

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



**“THE EFFECTS OF USING COMMUNICATIVE ACTIVITIES TO  
ENHANCE THE SPEAKING SKILL ON STUDENTS TAKING THE  
READINGS AND CONVERSATION I COURSE DURING THE  
SECOND SEMESTER 2017 AT THE FOREIGN LANGUAGES  
DEPARTMENT, UNIVERSITY OF EL SALVADOR”**

**TO OBTAIN THE DEGREE OF:**

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*Pristela Judith Abvarado Bonilla*

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## INTRODUCTION

The Foreign Languages Department students at the University of El Salvador consider that speaking is the most difficult skill to sharpen since it involves the development of some sub skills such as vocabulary, fluency, accuracy, pronunciation, and some others. They are usually afraid of speaking English during their classes because they do not feel comfortable with their level of English. Why is it difficult for students to develop the speaking skill? And which tools professors can use to enhance the speaking skill during the class? The present research shows the effects of using communicative activities to enhance the speaking skill and takes as a sample a group of students taking Readings and Conversation I course.

Readings and Conversation I course is part of the majors “Licenciatura en Idioma Inglés opción Enseñanza” and “Licenciatura en Lenguas Modernas Especialidad Francés e Inglés” at the Foreign Languages Department at the University of El Salvador and it’s taken by students who have passed the English intensive courses of Basic, Intermediate I, Intermediate II and Advanced English I and II. That means that students taking Readings and Conversation I course have an advanced level of English and they are able to have a fluent conversation in their daily routine; however, some of them are still struggling with some issues when using the English language. Research practitioners took Readings and Conversation I course at an earlier stage in their major and realized that the speaking skill is not always enhanced at this point of the major and planned a conversation project where

students are exposed to communicative activities with the aim of improving their speaking skill.

For the above reason, this research project aims to unveil the effects of using communicative activities in the classroom to enhance the speaking skill. These effects will be documented on this report for the benefit of future researches. The present investigation will also identify the current level of English of Readings and Conversation I students, describe how communicative activities influence the speaking skill in terms of accuracy and fluency, describe their reactions towards the development of these activities, demonstrate their benefits as well as listing the most influential activities on the development of the speaking skill. In order to accomplish with the previously mentioned objectives, research practitioners will carry out a conversation practice club of sixteen sessions where participants will be exposed to communicative activities and will interact with each other. The activities used are planned in order to address vocabulary, fluency and accuracy as they are sub-skills of speaking. Participants will submit themselves to an interview before and after so that their level of English can be established as well as to find out to what extent speaking skill was improved.

At the beginning, this research intended to use communicative activities as wrap ups in the actual class of Readings and Conversation I course; however, classrooms were not available at the Foreign Languages Department preventing the course to start in the schedule assigned. As a consequence of this, professors declined the request of the research practitioners to intervene their classes with communicative wrap up activities. Having mentioned that, practitioners designed a conversation practice club to be carried out with volunteer students taking Readings



and Conversation I course, for this, the meeting room of “Asociacion de Estudiantes de Idiomas” (AEI) was booked. Participants’ attendance was another difficulty this research faced since some of them were not able to attend all sessions due to academic load or any other responsibility regarding their jobs. At the end of the project, it was estimated that the improvement of speaking skill will be noticed in terms of vocabulary, fluency and accuracy as well as the increase of the motivational aspect in order to use the English language in class and boost their self-confidence when communicating ideas.

# CHAPTER I

## STATEMENT OF THE PROBLEM

### A. Description

Low oral proficiency in the English Language is a serious concern at the Foreign Language Department. Some students are aware that their level of English is not accurate for the stage they are in their major and they know this situation is a result of not enough practice not only during classes, but also outside the classroom. Foreign Language Department Students need to practice English Language as much as possible and improve their communicative ability no matter what their major is. The Foreign Languages Department offers two majors regarding foreign languages: “Licenciatura en Idioma Inglés opcion Enseñanza” and “Licenciatura en Lenguas Modernas con especialidad en Frances e Inglés”. Both majors demand the mastering of the English Language by taking intensive English courses divided in the levels of: Basic, Intermediate I and intermediate II, Advanced I and II, to later polishing the speaking skill with Readings and Conversation I and II courses. At this stage, they must have an advanced level of English showing a wide range of vocabulary for a fluent and coherent conversation. It is well known that Readings and Conversation classes at the Foreign Language Department take among 35-45 individuals per classroom<sup>1</sup>, totaling two hundred and ninety students divided in eight groups by the second semester of 2017. After this courses, students will receive

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<sup>1</sup> According to *Foreign Language Department class schedules*.

specialized subjects such as Didactics, Research Methods, Seminar, and some others that require them to convey messages successfully. As a result, they look forward finding a guided way to practice their English but frequently they cannot find an option for their need.

The activities delivered in this research will work as a meaningful resource for professors and their assistants since they are described in detail and materials are provided in the Appendix section. If implemented, such activities will help to improve the methodology at the Foreign Language Department. Findings reported in this project could lead to some useful changes regarding methodology of teaching English to Readings and Conversation I students. Nanthaboot (2002)<sup>2</sup> developed five lesson plans using communicative activities to increase students' English speaking ability at a .05 after applying them. That evidence supports the need for this research to be carried out at the Foreign Language Department since it is a comparison on how communicative activities helped to improve the speaking ability.

In addition, the research presented some variables, for example: the conversation practice club was carried out with volunteering students instead of using an established class. Besides, their attendance was irregular since they attended only if they did not have any due academic assignments, and even though all participants were taking Readings and Conversation I course, their level of English was not the same.

