a better idea about it. Later on, some graphics were created to observe the students' opinions which are the data for each questions elaborated in the survey, this data are represented in a range from strongly agree to strongly disagree per each question.

**Chart 7**

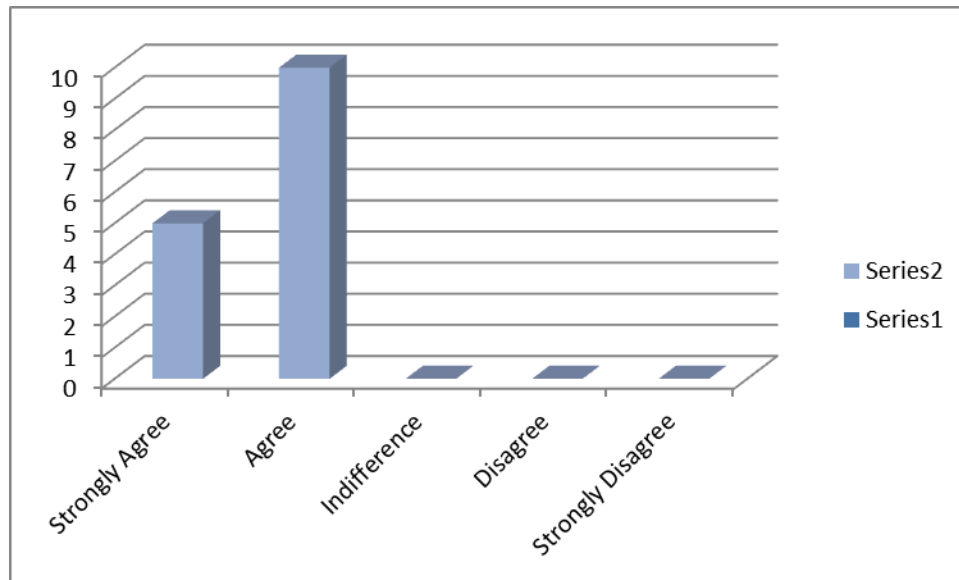
**1. Do you agree that a conversation club can improve students' pronunciation, grammar, and fluency?**



According to question number one, *ten students strongly agree and five students agree* that conversation club can improve students' pronunciation, grammar, and fluency. The help that a conversation club provides in those micro-skills become useful at the moment to produce the target language; students have the chance to practice more these areas through different activities and material presented during the sessions.

**Chart 8**

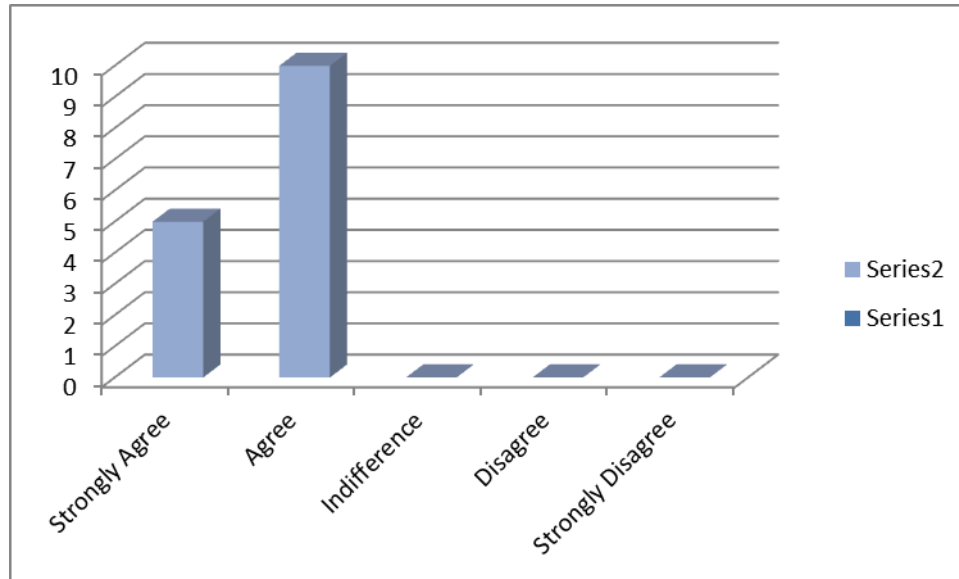
**2. The Conversation Club fulfills your expectations in order to improve your oral proficiency?**



Based on question number two, *five students strongly agree and ten students agree* that The Conversation Club developed in the FLD as part of the research project fulfilled their expectations in order to improve their oral proficiency. According to the outcome, a conversation club provides a good alternative and tool to students who want to increase their ability to speak the target language and get more fluency. One of the purposes is to implement the conversation club is to have a free space where students practice their English without pressure and fears to make mistakes using suitable activities that contribute in this aim.

### Chart 9

#### 3. The topics presented in the conversation club were of your interest?

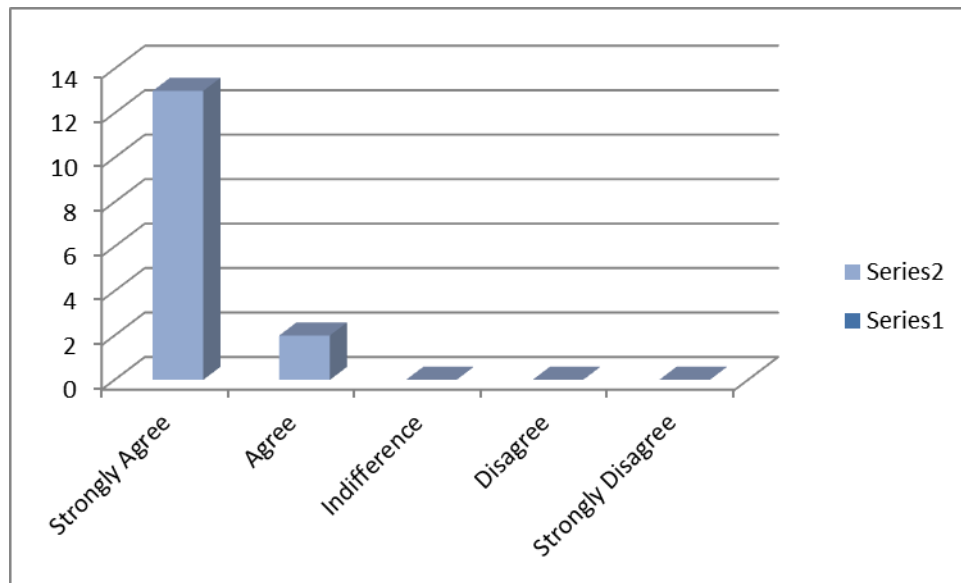


According to question number 3, *five students strongly agree and ten students agree* that the topics presented in the conversation club were of their interest. These topics emphasized providing opinions, debates with different stands, brief presentations and some daily role plays. Some of these topics were for instance: Single sex schools vs. Mixed schools, Addictions, Learning a Foreign Language, Procrastination, stereotypes, Should be legalized the animal tasted? , Is it better to be rich and dishonest or poor and honest? , Generation Gap, Beauty and Physical attractiveness, etc.



**Chart 10**

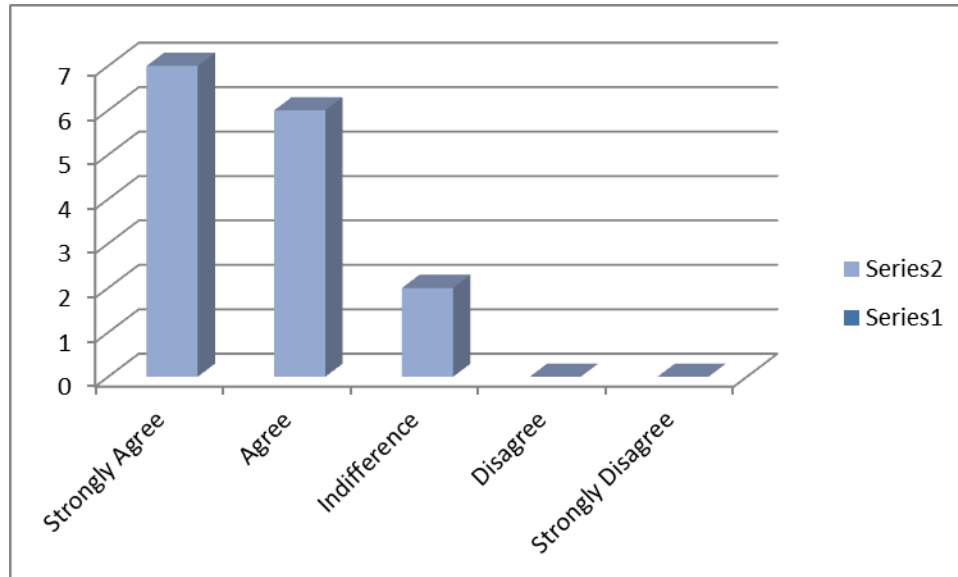
**4. The people in charge of the conversation club managed all the topics presented in the sessions**



The next chart represents student's opinion concerning whether the facilitator of the conversation club managed all the topics presented in the sessions; ***thirteen students strongly agree and two students agree.*** Based on this, it is necessary to take into account the preparedness that people in charge of this kind of extracurricular activity have, since in order to achieve the purpose of helping students to improve their oral proficiency, it is required that the people in charge of this have a good development during the class and to lead the decisions and deals with other needs.

**Chart 11**

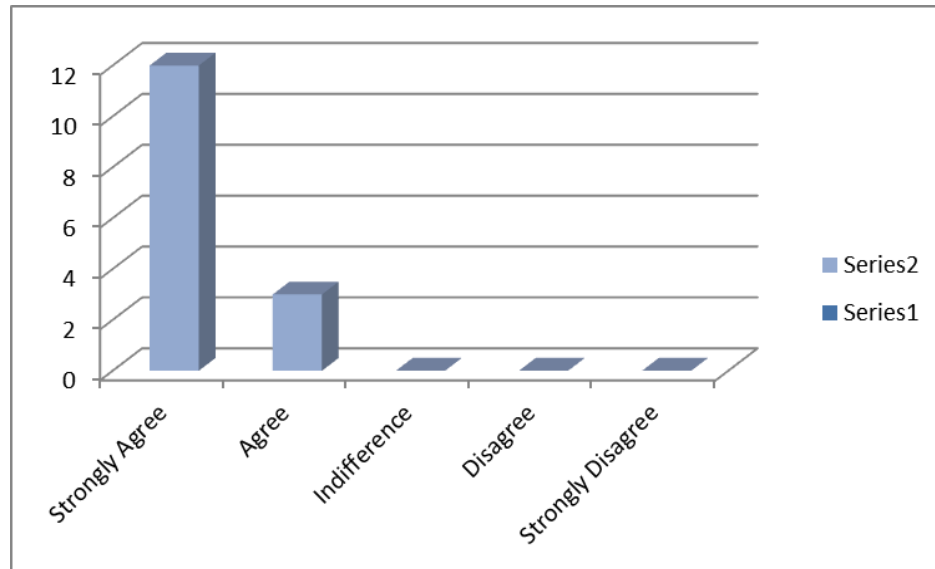
**5. The Conversation Club helps you to increase your self-confidence when speaking in front of other people?**



According to this chart that represent question number five, *seven students strongly agree, six students agree and two students indifference*, in regards to a Conversation Club helping them to increase their self-confidence when speaking in front of other people. Thus, people that attend a conversation club have the opportunity to develop more self-confidence through practicing the target language in an atmosphere free of peer pressures, control activities or fears of making mistakes and other laugh about it, since the way to lead this activity is to students practice the language and increase their participation through activities and material designed to students have more talking time.

**Chart 12**

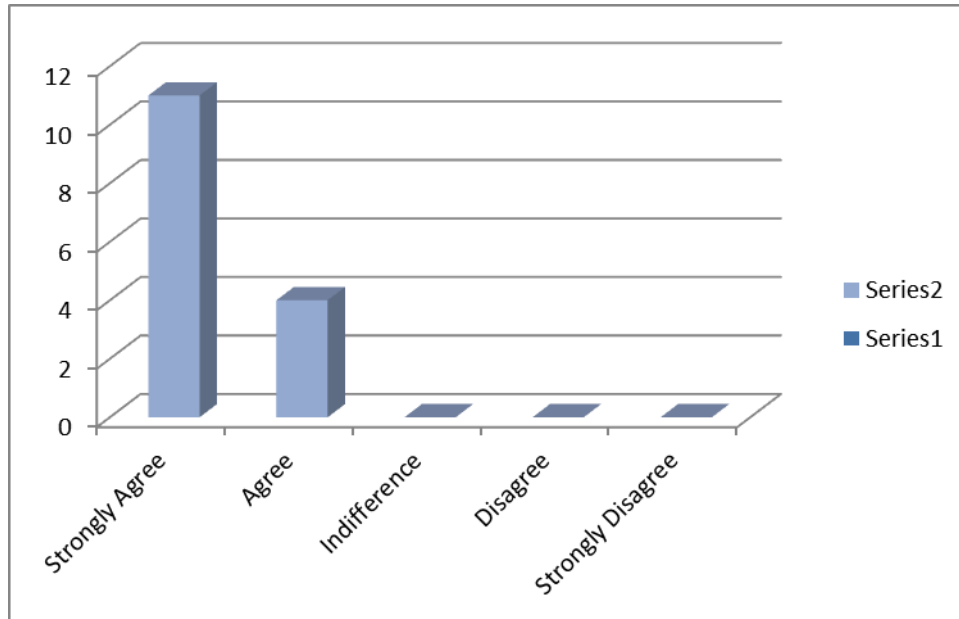
**6. A conversation Club should be implemented in the Foreign Language Department as part of an extracurricular activity promoted by the teachers from the FLD.**



According to this chart that represents question number six it is observed that *twelve students strongly agree and three students agree* that a Conversation Club should be implemented in the Foreign Language Department as part of an extracurricular activity promoted by the teachers from the FLD; thus, this information provided it by the students might be used as a good initiative to the FLD in order to promote in a near future a new conversation club which may become very useful for the students who are needing this type of activities.

**Chart 13**

**7. If there were a new conversation club in the FLD, would you attend it?**



According to question number seven, *eleven students strongly agree, four students agree that*, if there were a new conversation club in the FLD, they would attend it. The majority of the students from the FLD are aware that improving their English skills is so necessary and participation in a Conversation club can fulfill their expectations of being good English speakers.

## **VII. FINDINGS**

### **A. Answer to the research questions**

#### **1. How does a conversation club improve the oral proficiency of students from Advanced Intensive English II, group 02, from the English Teaching Major, at the Foreign Language Department, University of El Salvador, semester I-2016?**

There was a little improvement; yet meaningful, in the oral proficiency of students from Advanced Intensive English II, group 02 from the English Teaching Major, at the Foreign Language Department, University of El Salvador, semester I-2016.

Out of fifteen students evaluated from the experimental group in the pre OPI version test; one student (7%) was in novice, eight (53%) were in intermediate, four (27%) were in advanced level, and finally, two (13%) were in superior level. The results in the final interview (post OPI version test) show that in novice level there was an improvement of 6.67% since there was a reduction of one student in this level, intermediate level reduced three students which is a 20%, Advanced level increased with two students which means a 13.33% of improvement, and superior level increased with one student that is a 13%.

In general terms, an improvement can be noticed in the student's oral proficiency not only because of the participation in the Conversation Club but also to the attendance to their different courses where they have the opportunity to practice the macro and micro skills.

It is important to mention that the students who were involved in the conversation club considered it as important, positive, and helpful for their improvement on their speaking skills.

## **2. Did the students' attendance to the conversation club improve student's fluency and accuracy?**

The conversation club improved students' fluency and accuracy, since the participants had the chance to put into practice what they had learned while making few mistakes in grammar, and pronunciation. It can be observed in table 1 and 2 that there was little but significant improvement, for example:

- In table 1 (pre-test) there were two students in novice level while in table 1 (post-test) there was only one, which means that one student improved his English level.
- In table 1 (pre-test) there were eleven students in intermediate level, and in the table 1 (post-test) there were eight; it means that there was an improvement of three points (students).
- In table 1 (pre-test) there were two students in advanced level while in the post test there were four. That means that two students improved their English level and moved from intermediate to an advanced level.
- In table 1 (pre-test) there was not any student while in the post-test there were two students. It means that two students improved their English level and reached the superior level.

An improvement is noticeable not only on the students' fluency and accuracy, but also in spoken English in general. It is important to mention that this improvement was

possible not only because of the English conversation club, but also because of their attendance to their other classes.

### **3. What is the usefulness of a conversation club to improve student's oral proficiency?**

A conversation club is very useful to improve students' oral proficiency because the main purpose of it is to provide a suitable students' talking time. It also helps students to gain self-confidence in order to express themselves without fears of making mistakes or errors when speaking English in front of others. Moreover, students had the chance to enhance the interpersonal relationship not only with their classmates but also with English native speakers as well.

According to student's opinion in the self-evaluation survey (table 7, question 1), this shows that the 100% of the students enrolled in the Conversation Club were in agreement that a conversation club helps to improve students' fluency. Also, according to question number five, out fifteen students, thirteen that represent the 87%, agreed that the Conversation Club helps to increase the self-confidence when speaking English in front of other people. This means that students' opinion confirm the usefulness of being part of a conversation club.

#### **4. Which were the causes that influenced the oral proficiency in students that were part of the Conversation Club?**

Some of the positive causes that the research group can identify in order to improve the students' oral proficiency are:

- *Interesting topics* which were part of the methodology to involve students' participation. The topics developed during the Conversation Club allowed to students have the chance to provide opinions, give brief presentations and put into practice their previous knowledge about the target language; thus, it was essential to present topics that caught students' attention to participate in a freeway and at the end to have the result of improving their oral proficiency.
- *Attractive and authentic material* were necessary to elaborate for every single topic during the conversation club; since, the researchers had the idea to present many of the topics using guiding questions that were related with an interesting daily topics and presenting at the same time videos that contribute to expand the students' knowledge and to improve their listening skills, get more vocabulary and improve their pronunciation using these material.
- *English native speakers*; it was an important help in order for students to improve their oral proficiency during the conversation club. The researchers invited some English native speakers to participate and interchange cultures with their opinions and experiences about the topics presented, as well as, provide students the chance to be in touch with authentic English and meet new people.



- *Comfortable environment* during the conversation club was created in order to get students' participation; as a result, they do not feel under pressure to produce the target language and they are free to speak without fears to make mistakes; moreover, students have the chance to make more friends and talk about their interests and assist each other, and as a result of this, the conversation club is an excellent extracurricular activity that provide students the chance to feel free to produce the language and improve in that time their oral proficiency. At the same time, the researchers made the inversion of buy some snacks to give students in every session to make a kind of sharing with them.
  
- *Good classroom management* was an important part to lead a conversation club and it had a positive impact on students' development. The researchers took into account the desk arrangement and used a semicircle to develop the different activities, and in students had the chance to be in contact with the rest of the group and with the instructors; also, the group dynamics and games to develop the topic were chosen previously to make every session more fun. Finally the instructors' attitude in the classroom was essential to be in charge of a conversation club.

## **B. Most outstanding findings**

- ❖ One of the most outstanding findings the research group could identify was that according to the OPI version test administered fifteen students who attended the conversation club from the experimental group; one student (7%) was in novice, eight (53%) were in intermediate, four (27%) were in advanced level, and finally, two (13%) were in superior level. The results in the final interview (post OPI version test) shows that in novice level there was an improvement of 6.67% since there was a reduction of one student in this level, intermediate level reduced three students which is a 20%, Advanced level increased with two students which means a 13.33% of improvement, and superior level increased with one student that is a 13%. Thus, this shows that there was an importantly improvement in the students' oral proficiency, at the same time they got vocabulary, fluency, and increase their self-confidence.
  
- ❖ Another aspect that is important to remark is that there was an excellent students' response to attend every single sessions of the Conversation Club, not only this but also to be willing to participate during the activities and this prove that for students this type of extracurricular activities is necessary in their academic training.
  
- ❖ Another important aspect to mention is that attending a conversation club is a good alternative in order to improve many areas in learning English especially speaking skill. The findings show that there were better results with students who attended the

conversation club (experimental group) versus students who only had their English classes (control group).

- ❖ Finally, it could be observed that through the participation in a conversation club, students got higher self-confidence to speak in public and less fear of making mistakes since during their participations on it, they had the opportunity to put into practice their English and produce all the previous knowledge that they have gotten through the major.