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<sup>2</sup> Nanthaboot, P. *Using Communicative Activities To Develop English Speaking Ability*, 2012

Finally, this research details how participants' English speaking ability is improved in terms of fluency and accuracy after their participation. If the weak oral proficiency situation is not solved at this stage, students will move through the major having a poor performance in their speaking ability, and in a long-term period, they will transmit the same condition to their coming pupils when becoming English instructors.

## B. Objectives

### General Objective

- To document the effects that using Communicative Activities have on students' speaking skills.

### Specific Objectives

- To identify the current English level that the Readings and Conversation I Course students have, based on The Common European Framework guidelines.
- To describe how Communicative Activities influence the speaking skill in terms of accuracy and fluency.
- To detail students' reactions towards communicative activities developed in the class.
- To demonstrate the benefits of Communicative Activities, if any, based on results from initial and final interviews.
- To list the most influential activities on the development of the speaking skill.

## C. Research Questions

- What is the English level that Readings and Conversation 1 students must have according to the Common European Framework guidelines?
- What is the current English level that students taking Readings and Conversation I have?
- What are the most common problems students show when speaking the language?
- Is the mother tongue interfering on participant's target language development?
- Are students using the information practiced during the "Readings and Conversation Practice Club"?
- What kind of information the diagnose test reveals?
- What kind of conclusions the results of the final test indicate?
- What are the most beneficial communicative activities?

## D. Justification

The purpose of this research project is to describe the effects of using communicative activities in order to enhance the speaking skill on students taking the Reading and conversation I course. According to both majors “Licenciatura en Idioma Inglés opción enseñanza” and “Licenciatura en Lenguas Modernas especialidad en Francés e Inglés” syllabus structure, Readings and Conversation consist of two courses. The first one is Readings and Conversation I, which intends to grasp and strengthen reading and speaking techniques as well as macro skills and micro skills previously practiced during the essential courses of English at the earlier stage of the majors.

For this, the project was carried out so students enrolled in this course could freely join and improve their speaking skill under guided practice from the research practitioners using communicative activities especially design to make the most of their speaking potential. However, during the project sessions, participants expressed their big concern about being the fourth year of the major and having a quite reduced English level due to poor extra practice. This situation was confirmed through diagnose interview at the beginning and the final on at the culmination of the conversation practice club. Here, results showed that they still struggle to provide an accurate answer to everyday situations presented in questions.

This scenario is thought provoking because as experienced professionals on the teaching field, research practitioners know that it is important for students of the Foreign Languages Department to improve their speaking skill by the time of their

major culmination so they can grow into future outstanding English teachers. In this way they will meet the English language domain expectations set in El Salvador as well as in other countries since speaking skill since is considered the key indicator of an appropriate domain of the language.

## **E. Delimitations**

This research investigation was conducted exclusively at AEI (Asociacion de Estudiantes de Idiomas) headquarters at the Foreign Languages Department in the University of El Salvador during sixteen sessions starting on August 30<sup>th</sup>, 2017 and finishing on October 25<sup>th</sup> the same year. An open invitation was delivered to Readings and Conversation I students to join the “Readings and Conversation Practice Club” to rehearse the language in a programmed schedule of two sessions per week on Mondays and Tuesdays from 1:00 to 1:50pm.

Initially, sixteen participants started and were interviewed in order to measure their English level according to CEFR (the Common European Framework of References) guidelines. During the sessions, at least two communicative activities were presented including materials such as lists of vocabulary, questions, and information grids in order to stimulate participants speaking ability. However, nearly the half of the initial participants accomplished the project due to abundance of academic assignment to catch up on.



## CHAPTER II THEORETICAL FRAMEWORK

### A. Key Terms Definitions

The following terms<sup>3</sup> will be used in the research and are defined as follows:

**Accuracy:** “Refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary. Accuracy is often compared to fluency when we talk about a learner's level of speaking or writing”.

**Acquisition:** Developing the language since birth.

**Discourse:** “formal and orderly and usually extended expression of thought on a subject”.

**EFL:** English as a Foreign Language.

**ENL:** English as a Native Language.

**ESL:** English as Second Language.

**Fluency:** “Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot”.

**L1:** “Speakers' first language”.

**L2:** “Speaker's second language”.

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<sup>3</sup> According to The British Council, Merriam-Webstern, Collins dictionary and Oxford Bibliographies.

**Macro skill:** “The main ability of using a language: speaking, reading, writing and listening”.

**Micro skill:** The term “micro skills” refers to specific competencies for communicating effectively with others.

**Utterance:** The expression in words of ideas, thoughts, and feelings.

## B. Description

The necessity of learning English is increasing as time passes by and it is considered as the language for worldwide business and traveling. In El Salvador, this demand makes English a requirement to apply for a job position due to the increase of bilingual vacancies. This means that more and more people are getting interested in learning English to succeed not only in the labor area but also in terms of persona fulfillment. Moreover, by the time of learning English the area everybody eagers to master is *speaking* since it is the language production indicator. As we know, English is composed of four macro skills: reading, writing, listening and speaking; being the last one the most relevant. Chaney (1998) expressed that language production is “the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts”<sup>4</sup>. It is important to know what is behind the speaking skill and how to break it down for analysis; so, it is necessary to start from the basis.

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<sup>4</sup> Kayi, H. *Teaching Speaking: Activities To Promote Speaking In A Second Language*, 2006, p.1,

## C. Language development

Having knowledge on the development of the speaking skill can help to better analyze it not only for learning but also for teaching since when addressing to English learning it is important to differentiate two aspects: L1 and L2<sup>5</sup>. In the former aspect, he points out that the term L1 is the Mother Tongue or the First Language defined as “utterances spoken since the first speech attempts”, and L2 is used to indicate the Target Language as “The desired language to learn and master”. In the latter aspect, it is stated that EFL is learning the language in a non L2 speaking country; whereas, ESL is learning it in a L2 speaking country. In other words, in El Salvador English is generally learned in terms of EFL since it is instructed in L1 domain with exposure to L2 during a specific period of time. In addition to these details, it is essential to understand how a second language, in this case English, is developed.