## CONCLUSIONS

- ✓ The research group concludes that through the support of English native speakers, students had the chance to be exposed to authentic language and knowing the culture of people who speak the target language as the mother tongue and as a result they are going to improve their oral proficiency and in a near future to get better job opportunity to increase their incomes.
  
- ✓ By being enrolled in a conversation club, students were exposed to different speaking activities such as role-plays, debates, short videos, discussions and the like; so that they had better opportunities to express themselves in a better and comfortable way and reinforce what they have learned throughout the major.
  
- ✓ It was observed that students who do not like to enroll in extracurricular activities such as conversation clubs are the ones who have more difficulties when speaking. On the other hand, students who like to attend extracurricular activities are the ones who want to continue learning English and take advantage of all activities that are beneficial for them.
  
- ✓ When there is support from teachers and head of the department a conversation club can be more successful if they encourage students to participate in these extracurricular activities that help students to improve their speaking skills. Also, due to the teachers' experience, they can give better ideas to put into practice in

each of the sessions that enrich the knowledge and interest of students in order to they want to be part of it.

- ✓ The implementation of a conversation club is important in the development of students' speaking skills since they are exposed only to speaking activities, native speakers, etc. that help them to improve their speaking skills.
- ✓ Good interesting topics, good rapport, good classroom management are important factors that influence in the successful of a conversation club.

## RECOMMENDATIONS

- ✓ The research group suggests that a conversation club should be reconsidered not only as project for a short time, but also as a new option in the community service which may be in charge of students who want at the same time enhance their skills in the speaking area by facilitating a conversation club. Thus, the implementation of a conversation club in the Foreign Language Department could become a successful project to benefit all the community of students.
  
- ✓ It is well-known that some organizations of students from the Foreign Language Department are implementing some English conversation clubs, so that, the research group would like to recommend these organizations to continue implementing these kind of extracurricular activities (conversation clubs), and those who are not participating in the implementation of them yet, the research team wants to ask them to join in these this very helpful, funny, and innovate activity.
  
- ✓ The implementation of a conversation club with different sessions and schedules according to students' English level and their needs might contribute to the improvement of oral English proficiency from all the community of students from the lower levels until the higher levels. Having implemented the project of a conversation Club, the researchers suggest that a good schedule to take it in charge is from 12:00 to 1:00 p.m. since there are no classes at that time.

- ✓ In order to have success with the implementation of a conversation club in the Foreign Language Department, the researchers suggest more support from authorities and professors of The Foreign Language Department, motivating students to enroll in this kind of extracurricular activities. Besides, providing technological resources and comfortable spaces to perform the sessions is vital.
  
- ✓ A conversation club should be an option for students that are interested in improving areas where they have problems such as pronunciation, fluency, and vocabulary. Conversation clubs can contribute to enrich students' capacity beyond what they get in the classrooms.
  
- ✓ In a conversation club, there should be included native speakers or professors from the Foreign Language Department in order for students to be in contact with people who handle the language very well and can improve their vocabulary, pronunciation, and fluency.

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- ✓ Professors: Landaverde Alexander, Franco Rhina, Vides Claudia, and Rodríguez Francisco. **Conversation Club history of the Foreign Language Department:** Interviews made to four professors from the Foreign Language Department, University of El Salvador (UES).

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- ✓ Pearson Longman CEF companion website: <http://www.longman.com/cef>



- ✓ The full Common European Framework document (in English):  
[http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)
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# ANNEXES

## ANNEX 1

### INSTRUMENT 1: Oral Proficiency Interview (OPI) rubric

| Proficiency Level*  | Global Tasks and Functions  | Context / Content  | Accuracy   | Text Type                    |
|---------------------|---|--|--|------------------------------|
| <b>Superior</b>     | Discuss topics extensively, support opinions and hypothesize.<br>Deal with a linguistically unfamiliar situation.                 | Most formal and informal settings.<br><i>Wide range of general interest topics and some special fields of interest and expertise.</i>        | No pattern of errors in basic structures. Errors virtually never interfere with communication or distract the native speaker from the message. | Extended discourse           |
| <b>Advanced</b>     | Narrate and describe in major time frames and deal effectively with an unanticipated complication.                                | Some informal settings and a limited number of transactional situations.<br><i>Predictable, familiar topics related to daily activities.</i> | Understood, with some repetition, by speakers accustomed to dealing with non-native speakers.  | Paragraphs                   |
| <b>Intermediate</b> | Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions. | Some informal settings and a limited number of transactional situations.<br><i>Predictable, familiar topics related to daily activities.</i> | Understood, with some repetition, by speakers accustomed to dealing with non-native speakers.  | Discrete sentences           |
| <b>Novice</b>       | Communicate minimally with formulaic and rote utterances, lists, and phrases  | Most common informal settings.<br><i>Most common aspects of daily life.</i>  | May be difficult to understand, even for speakers accustomed to dealing with non-native speakers.  | Individual words and phrases |

## ANNEX 2



UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT



**Objective:** To know how many words you have learned through all the sessions in the conversation club.

**Student's name:** \_\_\_\_\_

**Instruction:** Underline the range according to the quantity of words you have learned through all the sessions in the conversation club.

1. 1 – 10 words
2. 11 – 20 words
3. 21 – 30 words
4. 31 or more

ANNEX 3

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT



LISTENING TEST

**OBJECTIVE:** To measure students' listening skills.

**STUDENT'S NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LISTENING I POSITIVE PSYCHOLOGY**

**INSTRUCTION:** Listen to two students talking about a university course.

**1. Are these statements true or false? Check the correct answer.**

**True    False**

- |   |                          |                          |
|---|--------------------------|--------------------------|
| a. Positive psychology is a new name for conventional psychology. | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Anna is interested in the course.                              | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Maria is studying psychology.                                  | <input type="checkbox"/> | <input type="checkbox"/> |

**2. Check the values or emotions mentioned.**

- |  |  |
|--|--|
| <input type="checkbox"/> a. Generosity | <input type="checkbox"/> e. kindness   |
| <input type="checkbox"/> b. Courage    | <input type="checkbox"/> f. optimism   |
| <input type="checkbox"/> c. Gratitude  | <input type="checkbox"/> g. patience   |
| <input type="checkbox"/> d. honesty    | <input type="checkbox"/> h. politeness |

**3. Look at this excerpt from the conversation. What does Maria mean? Check the correct answer.**

**Maria:** But I'm not sure really need a course.

- a. Maria thinks Anna is taking too many courses already.
- b. Anna has enough credits and doesn't need any more courses.
- c. Maria thinks Anna is a very positive person.

## LISTENING II CREATIVE PROBLEM SOLVING

**INSTRUCTION:** Listen to a conversation between Hannah and Luke.

**1. What is the main topic of their conversation? Check the correct answer.**

- a. Cooking and cleaning problems
- b. Musical inventions
- c. Clever ideas and inventions.

**2. Check the invention or discoveries the people discuss.**

- a. Polishing shoes with banana peels
- b. A dry cleaning machine
- c. Cleaning a hat with cornmeal
- d. a devise for peeling artichokes
- e. the electric guitar
- f. the flying pan

**3. Look at this excerpt from the conversation. Why does Luke say this? Check the correct answer.**

**Luke:** “Throw a few handfuls of cornmeal on the hat and dry-clean in the usual way, rubbing it in with a cloth.” The usual way?

- a. He thinks it’s fanny.
- b. He thinks it’s confusing and irritating.
- c. He’s worried that it might damage the hat.

## **LISTENING III FARMER'S MARKET**

**INSTRUCTIONS:** Listen to a conversation between two friends, Emma and Lucy.

**1. What does Emma think is surprising about the farmer's market? Write a check on the correct answer.**

- a. The food is fresher.
- b. There is a dairy stall.
- c. The food is generally cheaper.

**2. Check the items that are mentioned.**

- a. Apricots
- b. Candles
- c. Cheese
- d. Chocolate
- e. Coffee
- f. Yogurt
- g. Strawberries
- h. Onions
- i. Potatoes
- j. Plants
- k. Natural cosmetics
- l. Homemade bread

3. **Look at this excerpt from the conversation. Check the correct interpretation of the sentence.**

**Lucy:** For instance, the strawberries at the supermarket, which were flown in and not especially fresh, were about a dollar a pound more.

- a. Some of the strawberries at the supermarket were flown in and not very fresh.
- b. All of the strawberries at the supermarket were flown in and not very fresh.



## Annex 4

| <b>INTERVENTION PLAN “CONVERSTION CLUB”</b> |                   |  |  |  |   |                                 |              |
|---|-------------------|--|--|--|---|---------------------------------|--------------|
| N°  | SESSION           | OBJECTIVE  | METHODOLOGY  | RESOURCES  | DATE  | TIME                            | PLACE        |
| <b>1</b>                                    | <b>Addictions</b> | 1. To share our knowledge about addictions.        | <b>Activity 1:</b> Recalling previous learning<br><b>Instructions:</b><br>1. Discuss with the person next to you.<br>2. Share with the rest of the group.<br><b>Guiding questions:</b><br>1. What is an addiction?<br>2. What are some addictions that you know of?<br>3. What do you think is the most dangerous part of an addiction? Why?<br>4. Do you have any addictions?   | <b>Material:</b><br><br>1.Laptop<br>2.Projector<br>3.Chairs<br>4.USB<br>5.Video<br><br>6. Pieces of paper with different addictions<br>7.Spin wheel<br>8. Power point presentation<br><br><b>Human:</b><br><br>1. Yesenia Ramos<br>2.Mayra Matute<br>3.Orquidea Cárcamo. | Tuesday,<br>Mach 15 <sup>th</sup> ,<br>2016 | From<br>12:00<br>To<br>1:00 P.M | Room<br>IF-6 |
|   |                   | 2. To discuss what addictions cost in life.        | <b>Activity 2:</b> Warming up<br><b>Instructions:</b><br>1.Work individually<br>2.Pay attention to the video<br>3.Answer the following questions<br><b>Guiding questions:</b><br>1. What caught your attention from the video?<br>2. Do you know someone who has any of these addictions? What does it cost him/her?<br>3. Do you know of any other addictions?<br>4. What addictions do you think are the most dangerous?<br>5. What can help in order to deal with addictions? |  |   |                                 |              |
|   |                   | 3. To practice new vocabulary through a role-play. | <b>Activity 3:</b> Role-Play<br><b>Instructions:</b><br>1.Work in groups of three<br>2.Plan a dialogue related to one of the situations below<br>3.Act it out<br>4.Share opinions with the whole class<br><b>Guiding structure (Situation):</b><br>1. A person giving advice to a friend who is an addict.<br>2. An addict denying his/her addiction.<br>3. An addict being helped by his or her family.<br><b>Activity 4:</b> wrapping up                                       |  |   |                                 |              |
|   |                   | 4. To give advice for each addiction.              | <b>Instructions:</b><br>1.Work individually<br>2.Spin the wheel<br>3.Give advice for the addiction on the paper<br>4.Share with the class<br><b>Guiding structures:</b><br>I suggest ...<br>I think you should/shouldn't...<br>You have to / don't have to ...   |  |   |                                 |              |

**INTERVENTION PLAN “CONVERSTION CLUB”**

| Nº | SESSION          | OBJECTIVE   | METHODOLOGY  | RESOURCES   | DATE                                    | TIME                   | PLACE     |
|----|------------------|---|--|---|---|------------------------|-----------|
| 2  | First impression | 1. To share our previous knowledge about first impressions. | <b>Activity 1:</b> Recalling previous knowledge<br><b>Instructions:</b><br>1. Discuss with the person next to you<br>2. Use the guiding questions and share with the rest of the group.<br><b>Guiding questions:</b><br>1. What do you think about the phrase “don’t judge a book by its cover”?<br>2. When meeting someone for the first time what do you see first?<br>3. Have you ever felt judged just because of clothes you wear?<br>4. Have you ever judged someone and discovered that you were wrong? | <b>Material:</b><br>1.Laptop<br>2.Projector<br>3.Chairs<br>4.USB<br>5.Video<br>6. Power point presentation<br><br><b>Human:</b><br>1. Orquidea Cárcamo<br>2. Yesenia Rámos<br>3..Mayra Matute | Thursday, March 17 <sup>th</sup> ,2016. | From 12:00 To 1:00 P.M | Room IF-6 |
|    |                  | 2. To discuss the video.                                    | <b>Activity 2:</b> Warming up<br><b>Instructions:</b><br>1.Work individually<br>2.Pay attention to the video<br>3.Answer the guiding questions<br><b>Guiding questions:</b><br>1. What caught your attention from the video?<br>2. Do you think that first impressions are important?<br>3. What are the things that call your attention when you meet someone?<br>4. Have you ever judged someone and then you discovered that you were wrong?  |   |   |                        |           |
|    |                  | 3. To share our first impression from pictures.             | <b>Activity 3:</b> Judge<br><b>Instructions:</b><br>1.Work in pairs<br>2.Look the pictures on the next slide<br>3.Answer the questions<br>4.Share opinions with the whole class<br><b>Guiding structure:</b><br>1. My first impression was...<br>2. I thought that this person...  |   |   |                        |           |
|    |                  | 4. To do a survey   | <b>Activity 4:</b> wrapping up<br><b>Instructions:</b><br>1.Work individually<br>2. Answer the questions and share with the class.<br><b>Guiding structures:</b><br>1. What do you think is the first impression you show?<br>2. Do you think the first impression is based on the way you dress?<br>3. What do you think about tattoos?<br>4. What do you think about piercings?  |   |   |                        |           |

**INTERVENTION PLAN “CONVERSTION CLUB”**

| Nº | SESSION   | OBJECTIVE   | METHODOLOGY   | RESOURCES  | DATE                         | TIME                       | PLACE    |
|----|---|---|---|--|------------------------------|----------------------------|----------|
| 3  | Single sex schools are better than co-educational school? | 1. To share our previous experiences about have studied in a single sex school or a mixed school.         | <p><b>Activity 1:</b> Recalling previous experiences</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Discuss with the person next to you</li> <li>2. Use the guiding questions and share with the rest of the group.</li> </ol> <p><b>Guiding questions:</b></p> <ol style="list-style-type: none"> <li>1. How was the experience of having studied in single sex or a mixed school?</li> <li>2. From their point of view what were the advantages or disadvantages to having studied in a single sex or a mixed school?</li> <li>3. How was your academic performance during that time?</li> <li>4. How was his interpersonal relationship with their classmates?</li> </ol> | <p><b>Material:</b></p> <ol style="list-style-type: none"> <li>1.Laptop</li> <li>2.Projector</li> <li>3.Chairs</li> <li>4.USB</li> <li>5.piece of paper with the short paragraph about the aspects to discuss</li> <li>6. Arguments of both single and co-ed education to display in the board.</li> </ol> <p><b>Human:</b></p> <ol style="list-style-type: none"> <li>1. Orquidea</li> <li>2. Yesenia</li> <li>3.Mayra</li> <li>Matute</li> </ol> | March 22 <sup>nd</sup> ,2016 | From 12:00 m.d to 1:00 p.m | Roo IF-6 |
|    |   | 2. To read a short paragraph about some aspect about single sex school or a mixed school and discuss them | <p><b>Activity 2:</b> Warming up</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Work in group of three and provide then one aspect to read and discuss.</li> <li>2.Read the aspect given and discuss with your group your different opinions</li> <li>3. Share your opinions about you have reflected</li> <li>4. Listen the rest of the aspects given at the rest of the groups and provide opinions if you have one.</li> </ol> <p><b>Statements to discuss:</b></p> <ol style="list-style-type: none"> <li>1. Attraction and Distraction</li> <li>2. Comfort in the classroom</li> <li>3. Interpersonal Communication</li> <li>4. Physical appearance</li> </ol>          |  |                              |                            |          |
|    |   | 3. To share opinions about the different arguments supporting single-sex education and co-ed education    | <p><b>Activity 3:</b> Point of views</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1.Work individually</li> <li>2.Look at the arguments display on the board</li> <li>3.Share opinions with the whole class</li> <li>4. Share if you agree or disagree with the statement.</li> </ol> <p><b>Guiding structure: (DEBATE)</b></p> <ol style="list-style-type: none"> <li>A- arguments supporting single-sex education</li> <li>B- arguments supporting co-ed education</li> </ol>  |  |                              |                            |          |

**INTERVENTION PLAN "CONVERSION CLUB"**

| Nº | SESSION                      | OBJECTIVE   | METHODOLOGY  | RESOURCES  | DATE                         | TIME                       | PLACE    |
|----|------------------------------|---|--|--|------------------------------|----------------------------|----------|
| 4  | Is animal testing justified? | 1. To discuss some question in order to provide different points of views | <p><b>Activity 1: Discussion</b></p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Discuss with the person next to you</li> <li>2. Use the guiding questions and share with the rest of the group.</li> </ol> <p><b>Guiding questions:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Is it morally acceptable to experiment on animals for human purposes?</a></li> <li>2. Do humans have "dominion" over animals, justifying testing?</li> <li>3. Is it wrong to believe that animals have rights?</li> <li>4. Are humans superior to animals or equals? Does this matter?</li> </ol>   | <p><b>Material:</b></p> <ol style="list-style-type: none"> <li>1. Laptop</li> <li>2. Projector</li> <li>3. Chairs</li> <li>4. USB</li> </ol> <p>5. Video about: Is Animal Testing Justified? (The Big Questions)</p> <p>6. Two positions about animal testing.</p> | Mach 24 <sup>th</sup> , 2016 | From 12:00 m.d to 1:00 p.m | Roo IF-6 |
|    |                              | 2. To watch a video   | <p><b>Activity 2: Warming up</b></p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Pay attention to the video</li> <li>2. Make comments about the most interesting points about the video</li> </ol>   |  |                              |                            |          |
|    |                              | 3. To share opinions about two positions on animal experiments.           | <p><b>Activity 3: Point of views</b></p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Work individually</li> <li>2. Look at the arguments display on the board</li> <li>3. Share opinions with the whole class</li> <li>4. Share if you agree or disagree with the statement.</li> </ol> <p><b>Guiding structure:</b></p> <ul style="list-style-type: none"> <li>• <b>In favor of animal experiments:</b> <ul style="list-style-type: none"> <li>• Experimenting on animals is acceptable if (and only if):                             <ul style="list-style-type: none"> <li>• suffering is minimized in all experiments</li> <li>• human benefits are gained which could not be obtained by using other methods</li> </ul> </li> </ul> </li> <li>• <b>Against animal experiments:</b> <ul style="list-style-type: none"> <li>• Experimenting on animals is always unacceptable because:                             <ul style="list-style-type: none"> <li>• it causes suffering to animals</li> <li>• the benefits to human beings are not proven</li> <li>• any benefits to human beings that animal testing does provide could be produced in other ways</li> </ul> </li> </ul> </li> </ul> |  |                              |                            |          |

| INTERVENTION PLAN "CONVERSTION CLUB" |   |  |   |   |  |                    |           |
|--------------------------------------|---|--|---|---|--|--------------------|-----------|
| Nº                                   | SESSION                                     | OBJECTIVE  | METHODOLOGY   | RESOURCES   | DATE                                   | TIME PLACE         |           |
| 5                                    | Is age an important factor in relationship? | 1. To share our previous knowledge about Is age an important factor in relationship? | <b>Activity 1:</b> Recalling previous knowledge<br><b>Instructions:</b> <ol style="list-style-type: none"> <li>1. Discuss with the person next to you</li> <li>2. Use the guiding questions and share with the rest of the group.</li> </ol> <b>Guiding questions:</b> <ol style="list-style-type: none"> <li>1. What do you think about the phrase "age is just a number"?</li> <li>2. Does age difference affect the compatibility level in a married couple's relationship with each other?</li> <li>3. Is it necessary for a man and a woman to be of same age or belong to same generation to be able to get married?</li> <li>4. What is or should be the optimum age difference between people in a marital relationship?</li> </ol> | <b>Material:</b><br>1.Laptop<br>2.Projector<br>3.Chairs<br>4.USB<br>5.Video<br>6. Power point presentation<br><br><b>Human:</b><br>1. Mayra Matute<br>3. Yesenia Ramos<br>3. Orquidea Cárcamo | Tuesday, Mach 28 <sup>th</sup> , 2016. | From 12:md to 1:pm | Room IF-6 |
|                                      |   | 2. To discuss the video.   | <b>Activity 2:</b> Warming up<br><b>Instructions:</b> <ol style="list-style-type: none"> <li>1. Work individually</li> <li>2. Pay attention to the video</li> <li>3. Answer the guiding questions</li> </ol> <b>Guiding questions:</b> <ol style="list-style-type: none"> <li>1. What caught your attention from the video?</li> <li>2. Do you think that the age is important to have a successful relationship?</li> <li>3. Do you thing that the Physical appearance is important?</li> </ol>  |   |  |                    |           |
|                                      |   | 3. To share ideas about the average age in order to have a successful relationship   | <b>Activity 3:</b> Judge<br><b>Instructions:</b> <ol style="list-style-type: none"> <li>1. 1.Work in pairs</li> <li>2. 2.Look the pictures on the next slide</li> <li>3. 3.Answer the questions</li> <li>4. 4.Share opinions with the whole class</li> </ol>  |   |  |                    |           |