There are two theories that suggest how this happens:

The Second Language Acquisition Theory<sup>6</sup> lists and explains five essential hypotheses. The first hypothesis is the Language Acquisition-Learning which states that acquisition is the effortless and subconscious process in which language is obtained by exposure to the mother tongue (L1) whereas *learning* refers to the process where learners go through instruction to understand the second language (L2). The second hypothesis is the Natural Order. Here, the order or grammatical

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<sup>5</sup> Yule, G. *The Study of Language: Fourth edition*, 2010 p. 187,

<sup>6</sup> Krashen, S.D. *Principles And Practice In Second Language Acquisition*, 2003, p. 10-32

components usage is described, from the most useful morphemes to communicate through the most difficult ones to assimilate explained as follows:

STAGE	MORPHEMES
1	ING-Progressive
	Plurals
	TO BE –Copula
2	TO BE- Progressive Aux
	A/THE-Articles
3	Irregular Past
4	D/ED/IED-Regular Past
	S-Third Person Singular
	'S-Possessive

The Monitor Hypothesis is the third one. This hypothesis describes how learners select the utterances under three conditions: the time to convey a message effectively, focusing on the form to know how to say and what to say, and knowing the rule to apply the correct grammar structures. The fourth is the input hypothesis. Here,  $i+1$  is the key. While “ $i$ ” refers to the *current learning stage*, and “ $+1$ ” indicates that knowledge should go a little advanced so language progress occurs. Finally, the last hypothesis is The Affective Filter. This refers to all those stressful situations (usually motivational and emotional) that prevent learners from successfully communicating messages.

A second theory on language development is the Social Interactionist in which Lev Vigotsky<sup>7</sup> states that language evolves in two steps: at the beginning, children

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<sup>7</sup> Henschel, K. & Stannard, E. *Bright hub education: Interactionist Theory*, 2012

observe language interaction among adults and after internalizing this behavior, they interact with others. This Interactionist Theory can be used in the English classroom as well because at some stage, students take the role of children and teachers play the role of the adult so eventually they get familiar with language and develop the ability to communicate with others when interaction becomes a key part of the development of speaking skill.

### **a) Development Stages and Areas of Knowledge**

According to Collier (1998) any L2 being learned, in this case English, evolves in five stages that are similar to L1<sup>8</sup>:

- 1- *Pre-production*: This stage is also known as the Silent Period since humans are exposed to the language to imitate rather than produce it because they can understand overall messages. Moreover, when teaching a second language listening activities are very important because this is the way how learners are exposed to the language and start to internalize it as well.
- 2- *Early production*: At this stage, learners show their first speech attempts even when they do not have a wide range of vocabulary. Errors are very frequent and common.
- 3- *Speech emerge*: Learners can establish short conversations with their peers because their language mindset is expanding. Here, they are able to

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<sup>8</sup> Azeem, M., Bashir, M. & Dogar, A. *Factors Affecting Students' English Speaking Skill*, 2011, p. 36-38,

understand complete messages as well as to ask and answer yes/no questions and some information questions.

4- *Intermediate fluency*: At this point, complete language structures are produced and brief discussions are established; besides, they can support and clarify ideas.

5- *Advanced fluency*: Spontaneous conversations take place without prior preparation for it since learners are relatively close to a native-like stage of language.

In addition to the above mention, it is also established that speaking is divided in three areas that go altogether as the language evolves:

1- *Mechanics*: Pronunciation, Grammar, and Vocabulary.

Uttering logic and clear messages keeping the melody and intonation.

2- *Functions*: Transaction and Interaction.

Delivering the message and interacting with others.

3- *Social and Cultural rules and norms*: Turn-taking, Speech speed, Length of pauses between speakers, Participants' roles. Being able to get immersed in the conversation.

#### **D. Learners' needs and the communicative language teaching approach**

As previously described, ESL and EFL show a big difference in terms of learning. Moreover, it is important to point out the two types of needs regarding learners: ESL Learners and EFL Learners. ESL learners' needs are more focused on cultural matters and daily issues with few grammatical instruction since they

[learners] are already in contact with language forms opposed to EFL learners' needs that demand vivid exposure to the language by means of both oral practice and interaction with implicit language structures in order to develop *communicative competence*<sup>9</sup> that is defined as "the ability of a learner to use a language to communicate in a successful way"<sup>10</sup> including four areas: grammar (language forms), sociolinguistic (appropriate utterances), discourse (logical utterances), and strategic (responsive skills). These four areas work as a guide to interpret and exchange oral information among EFL learners since language is not demanded to be produced in terms of ENL (English as a Native Language), because it would take years of practice, but to be used for communicative purposes.