**INTERVENTION PLAN "CONVERSTION CLUB"**

| <b>Nº</b> | <b>SESSION</b>   | <b>OBJECTIVE</b>   | <b>METHODOLOGY</b>  | <b>RESOURCES</b>   | <b>DATE</b>                                    | <b>TIME</b>               | <b>PLACE</b> |
|-----------|--|--|---|--|--|---------------------------|--------------|
| <b>6</b>  | <b>Is it better to be honest and poor or dishonest and rich?</b> | 1. To share our previous knowledge about different opinions of it is better to be honest and poor or dishonest and rich? | <b>Activity 1:</b> Recalling previous knowledge<br><b>Instructions:</b><br>1. Discuss with the person next to you<br>2. Use the guiding questions and share with the rest of the group.<br><b>Guiding questions:</b><br>1. What do you think about the phrase "poor but honest"?<br>2. . What do you think honest and poor or dishonest and rich?<br>3. Is money more important than morality nowadays?<br>4. Do you think that rich the people is happier than poor people?  | <b>Material:</b><br>1.Laptop<br>2.Projector<br>3.Chairs<br>4.USB<br>5.Video<br>6. Power point presentation<br><br><b>Human:</b><br>1 Beatriz Ramos<br>2 Orquidea Cárcamo<br>3 Mayra Matute | Thursday ,<br>March<br>31 <sup>st</sup> , 2016 | From 12:<br>md to<br>1:pm | Room<br>IF-6 |
|           |  | 2. To discuss the video.   | <b>Activity 2:</b> Warming up<br><b>Instructions:</b><br>1. .Work individually<br>2. Pay attention to the video<br>3. Answer the guiding questions  |  |  |                           |              |
|           |  | 3. To share ideas about be honest and poor or dishonest and rich.  | <b>Guiding questions:</b><br>4. 1. What caught your attention from the video?<br>5. 2. Do you think that the rich man in the video is satisfice with himself?<br>6. 3. Do you think that the poor man in the video is pride of himself?<br><br><b>Activity 3:</b><br><b>Instructions:</b><br>1. Work in pairs.<br>Look the pictures on the next slide<br>2. Answer the questions<br>.Share opinions with the whole class<br><br><b>Guiding structure:</b><br>1. In my opinion is better be...<br>I feel happy been... |  |  |                           |              |

**INTERVENTION PLAN "CONVERSTION CLUB"**

| Nº | SESSION   | OBJECTIVE  | METHODOLOGY   | RESOURCES  | DATE   | TIME                      | PLACE        |
|----|---|--|---|--|--|---------------------------|--------------|
| 6  | Is it better to be honest and poor or dishonest and rich? | 1. To share our previous knowledge about different opinions of it is better to be honest and poor or dishonest and rich? | <b>Activity 1:</b> Recalling previous knowledge<br><b>Instructions:</b><br>1. Discuss with the person next to you<br>2. Use the guiding questions and share with the rest of the group.<br><b>Guiding questions:</b><br>1. What do you think about the phrase "poor but honest"?<br>2. What do you think honest and poor or dishonest and rich?<br>3. Is money more important than morality nowadays?<br>4. Do you think that rich the people is happier than poor people?  | <b>Material:</b><br>1.Laptop<br>2.Projector<br>3.Chairs<br>4.USB<br>5.Video<br>6. Power point presentation<br><br><b>Human:</b><br>1 Beatriz Ramos<br>2 Orquidea Cárcamo<br>3 Mayra Matute | Thursday ,<br>March<br>31 <sup>st</sup> , 2016 | From 12:<br>md to<br>1:pm | Room<br>IF-6 |
|    |   | 2. To discuss the video.   | <b>Activity 2:</b> Warming up<br><b>Instructions:</b><br>1. Work individually<br>2. Pay attention to the video<br>3. Answer the guiding questions   |  |  |                           |              |
|    |   | 3. To share ideas about be honest and poor or dishonest and rich.  | <b>Guiding questions:</b><br>4. 1. What caught your attention from the video?<br>5. 2. Do you think that the rich man in the video is satisfice with himself?<br>6. 3. Do you think that the poor man in the video is pride of himself?<br><br><b>Activity 3:</b><br><b>Instructions:</b><br>1. Work in pairs.<br>Look the pictures on the next slide<br>2. Answer the questions<br>.Share opinions with the whole class<br><br><b>Guiding structure:</b><br>1. In my opinion is better be...<br>I feel happy been... |  |  |                           |              |

**INTERVENTION PLAN “CONVERSTION CLUB”**

| Nº | SESSION                            | OBJECTIVE                                    | METHODOLOGY   | RESOURCES  | DATE                     | TIME                   | PLACE     |
|----|------------------------------------|--|---|--|--------------------------|------------------------|-----------|
| 7  | Beauty and Physical Attractiveness | 1. To share previous knowledge               | <p><b>Activity 1:</b> Recalling previous learning</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Discuss with the person next to you.</li> <li>2. Share with the rest of the group.</li> </ol> <p><b>Guiding questions:</b></p> <ol style="list-style-type: none"> <li>1. <b>What do you think of the proverb “beauty is in the eye of the beholder”?</b></li> <li>2. <b>Who do you think is the most beautiful person in your country?</b></li> <li>3. <b>Who do think is the most beautiful person alive today?</b></li> <li>4. <b>Is it better to be physically attractive or intelligent?</b></li> <li>5. <b>How do you define beauty, using your own words?</b></li> </ol>          | <p><b>Material:</b></p> <ol style="list-style-type: none"> <li>1.Laptop</li> <li>2.Projector</li> <li>3.Chairs</li> <li>4.USB</li> <li>5. Power point presentation</li> <li>6. Ball</li> </ol> | Tuesday, April 5th, 2016 | From 12:00 To 1:00 P.M | Room IF-6 |
|    |                                    | 2. To discuss different point of views       | <p><b>Activity 2: Debate</b></p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Break up into two groups</li> <li>2. One group is in favor and other is against of “<b>Should people have cosmetic surgery to enhance their looks?</b>”</li> <li>3. Discuss groups’ point of view.</li> </ol>  |  |                          |                        |           |
|    |                                    | 3. Share opinions about personal experiences | <p><b>Activity 3:</b></p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Make usage of hot potato game to ask for opinions.</li> </ol> <p><b>Guiding questions:</b></p> <ol style="list-style-type: none"> <li>1-Do you think self-esteem affects beauty and beauty affects self-esteem</li> <li>2-Have you ever noticed anyone ever feeling pressured to be more beautiful?</li> <li>3-Do you think that skin color affects whether a person is regarded as beautiful or not?</li> <li>4-Do you think one gender or group worries more about beauty than another?</li> <li>5- Does beauty affected one’s success in life?</li> <li>6-How important is beauty in your daily life?</li> </ol> | <p><b>Human:</b></p> <ol style="list-style-type: none"> <li>1. <b>Yesenia Ramos</b></li> <li>2.<b>Mayra Matute</b></li> <li>3. <b>Orquidea Cárcamo.</b></li> </ol>                             |                          |                        |           |



| <b>INTERVENTION PLAN “CONVERSTION CLUB”</b> |                  |                                      |   |  |                           |                        |              |  |
|---|------------------|--------------------------------------|---|--|---------------------------|------------------------|--------------|--|
| <b>N°</b>                                   | <b>SESSION</b>   | <b>OBJECTIVE</b>                     | <b>METHODOLOGY</b>  | <b>RESOURCES</b>   | <b>DATE</b>               | <b>TIME</b>            | <b>PLACE</b> |  |
| <b>8</b>                                    | <b>Happiness</b> | 1. To share previous knowledge       | <p><b>Activity 1:</b> Share opinions</p> <p><b>Instructions</b></p> <p>1. Share with the rest of the group.</p> <p><b>Guiding questions:</b></p> <p>1. What is happiness for you? Are you a happy person?</p> <p>2. Do you think that happiness lies within you? Or does it depend upon other people and external things?</p> <p>3. What are the three most important things for you to be happy?</p> <p>4. Is happiness a state of mind? And Why?</p> <p>5. Can you be happy if you're rich? Or Can you be happy if you're poor? Explain your reasons.</p>   | <p><b>Material:</b></p> <p>1.Laptop</p> <p>2.Projector</p> <p>3.Chairs</p> <p>4.USB</p> <p>5. Power point presentation</p> | Thursday, April 7th, 2016 | From 12:00 To 1:00 P.M | Room IF-6    |  |
|   |                  | 2. To perform some situations        | <p><b>Activity 2: Role-plays</b></p> <p><b>Instruction:</b></p> <p>- Students have to work in groups of 3 or 4 people and role-play a dialogue the next situation where one person is down and the rest of the people try to cheer him or her up.</p> <p><b>Situations:</b></p> <p>1. You're feeling down because your girlfriend/boyfriend/spouse of three years just broken up with you.</p> <p>2. A friend who was going to travel with you has suddenly backed out and you now have to travel by yourself.</p> <p>3. You tried out for school's soccer /basketball/cheerleading team, and were turned down.</p> |  |                           |                        |              | <p><b>Human:</b></p> <p>1. <b>Yesenia Ramos</b></p> <p>2. <b>Mayra Matute</b></p> <p>3. <b>Orquídea Cárcamo.</b></p> |
|   |                  | 3. To give suggestions to make happy | <p><b>Activity 3:</b></p> <p><b>Instructions:</b></p> <p>1- Students have to provide advices in order to make happy</p> <p><b>Guiding questions:</b></p> <p>6. Are single people happy?</p> <p>7. Would you be happier with a soul mate or single?</p> <p>8. Do you wake up happy every morning?</p> <p>9. What affects your levels of happiness?</p> <p>10. Is happiness a goal?</p>   |  |                           |                        |              |  |