There are plenty of teaching approaches that claim to be successful, some of them focusing on grammar, translation, memorization and repetition; however, in 1960 the European L2 teaching tradition changed its perception of *language production* by stating that it should focus on conveying messages instead of addressing to language forms entirely<sup>11</sup>. This was the origin of the Communicative Language Teaching Approach (CLTA) which objective is to use a second language in a similar way the mother tongue is used: real life situations. In other words, the purpose of CLT is to develop the *communicative competence*. Nowadays, English is broadly taught using this approach due to its effective results and learned among the population for traveling and job hunting, this means that analyzing language structures is not as crucial as expressing messages by means of oral practice. In the

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<sup>9</sup> Bell, K. *How ESL And EFL Classrooms Differ*, Blog Post, 2011

<sup>10</sup> Canale, M. & Swain, M. *Theoretical Bases Of Communicative Approaches To Second Language Teaching and Testing*, 1980, p. 29-31,

<sup>11</sup> Richards, J. & Rodgers, T. *Approaches and Methods in Language Teaching*, 1986, p 64

country, most of language academies use this approach since its results are visible in a considerable amount of time despite the fact the length of the complete English course. For this, there are some activities that can be used in the classroom in behalf of English learners, they are Communicative Activities. The Common European Framework<sup>12</sup> explains that *communicative activities* are illustrative descriptors for reception, interaction, and language production. In other words, some tasks help to communicate ideas more effectively, such as studying passages to improve reading, composing texts to improve writing, analyzing audios to improve listening, and communicating oral ideas to improve speaking. These activities help L2 learners to practice the language and interact with other learners in real life situation simulations. According to Littlewood (1981), there are two types of communicative activities:

- a) *Functional Communication Activities*: Learners are meant to identify, compare, or differentiate content using didactic materials or realia, usually, to solve problems by themselves.
  
- b) *Social Interaction Activities*: Learners exchange information with others during interaction sessions (dialogues, role plays, debates, interviews, pair and group work, and games)<sup>13</sup>. SIA (Social Interaction Activities) are the most suitable in L2 classrooms so that students can exchange information

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<sup>12</sup> Council Of Europe "The Common European Framework Of References For Languages: Learning, Teaching, And Assessment", P. , 2011

<sup>13</sup> Richards, J. & Rodgers, T. *Approaches and Methods in Language Teaching*, 1986, p 76,



among them and support themselves by providing feedback without the teacher controlling the situation all the time and boosting pair/group work.

Besides, it is necessary to mention that both, Effective Functional and Interaction communicative activities, must have three characteristics:

1- They must be Student-Oriented:

Teacher talk-time must be reduced. Students are the ones meant to talk the most, not the teacher. The teacher only provides the instructions and materials as well as monitors the development and helps if necessary only.

2- Use of authentic materials:

Communicative activities are meant to enrich speaking practice. However, any type of activity can lead to a speaking practice if it is well designed within the procedure and materials. For this, the selection of materials is crucial.

3- Creative: Communicative activities must be attention catching for students so they can be motivated to produce the language.

Using these type of communicative activities brings benefits in terms of speaking ability. Some examples of research works that have used *Functional Communication Activities* as well as *Social Interaction Activities* are the following:

Nanthaboot<sup>14</sup> used communicative activities in her lesson plans for 20 classes selecting the most relevant content for their curriculum. She focused on five tasks: describing pictures, ordering food, shopping, asking and answering information, and describing differences. Students were exposed to a test before and after

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<sup>14</sup> Nanthaboot, P. *Using Communicative Activities To Develop English Speaking Ability*, 2012 .

communicative activities were used. At the end of the treatment, it was noticeable that the speaking skill of students was higher in a 0.5 level after participating through communicative activities and as a result, they were more confident about themselves when speaking. In addition to the information presented below, it is inferred that such process does not occur by itself if not by using practice activities; therefore, such activities must be adapted according to the characteristics of each skill.

It can be concluded that comparing the previous situation to the Readings and Conversation I course Students from the Foreign Language Department at the University of El Salvador is important to adapt communicative activities to their classes because adjusting these type of activities to their context will help them to perform better in their everyday situations. The activities used in this research are designed to present participants with a variety of scenarios they may usually be exposed and that require them to be better prepared with the skills needed to function effectively in society.

There is another study regarding the use of games as communicative activities in order to promote communicative skills in which Chen<sup>15</sup> and English teachers at Takming College from Taipei in Taiwan designed a school-wide English competition adapting different communicative activities where Lower-intermediate English students were divided into teams and stations with different task were set up over the campus. They had to complete one task at a time in order to move to the next station. Teachers observed that they were more engaged and endeavored to use English when they were developing the tasks. Students showed

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<sup>15</sup> Chen, I-J. *Using Games To Promote Communicative Skills In Language Learning*, 2005

they were less afraid when using the language during those activities. This type of activities gave students the natural opportunity to communicate using English. Here the researcher applied Uberman's<sup>16</sup> work information: "games encourage, entertain, teach, and promote fluency and communicative skills. If not for any of these reasons, they should be used just because they help others see the beauty in a foreign language and not just problems that at times seem overwhelming". Contrasting this, it can be said that Readings and Conversation I course students are hardly ever exposed to these type of activities were they are required to use English language naturally. Some activities in this research have integrated both the interaction among students and the competition characteristic as part as motivational ingredient in order to help them feeling more comfortable when using English.

One more research supporting the topic is the Bachelor Thesis written by Temerová<sup>17</sup> carried out at the Military Institute in Vyskov. After using some communicative activities in the classroom, the researcher found out that students have a better progress in speaking English as a foreign language if they are motivated and that communicative activities play an important role in this motivation. Through this research, students exchanged spoken information in order to practice the language in pair or group's works, and whole class activities. Students can be motivated as well by the topic being used for the activities. There is a variety of topics being used during the sessions carried out in this investigation. Besides, trending

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<sup>16</sup> Uberman, A. *The Use Of Games For Vocabulary Presentation And Revision*, 1998, p. 20

<sup>17</sup> Temerova, L. *How to Improve Students' Communicative Skill*, 2007.

topics were adapted through the interactive games such as culture, music, movies, history and so on. This is aimed to gather Readings and Conversation I students' interest on the activities being developed during the sessions.

## **E. The Readings and Conversation I Course Syllabus**

The University of El Salvador offers two foreign languages majors at the Foreign Languages Department: “Licenciatura en Idioma Inglés Opción Enseñanza” and “Licenciatura en Lenguas Modernas Especialidad en Inglés y Francés”. The former aims to master the macro skills (speaking, listening, writing and reading) as well as the micro skills (fluency, active listening, identify meaning from context, etc) of the English language for further teaching experience; however, the latter aims to master not only English but also French for a wider experience on tourism, translation, as well as teaching. Since both majors share the English language within their syllabus, students from both majors share the following courses during at least three years: Spanish and English grammar, Spanish and English composition, English pronunciation, the core courses: Intensive Basic English, Intensive Intermediate English, Intensive Intermediate English, Intensive Advanced English I, and Intensive Advanced English II. After these, there come two courses at which students from both majors have the opportunity to polish in depth all the contents and information learned and practiced previously: Readings and Conversation I during the second semester of the third academic year and Readings

and Conversation II during the first semester of the fourth one. For this, Readings and Conversation I course programme is distributed as follow:

**General Objectives:**

- 1- Be able to read and understand a wide variety of types of readings, including text with graphics, diagrams, tables, photographs, blogs, etc.
- 2- Develop visual and textual literacy.
- 3- Develop strategies such as using background knowledge, applying “top down” and “bottom up” reading process, recognizing relationships with a paragraph, and distinguishing facts from opinions.
- 4- Strengthen oral speech through the use of high frequency words from the readings, oral tasks, debates and discussions.

**Specific Objectives: At the end of the course, regarding**

- 1) READING: The students are expected to:
  - a) Understand the gist of entire passages
  - b) Identify the main idea of texts and paragraphs
  - c) Find factual details
  - d) Identify the meaning of reference in text
  - e) Understand the meaning of vocabulary in context
  - f) Infer someone’s intention or opinion
  - g) Detect the author’s purpose

2) CONVERSATIONAL/ORAL EXPRESSION: The students are expected to:

- a) Enrich vocabulary
- b) Take an active part in discussions and debates
- c) State and defend their opinions clearly, convincingly and accurately in a speech
- d) Give short presentations related to the readings of the course.

As described above, this course intends to have students practice the language focusing on the analysis of written messages and conversational situations since previously vital information and content was delivered to them during the fundamental courses and materials measured by the Common European Framework guidelines:

<b>Course</b>	<b>Material</b>	<b>CEF Level</b>
Intensive Basic English	OpenMind Level 1	A1/A2
Intensive Intermediate English	OpenMind Level 2	B1
Intensive Intermediate English	OpenMind Level 3	B2
Intensive Advanced English I	MasterMind Level 1	C1
Intensive Advanced English II	MasterMind Level 2	C2

The just mention information refers to the books used during to the preceding courses of Readings and Conversation I which reference levels indicate the abilities learners must possess for accomplishing determined tasks.

## F. The Common European Framework of References guidelines

As well, according to the Common European Framework of Reference<sup>18</sup> Global Scale, Readings and Conversation I students are supposed to do specific tasks at this level:

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

This indicates that students were already provided with a wide range of vocabulary and proper instruction of grammar content. As well, focusing on ACCURACY and FLUENCY, since these aspects are clearly visible when producing the language, the Common European Framework states that these aspects are measured as follows:

<sup>18</sup> Council Of Europe, *The Common European Framework Of References For Languages: Learning, Teaching, And Assessment*, 2011, p.24-28 ,

## Qualitative aspects of spoken language use

Level	Accuracy	Fluency
<b>C2</b>	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.
<b>C1</b>	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.
<b>B2</b>	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.
<b>B1</b>	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
<b>A2</b>	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.
<b>A1</b>	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.



## **CHAPTER III METHODOLOGY**

### **A. Type of Study**

This paper work is a qualitative research for it shows the relationship between two categorical variables: the speaking outcome (dependent variable) and the use of Communicative Activities (independent variable) that influence the Readings and Conversation I students' performance; moreover, Quasi-experimental research is used because it does not use random assignments but well planned activities delivered during a determined amount of sessions.

### **B. Research Design:**

Research practitioners created several propaganda posters to promote the Readings and Conversation Practice Club so students from the Foreign Languages Department could sign up. Another important element to spread the information about the project were eight invitation letters composed with attention to all and every Readings and Conversation I professor so they could share the information with their students; as well, researcher arrived to some Readings and Conversation I classrooms, which schedules were time accessible, to invite students to join.

The invitation indicated the purpose, schedule of twice a week practice (Mondays and Wednesday) form 1:00 to 1:45, the place, and the starting date ; also, it was

spread two weeks before the “Reading and Conversations Practice Club” launched to give some time to the possible participants to arrive and register. At the same time, research practitioners got to an agreement with AEI representative to use a classroom to carry out the research.

The research procedure was divided three sections: Pre-test, Field work, and post-test.

- Diagnose interview: Prior to the sessions beginning, a face to face oral interview of six everyday language questions was administered to measure participants’ level of English based on the Common European Framework guidelines, and determine to check if they are at level with Reading and Conversations I course.
- Field work: The Reading and Conversations Practice Club developed and documented Communicative Activities as followed:
  - Type of activity
  - Length of every activity
  - Number of participants involved
  - Reaction of participants toward the activity

These activities were carried out during eight weeks (16 sessions) from September to October 2017, twice a week with a duration of 45 minutes each.

- Final interview: After administering the activities, a second face to face oral interview was delivered to evaluate any progress on participants speaking performance using similar questions from the first interview.

- Recognitions were given to participants after each of the sessions (snacks, coffee breaks)
- At the end of the culmination of the sixteen sessions, they were recognized with English dictionaries, thesaurus and English books based on attendance ranking.