| <b>INTERVENTION PLAN "CONVERSTION CLUB"</b> |                        |  |  |   |                           |                        |              |
|---|------------------------|--|--|---|---------------------------|------------------------|--------------|
| <b>N</b>                                    | <b>SESSION</b>         | <b>OBJECTIVE</b>                             | <b>METHODOLOGY</b>   | <b>RESOURCES</b>  | <b>DATE</b>               | <b>TIME</b>            | <b>PLACE</b> |
| <b>9</b>                                    | <b>Procrastination</b> | 1. To share previous knowledge               | <b>Activity 1:</b> Recalling previous learning<br><b>Instructions:</b><br>1. Discuss with the person next to you.<br>2. Share with the rest of the group.<br><b>Guiding questions:</b><br>1- Why do people procrastinate?<br>2- When is it good to procrastinate?<br>3- What kinds of things do you put off doing?<br>4- How do you feel when other people put off something you want done soon?<br>5- What's the difference between patience and procrastination?   | <b>Material:</b><br>1.Laptop<br>2.Projector<br>3.Chairs<br>4.USB<br>5. Power point presentation | Tuesday, April 11th, 2016 | From 12:00 To 1:00 P.M | Room IF-6    |
|   |                        | 2. To discuss different point of views       | <b>Activity 2:</b><br><b>Instructions:</b><br>-Make a list of 4 different things that people often forget<br>-Explain why people procrastinate or forget these things<br>- Get some ideas to avoid procrastination   |   |                           |                        |              |
|   |                        | 3. Share opinions about personal experiences | <b>Activity 3:</b><br><b>Instructions:</b><br>- Ask students 'opinions<br><b>Guiding questions:</b><br>1- Do you usually procrastinate when you have homework? Explain<br>2- What can procrastinators do to change their lives?<br>3- Are you always on time to class (meetings) late, or early?<br>4- Do you think people in some cultures are in too much of a rush? Give examples.<br>5- Have you ever forgotten an important date or event? Explain<br>6- Do you want to accomplish many things in your life or do you want to take it easy? | <b>Human:</b><br>1. Y esenia Ramos<br>2.Mayra Matute<br>3. Orquídea Cárcamo.                    |                           |                        |              |

**INTERVENTION PLAN “CONVERSTION CLUB”**

| Nº | SESSION        | OBJECTIVE                                    | METHODOLOGY  | RESOURCES   | DATE                       | TIME                   | PLACE     |
|----|----------------|--|--|---|----------------------------|------------------------|-----------|
| 10 | Generation Gap | 1. To share previous knowledge               | <p><b>Activity 1:</b> Recalling previous learning</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Discuss with the person next to you.</li> <li>2. Share with the rest of the group.</li> </ol> <p><b>Guiding questions:</b></p> <ol style="list-style-type: none"> <li>1. What is a “Generation Gap”?</li> <li>2. Have you ever felt a generation gap?</li> <li>3. Do you think is OK to date or marry someone of a different generation to yourself, either older or younger?</li> <li>4. What could be some problems with a partnership or marriage of different generation?</li> <li>5. What do you think are some of the advantages or disadvantages of another generation?</li> <li>6. Is it possible to overcome a generation gap?</li> </ol> | <p><b>Material:</b></p> <ol style="list-style-type: none"> <li>1.Laptop</li> <li>2.Projector</li> <li>3.Chairs</li> <li>4.USB</li> <li>5. Power point presentation</li> </ol> | Thursday, April 14th, 2016 | From 12:00 To 1:00 P.M | Room IF-6 |
|    |                | 2. To discuss different point of views       | <p><b>Activity 2</b></p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Break up into four groups</li> <li>2. Discuss groups’ point of view.</li> </ol> <p><b>Guiding questions:</b></p> <ol style="list-style-type: none"> <li>1. What role does music play in generation gap?</li> <li>2. When is an age gap beneficial and when is it a hindrance?</li> <li>3. Are people from the “older” generation always more wise and correct in their ways of thinking and choices? Why or why not?</li> <li>4. Do you think generation gap allow the old generation to have more “authority” in their relationship with younger people?</li> <li>5. What influences the styles, values, and interest of generation</li> </ol>                                 | <p><b>Human:</b></p> <ol style="list-style-type: none"> <li>1. Yesenia Ramos</li> <li>2.Mayra</li> </ol>  |                            |                        |           |
|    |                | 3. Share opinions about personal experiences | <p><b>Activity 3:</b></p> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>- Ask students ‘opinions</li> </ul> <p><b>Guiding questions:</b></p> <ol style="list-style-type: none"> <li>12. What role does technology change play in creating a generation gap?</li> <li>13. What was the most popular music when you were 12 year old? Now? How has the music and you changed?</li> <li>14. If you could give an important message to the next generation, what would it be?</li> </ol>   | <ol style="list-style-type: none"> <li>3. Orquídea Cárcamo.</li> </ol>  |                            |                        |           |

| <b>INTERVENTION PLAN “CONVERSTION CLUB”</b> |   |  |  |                           |                        |              |
|---|---|--|--|---------------------------|------------------------|--------------|
| <b>Nº SESSION</b>                           | <b>OBJECTIVE</b>                                  | <b>METHODOLOGY</b>   | <b>RESOURCES</b>   | <b>DATE</b>               | <b>TIME</b>            | <b>PLACE</b> |
| <b>11 Learning a Foreign Language</b>       | 1. To share previous knowledge                    | <p><b>Activity 1:</b> Recalling previous learning</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Discuss with the person next to you.</li> <li>2. Share with the rest of the group.</li> </ol> <p><b>Guiding questions:</b></p> <ol style="list-style-type: none"> <li>1. What is your mother tongue ?</li> <li>2. How did you learn your second language?</li> <li>3. What's the best way to learn a second language ?</li> <li>4. What methods do you use to remember vocabulary better?</li> <li>5. Is it possible to understand and write well but not be able to have a conversation?</li> </ol> | <p><b>Material:</b></p> <ol style="list-style-type: none"> <li>1.Laptop</li> <li>2.Projector</li> <li>3.Chairs</li> <li>4.USB</li> <li>5. Power point presentation</li> <li>6. Ball</li> </ol> <p><b>Human:</b></p> <ol style="list-style-type: none"> <li>1. Yesenia Ramos</li> <li>2.Mayra Matute</li> <li>3. Orquídea Cárcamo.</li> </ol> | Tuesday, April 19th, 2016 | From 12:00 To 1:00 P.M | Room IF-6    |
|   | 2. To discuss different points of views           | <p><b>Activity 2:</b></p> <p><b>Guiding questions:</b></p> <ol style="list-style-type: none"> <li>1. What is value of learning languages?</li> <li>2. Why do some people have more difficulty than others when learning a language?</li> <li>3. To speak its language well, how important is it to know something about the culture of a country?</li> <li>4. What are the problem areas that an intermediate and advanced learner may have?</li> </ol>  |  |                           |                        |              |
|   | 3. To exchange ideas in a non-confrontational way | <p><b>Activity 3:</b></p> <p><b>-Guiding questions:</b></p> <ol style="list-style-type: none"> <li>1. Can you learn a language by watching television?</li> <li>2. Is it possible to learn a language without studying grammar?</li> <li>3. Is grammar more important than knowing vocabulary?</li> <li>4. Have you had any particular poor language learning experiences?</li> </ol>  |  |                           |                        |              |

| <b>INTERVENTION PLAN “CONVERSTION CLUB”</b> |  |   |  |                            |                        |              |
|---|--|---|--|----------------------------|------------------------|--------------|
| <b>Nº SESSION</b>                           | <b>OBJECTIVE</b>   | <b>METHODOLOGY</b>  | <b>RESOURCES</b>   | <b>DATE</b>                | <b>TIME</b>            | <b>PLACE</b> |
| <b>12 Fears</b>                             | 1. To share previous knowledge   | <b>Activity 1:</b> Give opinions<br><b>Instructions:</b> <ol style="list-style-type: none"> <li>Share with the rest of the group.</li> <li>Make a brainstorm</li> <li>Share personal experiences</li> </ol> <b>Guiding questions:</b> <ul style="list-style-type: none"> <li><b>What is fear?</b></li> </ul>  | <b>Material:</b><br>1.Laptop<br>2.Projector<br>3.Chairs<br>4.USB<br>5. Power point presentation<br><br><b>Human:</b><br>1. Yesenia Ramos<br>2.Mayra Matute<br>3. Orquídea Cárcamo. | Thursday, April 21st, 2016 | From 12:00 To 1:00 P.M | Room IF-6    |
|   | 2. To discuss different point of views   | <b>Activity 2:</b><br><b>Instructions:</b><br>-Discuss with the person next to you<br>-share with the rest of the group<br><b>Guiding questions:</b> <ol style="list-style-type: none"> <li>What is your biggest fear in life? Are you afraid that it might come true?</li> <li>What was the most frightening experience you've had?</li> <li>Are you afraid of being ill? What disease are you most afraid of? Why?</li> </ol>   |  |                            |                        |              |
|   | 3. To listen for story details<br><br><i>-Showing you're listening</i><br><br><i>-Asking follow up questions</i><br><br><i>-Interrupting for clarify</i> | <b>Activity 3:</b><br><b>Instructions:</b> <ol style="list-style-type: none"> <li>Line up the class face to face into two groups.</li> <li>Share opinions with the person next to you</li> <li>Share with the rest of the group</li> <li>Make usage of the extra vocabulary</li> </ol> <b>Guiding questions:</b> <ol style="list-style-type: none"> <li>Are there any parts of the city where you live which you are afraid to visit after dark? Where? Why?</li> <li>Are you afraid to die? Why?</li> <li>When you were a child, what things were you afraid of?</li> <li>Have you overcome any of your fears?</li> <li>Do you like horror movies? Why? Why not?</li> <li>What is the scariest movie you have ever seen? What was it about?</li> </ol> |  |                            |                        |              |