### **a) Population and Sample**

Researches selected as the target population all the Foreign Languages Department students at the University of El Salvador main campus, choosing from both “Licenciatura en Idioma Inglés Opción Enseñanza” and “Licenciatura en Lenguas Modernas Especialidad en Frances e Ingles”; however, 290 students in the third academic year taking Readings and Conversation I during semester 1-2017 was set as the non-random sampling so all of them could participate. At the beginning, it was intended to intervene two groups of Readings and Conversation course: one in the morning and the other in the afternoon for carrying out *Communicative activities as wrap-ups*. However, regarding the inconvenient of classroom designations in the Foreign Languages Department, professors were behind with the syllabus contents and as a consequence the request to intervene the last 15 minutes of every class was declined. For this reason, research practitioners decided to open a Reading and Conversations Practice Club so all students could join and practice the language. This project was conducted exclusively at AEI (Asociacion de Estudiantes de Idiomas) headquarters at the

Foreign Languages Department in the University of El Salvador during sixteen sessions starting on August 30<sup>th</sup>, 2017 and finishing on October 25<sup>th</sup> the same year. However, it finished with nearly the half (8) of the initial participants (15) due to abundance of academic assignment to catch up on.

## **b) Instrumentation**

To collect information during field work, the following instrumentation was used:

- Observation sheets: A researcher-elaborated description of the number of session taking place, date, place, number of participants, schedule, activities, materials, and reaction of participants in order to collect all type of information gathered during the development of Communicative Activities during each session.
- Interview grid: A researcher-elaborated rubric of six questions designed to measure Reading and Conversations I participants' accuracy and fluency levels during first and final evaluations ranking from A1- C2 according to CEFRL.
- Common European Framework Scale: To determine the global score of English level.

## **c) Techniques**

- Interviewing: To determine Readings and Conversation I Students' accurate English level.

- Observation: To monitor participants behavior toward the activities' development
- Note taking: To record participants' progress and reactions during every session.

#### **d) Activities development**

Communicative activities used during the “Readings and Conversation Practice Club” were listed and divided into five categories:

- 1- Communicative activities to enhance SPEAKING
- 2- Communicative activities to enhance READING
- 3- Communicative activities to enhance WRITING
- 4- Communicative activities to enhance LISTENING
- 5- Communicative activities to REVIEW GRAMMAR and VOCABULAY

As well, the goals, procedure, materials, and topics at which were delivered are detailed in the following charts:

#### **1- Communicative activities to enhance SPEAKING**

<b>SKILL:SPEAKING</b>	
<b>1-COMMUNICATIVE ACTIVITY: BRAINSTORMING</b>	
<b>GOALS:</b> <ul style="list-style-type: none"> <li>• Stimulate spoken flow of ideas.</li> <li>• Recall background information.</li> <li>• Communicate complete and logic ideas.</li> <li>• Express opinions and feeling.</li> </ul>	<b>PROCEDURE:</b> <ol style="list-style-type: none"> <li>1- Set a scenario to the class about a common situation.</li> <li>2- Ask the participnats questions that stimulate the flow of ideas:               <ol style="list-style-type: none"> <li>a) What is it?</li> <li>b) What words can you associate to it?</li> <li>c) What is the opposite of it?</li> </ol> </li> </ol>

	3- Ask the participants to share their information to get a conclusion about the scenario.
<b>TOPICS:</b> 1- Preferences: Provide ideas about how to express likes/dislikes. 2- Stress: Provide ideas about how this works and its causes. 3- Procrastination: Provide ideas about what is it and how to deal with it.	
<b>2-COMMUNICATIVE ACTIVITY: DRILLS</b>	
<b>GOALS:</b> <ul style="list-style-type: none"> <li>• Recall background information from everyday situations.</li> <li>• Communicate complete and logic ideas.</li> <li>• Support ideas.</li> </ul>	<b>PROCEDURE:</b> <ol style="list-style-type: none"> <li>1- Arrange participants in pairs or groups of three or four (according to the number of participant present in the class).</li> <li>2- Provide activities to develop that stimulate their background information. These activities must contain questions as follow : <ol style="list-style-type: none"> <li>a. Yes/No Questions (Closed questions)</li> <li>b. Information Questions (Open-ended Questions)</li> </ol> <p>According to Stanford University (n.d) the best type of questions that stimulate a rich flow of ideas are the next:</p> <ol style="list-style-type: none"> <li>i. Analysis: Why...?/How would you explain..?/What is the importance of...?</li> <li>ii. Compare and Contrast: What is the difference/similarity between...?</li> <li>iii. Cause and Effect: What is the cause/effect/result of...?</li> <li>iv. Clarification: Explain how...? How is it possible...?</li> </ol> </li> <li>3- After discussing the information in groups, give the participants the opportunity to share their opinions with the whole class.</li> </ol>
<b>3-COMMUNICATIVE ACTIVITY: PAIR WORK DISCUSSION</b>	

<p><b>GOALS:</b></p> <ul style="list-style-type: none"> <li>• Boost pair correction</li> <li>• Practice information for extended periods of time</li> <li>• Learn from pair's information.</li> <li>• Share opinions.</li> <li>• Stimulate active listening.</li> </ul>	<p><b>PROCEDURE:</b></p> <ol style="list-style-type: none"> <li>1- Arrange participants in pairs.</li> <li>2- Describe the activity</li> <li>3- Provide instructions as well as the materials (in any)</li> <li>4- Monitor the development and assist if needed.</li> </ol>
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<p><b>TOPICS:</b></p> <p><b>a- Hobbies description</b> Activity objective: Express likes and dislikes of common activities.</p> <p><b>b- Weekend activities description</b> Activity objective: Report past activities.</p> <p><b>c- Lyrics message discussion</b> Activity objective: Discuss about a contextual situation. <i>*See appendix Section, Page Number 83 for material used.</i></p> <p><b>d- Parts of the speech questioning</b> Activity objective: ask for and give information about speech components. <i>*See appendix Section, Page Number 76 and 77 for material used.</i></p>
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**4-COMMUNICATIVE ACTIVITY: GROUP WORK ACTIVITY**

<p><b>GOALS:</b></p> <ul style="list-style-type: none"> <li>• Boost interpersonal skills.</li> <li>• Strengthen rapport.</li> <li>• Socialize information.</li> <li>• Discuss problem-solving situations.</li> <li>• Stimulate critical thinking.</li> </ul>	<p><b>PROCEDURE:</b></p> <ol style="list-style-type: none"> <li>1- Arrange participants in groups of three or four according to number of members per session.</li> <li>2- Describe the activity</li> <li>3- Provide instructions as well as the materials (in any)</li> <li>4- Monitor the development and assist if needed.</li> </ol>
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<p><b>TOPICS:</b></p> <p><b>a- Self- introduction</b> Activity objective: Socialize basic personal information.</p> <p><b>b- Food and diet discussion</b> Activity objective: Discuss benefits of diets as well as health consequences of all types of food.</p> <p><b>c- Procrastination</b></p>
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<p>Activity objective: Discuss how to fight this problem.</p> <p><i>*See appendix Section, Page Number 87 for material used.</i></p> <p><b>d- McGyver</b></p> <p>Activity objective: Discuss how to survive to a Zombie Apocalypse, Stranded Island, and UFO Invasion using determined every day-use objects.</p> <p><b>e- Adjective Jenga</b></p> <p>Activity objective: Describe surroundings using adjective labeled wooded Jenga pieces.</p> <p><i>*See appendix Section, Page Number 78 for list of adjectives used.</i></p> <p><b>f- Past illness wool story</b></p> <p>Activity objective: Describe a past illness expressing symptoms and remedies.</p> <p><b>g- Weekend activities</b></p> <p>Activity objective: Report past activities and compare such activities to other participants.</p>
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**2- Communicative activities to enhance READING**

<b>SKILL:READING</b>	
<b>5-COMMUNICATIVE ACTIVITY: VOCABULARY MATCHING</b>	
<p><b>GOALS:</b></p> <ul style="list-style-type: none"> <li>• Connect similar words.</li> <li>• Associate similarities.</li> <li>• Practice pronunciation.</li> <li>• Communicate complete and logic ideas</li> </ul>	<p><b>PROCEDURE:</b></p> <ol style="list-style-type: none"> <li>1- Hand in the vocabulary list and have participant read the instructions.</li> <li>2- Give the participants a specific amount of time to match the words.</li> <li>3- Once they have finished, practice pronunciation and intonation of words; first, participants only and after, with the research practitioners' guide.</li> <li>4- Ask participants to come up with examples using the matched vocabulary.</li> </ol>
<p><b>TOPICS:</b></p> <p><b>a- Stress</b></p> <p>Activity objective: Connect words associated to this problem.</p> <p><i>*See appendix Section, Page Number 84 for list of adjectives used.</i></p> <p><b>b- Procrastination</b></p> <p>Activity objective: Connect words associated to this problem.</p> <p><i>*See appendix Section, Page Number 88 for list of adjectives used.</i></p>	
<b>6-COMMUNICATIVE ACTIVITY: INFORMATION REPLACEMENT</b>	



<p><b>GOALS:</b></p> <ul style="list-style-type: none"> <li>• Connect similar words.</li> <li>• Associate information.</li> <li>• Replace chunks of information.</li> <li>• Convey messages.</li> <li>• Keep up rhythm and intonation.</li> </ul>	<p><b>PROCEDURE:</b></p> <ol style="list-style-type: none"> <li>1- Provide a list of words or expressions.</li> <li>2- Have participants read the text to assimilate the information.</li> <li>3- Tell them to substitute specific (indicated) pieces of information with the list of words.</li> <li>4- Participants will read the text in paragraphs or sentences. They must replace the original information with the one from the list as the read aloud.</li> </ol>
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<p><b>TOPICS:</b></p> <p><b>a- Stress</b></p> <p>Activity objective: Replace words associated to this problem through the text contained in the vocabulary list.</p> <p><i>*See appendix Section, Page Number 84 for list of adjectives used.</i></p> <p><b>b- Procrastination</b></p> <p>Activity objective: Replace words associated to this problem through the text contained in the vocabulary list.</p> <p><i>*See appendix Section, Page Number 88 for list of adjectives used.</i></p>
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**7-COMMUNICATIVE ACTIVITY: TEXT READING CONTROL**