**INTERVENTION PLAN “CONVERSTION CLUB”**

| Nº | SESSION     | OBJECTIVE  | METHODOLOGY  | RESOURCES   | DATE                     | TIME                   | PLACE     |
|----|-------------|--|--|---|--------------------------|------------------------|-----------|
| 13 | Stereotypes | 1. To share previous knowledge                         | <p><b>Activity 1:</b> Recalling previous learning</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Discuss with the person next to you.</li> <li>2. Share with the rest of the group.</li> </ol> <p><b>Guiding questions:</b></p> <ol style="list-style-type: none"> <li>1. What are some stereotypes?</li> <li>2. How is our country stereotyped?</li> <li>3. Do you stereotype people?</li> <li>4. Does stereotyping help you in some way?</li> <li>5. Why do you think people stereotype?</li> </ol>   | <p><b>Material:</b></p> <ol style="list-style-type: none"> <li>1.Laptop</li> <li>2.Projector</li> <li>3.Chairs</li> <li>4.USB</li> <li>5. Power point</li> </ol>  | Tuesday, April 26th 2016 | From 12:00 To 1:00 P.M | Room IF-6 |
|    |             | 2. To make usage of vocabulary to expressing opinions. | <p><b>Activity 2:</b></p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>- Make groups of four students</li> <li>- Discuss the next questions</li> <li>-Use the vocabulary of expressing opinions:</li> </ul> <p><i>-Personal Point of View</i></p> <p><i>- General Point of View</i></p> <p><i>- Agreeing with an opinion</i></p> <p><i>- Disagreeing with an opinion</i></p> <p><b>Guiding questions:</b></p> <ol style="list-style-type: none"> <li>1. How can stereotypes be damaging?</li> <li>2. Do you think that it is a good idea to stereotype people?</li> <li>3. How are various nationalities stereotyped?</li> <li>4. What is the difference between stereotypes and prejudices?</li> <li>5. Are stereotypes offensive? Funny? Realistic?</li> </ol> | <p>presentation</p> <ol style="list-style-type: none"> <li>6.Charts of vocabulary to express opinions</li> <li>7. Tape</li> </ol> <p><b>Human:</b></p> <ol style="list-style-type: none"> <li>1. Yesenia Ramos</li> <li>2.Mayra Matute</li> <li>3. Orquídea Cárcamo.</li> </ol> |                          |                        |           |

**INTERVENTION PLAN “CONVERSTION CLUB”**

| Nº | SESSION         | OBJECTIVE                                    | METHODOLOGY   | RESOURCES  | DATE                      | TIME                   | PLACE     |
|----|-----------------|--|---|--|---------------------------|------------------------|-----------|
| 14 | Annoying things | 1. To share previous knowledge               | <p><b>Activity 1:</b> Recalling previous learning</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Discuss with the person next to you.</li> <li>2. Share with the rest of the group.</li> </ol> <p><b>Guiding questions:</b></p> <ol style="list-style-type: none"> <li>1. What annoys you about yourself?</li> <li>2. How do you change annoying habits?</li> <li>3. What kind of people annoys you?</li> <li>4. What annoys you about living where you live now?</li> </ol>   | <p><b>Material:</b></p> <ol style="list-style-type: none"> <li>1.Laptop</li> <li>2.Projector</li> <li>3.Chairs</li> <li>4.USB</li> <li>5. Power point presentation</li> <li>6. Ball</li> </ol> | Tuesday, April 26th, 2016 | From 12:00 To 1:00 P.M | Room IF-6 |
|    |                 | 2. To perform different situations           | <p><b>Activity 2: Role plays</b></p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Make groups of three</li> <li>2. Students have to make up an annoying situation</li> <li>3. Students have to perform their situations in front of the class</li> </ol>   |  |                           |                        |           |
|    |                 | 3. Share opinions about personal experiences | <p><b>Activity 3:</b></p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Make usage of hot potato game to ask for opinions.</li> </ol> <p><b>Guiding questions:</b></p> <ol style="list-style-type: none"> <li>1. What are some of new pet peeves people have as a result of recent technology?</li> <li>2. If something is annoying you, what do you usually do?</li> <li>3. Can you think of some things children do that annoy adults around them?</li> <li>4. Who is the most annoying person you know? Why?</li> <li>5. Who is the most annoying celebrity? Why?</li> </ol> | <p><b>Human:</b></p> <ol style="list-style-type: none"> <li>1. Yesenia Ramos</li> <li>2.Mayra Matute</li> <li>3. Orquídea Cárcamo.</li> </ol>  |                           |                        |           |

| <b>INTERVENTION PLAN “CONVERSTION CLUB”</b> |  |   |   |                            |                        |              |
|---|--|---|---|----------------------------|------------------------|--------------|
| <b>Nº SESSION</b>                           | <b>OBJECTIVE</b>   | <b>METHODOLOGY</b>  | <b>RESOURCES</b>  | <b>DATE</b>                | <b>TIME</b>            | <b>PLACE</b> |
| <b>15 Childhood and Countries</b>           | 1. To share personal experiences and details about childhood | <p><b>Activity 1:</b>Telling and listening stories</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Discuss with the person next to you.</li> <li>2. Share with the rest of the group.</li> </ol> <p><b>Guiding questions:</b></p> <ol style="list-style-type: none"> <li>1. Where were you born?</li> <li>2. When were you born?</li> <li>3. Do you consider you had a happy childhood? Why, why not?</li> <li>4. Did you play on the streets? What did you like to play?</li> <li>5. What did you like to do when you were a child?</li> <li>6. Who was your favorite teacher? Why?</li> <li>7. What were some embarrassing situations when you were a child?</li> <li>8. When you were a child, what did you think you wanted to be as an adult? a mother? a father? a doctor? a teacher?</li> <li>9. What was your worst punishment as a child?</li> <li>10. What is your first memory?</li> </ol> | <p><b>Material:</b></p> <ol style="list-style-type: none"> <li>1.Laptop</li> <li>2.Projector</li> <li>3.Chairs</li> <li>4.USB</li> <li>5. Power point presentation</li> </ol> | Thursday, April 28th, 2016 | From 12:00 To 1:00 P.M | Room IF-6    |
|   | 2. To describe places and expanding on a topic               | <p><b>Activity 2:</b> Describing places</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>- <b>Use the next vocabulary:</b> <ul style="list-style-type: none"> <li>➤ What I notice is...</li> <li>➤ It seems to be...</li> <li>➤ One thing that strikes me is...</li> </ul> </li> </ul> <p><b>Guiding questions:</b></p> <ol style="list-style-type: none"> <li>1. What country would you like to visit? Why?</li> <li>2. What country would you like to live in? Why?</li> <li>3. What country has the most interesting customs?</li> <li>4. What countries would not you like to visit? Why?</li> <li>5. What is special about your country?</li> <li>6. What are some of the festivals that your country/city has?</li> </ol>   | <p><b>Human:</b></p> <ol style="list-style-type: none"> <li>1. Yesenia Ramos</li> <li>2.Mayra Matute</li> <li>3. Orquídea Cárcamo.</li> </ol>                                 |                            |                        |              |



| <b>INTERVENTION PLAN “CONVERSTION CLUB”</b> |  |   |  |                             |                                 |              |
|---|--|---|--|-----------------------------|---------------------------------|--------------|
| <b>Nº SESSION</b>                           | <b>OBJECTIVE</b>                             | <b>METHODOLOGY</b>  | <b>RESOURCES</b>   | <b>DATE</b>                 | <b>TIME</b>                     | <b>PLACE</b> |
| <b>16 Motivation</b>                        | 1. To make general statements about a topic. | <p><b>Activity 1:</b> Recalling previous learning</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Discuss with the person next to you.</li> <li>2. Share with the rest of the group.</li> <li>3. Put in practice the next vocabulary:</li> </ol> <p>Making general statements:</p> <ul style="list-style-type: none"> <li>✓ Generally speaking...</li> <li>✓ In general...</li> <li>✓ Typically...</li> <li>✓ As a rule...</li> <li>✓ Normally...</li> </ul> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>☞ What motivates you? Why?</li> <li>☞ Are you very motivated to do things or do you need motivation?</li> <li>☞ What activity do you have no motivation to do?</li> <li>☞ What is a great motivational quote?</li> <li>☞ Have you read any good motivational books or articles? What were they about?</li> </ul> | <p><b>Material:</b></p> <ol style="list-style-type: none"> <li>1.Laptop</li> <li>2.Projector</li> <li>3.Chairs</li> <li>4.USB</li> <li>5. Power point presentation</li> <li>6. Bond paper</li> <li>7. Markers</li> </ol> <p><b>Human:</b></p> <ol style="list-style-type: none"> <li>1. Yesenia Ramos</li> <li>2.Mayra Matute</li> <li>3. Orquídea Cárcamo.</li> </ol> | Tuesday<br>May 3rd,<br>2016 | From<br>12:00<br>To<br>1:00 P.M | Room<br>IF-6 |
|   | 2. To express an opinion                     | <p><b>Activity 2:</b></p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>- Getting in group of 3 students</li> <li>- Discuss the next questions</li> <li>- Put in practice the next vocabulary: <ul style="list-style-type: none"> <li>❖ <b>Standing your opinion</b></li> <li>❖ <b>Illustrating your point</b></li> <li>❖ <b>Giving additional reasons</b></li> </ul> </li> </ul> <p><b>-Guiding questions:</b></p> <ul style="list-style-type: none"> <li>☞ Does motivation come from inside a person or from their environment? Explain why you think so.</li> <li>☞ How can you help someone who has no motivation?</li> <li>☞ How often do you exercise or workout? What is the best way to motivate yourself to work out?</li> <li>☞ What song do you listen to for motivation?</li> </ul>  |  |                             |                                 |              |
|   | 3. To make suggestions                       | <p><b>Activity 3: Brief presentations</b></p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>- Getting in group of three</li> <li>- Make a brief presentations explaining and giving some suggestions in order to get motivation during hard times</li> </ul>   |  |                             |                                 |              |

| <b>INTERVENTION PLAN “CONVERSTION CLUB”</b> |  |  |  |                              |                                 |              |
|---|--|--|--|------------------------------|---------------------------------|--------------|
| <b>Nº SESSION</b>                           | <b>OBJECTIVE</b>                             | <b>METHODOLOGY</b>   | <b>RESOURCES</b>   | <b>DATE</b>                  | <b>TIME</b>                     | <b>PLACE</b> |
| <b>17 Challenges</b>                        | 1. To share previous knowledge               | <p><b>Activity 1:</b> Recalling previous learning</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Discuss with the person next to you.</li> <li>2. Share with the rest of the group.</li> </ol> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>☞ What is a challenge you faced?</li> <li>☞ There are many amazing challenges to try: visiting all continents, swimming in all of the oceans of the world, climbing Everest. Can you think of some more interesting challenges that a person can do?</li> <li>☞ What kind of challenge would you like to try?</li> </ul> | <p><b>Material:</b></p> <ol style="list-style-type: none"> <li>1.Laptop</li> <li>2.Projector</li> <li>3.Chairs</li> <li>4.USB</li> <li>5. Power point presentation</li> <li>6. Ball</li> </ol> | Thursday<br>May 5th,<br>2016 | From<br>12:00<br>To<br>1:00 P.M | Room<br>IF-6 |
|   | 2. To discuss different point of views       | <p><b>Activity 2:</b></p> <p><b>Instructions:</b></p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>☞ Do you have any heroes that have done something amazing?</li> <li>☞ Challenges don't have to be amazing. What are some normal challenges people face?</li> <li>☞ Some people think that facing challenges improves a person. Do you agree or disagree?</li> <li>☞ Should people make their children have easy lives with few challenges or make sure their children face challenges?</li> </ul>  | <p><b>Human:</b></p> <ol style="list-style-type: none"> <li>1. Y esenia Ramos</li> <li>2.Mayra</li> </ol>  |                              |                                 |              |
|   | 3. Share opinions about personal experiences | <p><b>Activity 3:</b></p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Make usage of hot potato game to ask for opinions.</li> </ol> <p><b>Guiding questions:</b></p> <ol style="list-style-type: none"> <li>1-Do you think self-esteem affects beauty and beauty affects self-esteem</li> <li>2-Have you ever noticed anyone ever feeling pressured to be more beautiful?</li> <li>3-Do you think that skin color affects whether a person is regarded as beautiful or not?</li> </ol>   | <p><b>Matute</b></p> <p><b>3. Orquídea Cárcamo.</b></p>  |                              |                                 |              |

| <b>INTERVENTION PLAN “CONVERSTION CLUB”</b> |   |   |   |                         |                        |              |
|---|---|---|---|-------------------------|------------------------|--------------|
| <b>Nº SESSION</b>                           | <b>OBJECTIVE</b>                                  | <b>METHODOLOGY</b>  | <b>RESOURCES</b>  | <b>DATE</b>             | <b>TIME</b>            | <b>PLACE</b> |
| <b>18 Jobs</b>                              | 1. To share previous knowledge                    | <p><b>Activity 1:</b> Recalling previous learning</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Discuss with the person next to you.</li> <li>2. Share with the rest of the group.</li> </ol> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>☞ What are some of the worst jobs you can think of?</li> <li>☞ What are some of the best jobs you can think of?</li> <li>☞ How long do you want to work?</li> <li>☞ Is it better to be a boss or an employee? Why?</li> <li>☞ What would be the most satisfying job for you?</li> </ul> | <p><b>Material:</b></p> <ol style="list-style-type: none"> <li>1.Laptop</li> <li>2.Projector</li> <li>3.Chairs</li> <li>4.USB</li> <li>5. Power point presentation</li> </ol> | Tuesday, May 10th, 2016 | From 12:00 To 1:00 P.M | Room IF-6    |
|   | 2. To discuss different point of views            | <p><b>Activity: 2</b></p> <p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>- Take turn to share points of views</li> <li>- Share with the rest of the class</li> </ul> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>☞ What kind of job do you want to get in the future? What kind of tasks will you have to do?</li> <li>☞ What is the most dangerous job?</li> <li>☞ How difficult is it to get a job in your country?</li> <li>☞ What company is the best to work for?</li> </ul>  | <p><b>Human:</b></p> <ol style="list-style-type: none"> <li>1. Yesenia Ramos</li> <li>2.Mayra Matute</li> <li>3. Orquídea Cárcamo.</li> </ol>                                 |                         |                        |              |
|   | 3. To introduce yourself during an job' interview | <p><b>Activity 3: Role plays</b></p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>- Work in pairs</li> <li>- Make up a situations related of getting a job, where a person is going to be the interviewer and the other someone who is looking for a job and is interviewed</li> <li>- Perform students' situations in front of the class.</li> </ul>   |   |                         |                        |              |

| <b>INTERVENTION PLAN “CONVERSTION CLUB”</b> |  |  |   |   |                                 |              |
|---|--|--|---|---|---------------------------------|--------------|
| <b>Nº SESSION</b>                           | <b>OBJECTIVE</b>                               | <b>METHODOLOGY</b>   | <b>RESOURCES</b>  | <b>DATE</b>   | <b>TIME</b>                     | <b>PLACE</b> |
| <b>19 Past Events</b>                       | 1. To talk about personal and important events | <p><b>Activity 1:</b> Recalling previous learning</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Discuss with the person next to you.</li> <li>2. Share with the rest of the group.</li> </ol> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>● <b>Mayor events:</b> Current events or event that has made a huge impression on you.</li> <li>● <b>Past dates:</b> Talk about your past worst date experience, blind dates, embarrassing moments, funny dates, and so on.</li> </ul> | <p><b>Material:</b></p> <ol style="list-style-type: none"> <li>1.Laptop</li> <li>2.Projector</li> <li>3.Chairs</li> <li>4.USB</li> <li>5. Power point presentation</li> </ol> <p><b>Human:</b></p> <ol style="list-style-type: none"> <li>1. Yesenia Ramos</li> <li>2.Mayra Matute</li> <li>3. Orquídea Cárcamo.</li> </ol> | Thursday<br>May 12 <sup>th</sup> ,<br>April 5 <sup>th</sup> ,<br>2016 | From<br>12:00<br>To<br>1:00 P.M | Room<br>IF-6 |
|   | 2. To keep a conversation going                | <p><b>Activity 2:</b></p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>- Take turns in order to share personal experiences</li> </ul> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>● <b>Past funny experiences:</b> Talk about the last time that something out of the ordinary happen to you.</li> <li>● <b>Vacations:</b> Talk about your last vacations.</li> <li>● <b>Future Plans:</b> Talk about what you want to be, your dreams and ambitions.</li> </ul>                       |   |   |                                 |              |

| <b>INTERVENTION PLAN "CONVERSTION CLUB"</b> |  |   |   |                          |                        |              |
|---|--|---|---|--------------------------|------------------------|--------------|
| <b>N° SESSION</b>                           | <b>OBJECTIVE</b>                           | <b>METHODOLOGY</b>  | <b>RESOURCES</b>  | <b>DATE</b>              | <b>TIME</b>            | <b>PLACE</b> |
| <b>20 Personal Preferences</b>              | 1. To talk about personal preference       | <p><b>Activity 1:</b> Recalling previous learning</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Discuss with the person next to you.</li> <li>2. Share with the rest of the group.</li> </ol> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>○ Greatest achievement?</li> <li>○ Most memorable birthday?</li> <li>○ What would you do if you won the lottery?</li> <li>○ What's your theory on Deja vu?</li> <li>○ Favorite toy as a child?</li> <li>○ What outfit makes you feel the most sexiest or confident?</li> </ul>  | <p><b>Material:</b></p> <ol style="list-style-type: none"> <li>1.Laptop</li> <li>2.Projector</li> <li>3.Chairs</li> <li>4.USB</li> <li>5. Power point presentation</li> </ol> <p><b>Human:</b></p> <ol style="list-style-type: none"> <li>1. <b>Yesenia Ramos</b></li> <li>2. <b>Mayra Matute</b></li> <li>3. <b>Orquídea Cárcamo.</b></li> </ol> | Thursday, May 19th, 2016 | From 12:00 To 1:00 P.M | Room IF-6    |
|   | 2. To tell and listen personal experiences | <p><b>Activity 2: interchange stories</b></p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>- Ask students to stand up and going for different people to share their personal experiences.</li> <li>- Ask some students to share about their classmates' personal experiences</li> </ul> <ul style="list-style-type: none"> <li>○ How do you spend your weekends</li> <li>○ Favorite food?</li> <li>○ Best gift you ever gave/or got from someone?</li> <li>○ Three main goals in life?</li> <li>○ Five things you can't live without</li> <li>○ Talk about your passions, what do you love doing?</li> <li>○ Talk about what you like in a woman/man and what are you looking for?</li> <li>○ What do you do for fun?</li> <li>○ What do you like/not like about yourself?</li> </ul> |   |                          |                        |              |

| <b>INTERVENTION PLAN “CONVERSTION CLUB”</b> |  |   |   |                                    |                        |              |
|---|--|---|---|------------------------------------|------------------------|--------------|
| <b>Nº SESSION</b>                           | <b>OBJECTIVE</b>                             | <b>METHODOLOGY</b>  | <b>RESOURCES</b>  | <b>DATE</b>                        | <b>TIME</b>            | <b>PLACE</b> |
| <b>21 Music</b>                             | 1. To describe and explain personal opinions | <b>Activity 1:</b> Recalling previous learning<br><b>Instructions:</b><br>1. Discuss with the person next to you.<br>2. Share with the rest of the group.<br><b>Guiding questions:</b><br>* What kind of music do you like?<br>* Are you a good singer?<br>* Can you concentrate on other things when you are listening to music?                                   | <b>Material:</b><br>1.Laptop<br>2.Projector<br>3.Chairs<br>4.USB<br>5. Power point presentation | Tuesday, May 24 <sup>th</sup> 2016 | From 12:00 To 1:00 P.M | Room IF-6    |
|   | 2. To talk about personal preference         | <b>Activity 2: Debate</b><br><b>Instructions:</b><br><b>Guiding questions.</b><br>* Can you play a musical instrument?<br>* If so, what do you play?<br>* How long have you been playing?<br>* Are you good at it?<br>* Do you listen to music while doing your homework?<br>* Do you sing while taking a bath?<br>* How much time do you spend listening to music? | <b>Human:</b><br>1. Yesenia Ramos<br>2.Mayra Matute<br>3. Orquídea Cárcamo.                     |                                    |                        |              |
|   | 3. To make usage of body language            | <b>Activity 3: Guessing the song</b><br><b>Instructions:</b><br>- Break up the class into two groups<br>- Ask each group to make a list of different music gender in order to perform the music gender without use their voice and just a body language.<br>- Take turns in each groups to guess what music gender is performed for the other group.                |   |                                    |                        |              |