<p><b>GOALS:</b></p> <ul style="list-style-type: none"> <li>• Retain chunks of information.</li> <li>• Keep up rhythm and intonation.</li> <li>• Practice pronunciation.</li> </ul>	<p><b>PROCEDURE:</b></p> <ol style="list-style-type: none"> <li>1- Hand in reading passages and have participants check the directions.</li> <li>2- Give the participants a specific amount of time to read the information.</li> <li>3- Have participants read one sentence or paragraph (according to the number of participants) at a time to check their pronunciation and intonation. Help if necessary with pronunciation as well as intonation.</li> <li>4- Arrange participants in groups and provide a set of questions to discuss.</li> </ol>
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<b>TOPICS:</b> <b>a- Stress</b> Activity objective: Check pronunciation and intonation by reading out loud. <i>*See appendix Section, Page Number 84 for list of adjectives used.</i> <b>b- Procrastination</b> Activity objective: Check pronunciation and intonation by reading out loud. <i>*See appendix Section, Page Number 88 for list of adjectives used.</i>	
<b>8-COMMUNICATIVE ACTIVITY: SURVEY</b>	
<b>GOALS:</b> <ul style="list-style-type: none"> <li>• Identify specific pieces of information.</li> <li>• Infer information using background information.</li> <li>• Retain chunks of information.</li> <li>• Prioritize information.</li> </ul>	<b>PROCEDURE:</b> <ol style="list-style-type: none"> <li>1- Hand in examinations and provide directions.</li> <li>2- Have them read the headings and ask if they have questions or doubts with the directions/vocabulary or wait until they ask for the information unknown.</li> <li>3- Give participants enough time to complete the task.</li> <li>4- Give them the opportunity to share the information they provided as well as their opinions about the examination topic.</li> </ol>
<b>TOPICS:</b> <b>a- Procrastination survey</b> Activity objective: Rate and check information to get scores. <i>*See appendix Section, Page Number 89 for list of adjectives used.</i>	

### 3- Communicative activities to enhance WRITING

<b>SKILL:WRITING</b>	
<b>9-COMMUNICATIVE ACTIVITY: COMPOSING</b>	
<b>GOALS:</b> <ul style="list-style-type: none"> <li>• Recall everyday vocabulary.</li> <li>• Associate information.</li> <li>• Produce logic written ideas.</li> </ul>	<b>PROCEDURE:</b> <ol style="list-style-type: none"> <li>1- Arrange the participants in groups according to the number of participants during the session.</li> <li>2- Describe activity:</li> </ol>

<ul style="list-style-type: none"> <li>Stimulate creative message composition.</li> </ul>	<ol style="list-style-type: none"> <li>a. Request participants to compose messages from specific information.</li> <li>3- Provide materials (if any).</li> <li>4- Check the information by checking orally or revising.</li> </ol>
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<p><b>TOPICS:</b></p> <p><b>a- Crazy definition</b> Activity objective: Create definitions using common sense information.</p> <p><b>b- McGyver Vocabulary list</b> Activity objective: Create a “surviving” list of items.</p> <p><b>c- Lyrics synonyms</b> Activity objective: Provide synonym words from selected lyrics words. <i>*See appendix Section, Page Number 83 for list of adjectives used.</i></p> <p><b>d- Tongue twisters</b> Activity objective: After orally practicing them, invent some. <i>*See appendix Section, Page Number 82 for list of adjectives used.</i></p> <p><b>e- Scattegories</b> Activity objective: Classify every day words into determined categories.</p>	
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**10-COMMUNICATIVE ACTIVITY: COMPLETION**

<p><b>GOALS:</b></p> <ul style="list-style-type: none"> <li>Associate information.</li> <li>Fill in blank information.</li> <li>Infer messages.</li> </ul>	<p><b>PROCEDURE:</b></p> <ol style="list-style-type: none"> <li>1- Request participants to work individually.</li> <li>2- Provide materials.</li> <li>3- Describe activity:             <ol style="list-style-type: none"> <li>a. Request them read the instructions and the rest of the information.</li> <li>b. Have them provide information wherever is needed.</li> </ol> </li> <li>4- Once they have finished, check the information by revising or having a small discussion.</li> </ol>
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<p><b>TOPICS:</b></p> <p><b>a- Music vocabulary list</b></p>	
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Activity objective: Complete sentences about music using the words listed.

*\*See appendix Section, Page Number 83 for list of adjectives used.*

**b- English Language vocabulary list**

Activity objective: Complete sentences about English language using the words listed.

*\*See appendix Section, Page Number 76 and 77 for list of adjectives used.*

**c- Parts of the speech crossword**

Activity objective: Complete crossword empty spaces using hints

*\*See appendix Section, Page Number 76 and 77 for list of adjectives used.*

**4- Communicative activities to enhance LISTENING**

<b>SKILL:LISTENING</b>	
<b>11-COMMUNICATIVE ACTIVITY:LISTENING COMPLETION</b>	
<b>GOALS:</b> <ul style="list-style-type: none"><li>• Practice active listening.</li><li>• Identify details when listening.</li><li>• Distinguish homophones within context situations.</li><li>• Ask for and provide information about message details.</li></ul>	<b>PROCEDURE:</b> <ol style="list-style-type: none"><li>1- Hand in the material and have participants read the instructions and information from the task.</li><li>2- Play the audio moderating it or pausing it so participants can complete the missing information with the information from the audio.</li><li>3- Play once/twice/three times according to the amount of information needed.</li><li>4- Check the information by asking the participants for the information missing. They must provide the details by reading the information in paragraphs or sentences (If there are few participants, they can</li></ol>

	<p>read the information in paragraphs. If not, in sentences so everybody gets the chance to read a piece of information).</p>
<p><b>TOPICS:</b>  <b>a- Lyrics completion</b>  Activity objective: Listen and complete the lyrics' missing information  <i>*See appendix Section, Page Number 83 for list of adjectives used.</i></p>	

**5- Communicative activities to REVIEW GRAMMAR and VOCABULAY**

<b>REVIEW</b>	
<b>12-COMMUNICATIVE ACTIVITY: GRAMMAR REVIEW</b>	
<p><b>GOALS:</b></p> <ul style="list-style-type: none"> <li>• Reinforce grammar structures within tenses.</li> <li>• Stimulate spoken flow of ideas.</li> <li>• Produce logic chunks of information.</li> </ul>	<p><b>PROCEDURE:</b></p> <ol style="list-style-type: none"> <li>1- Review a specific topic or tense. Provide examples and/or charts.</li> <li>2- Give participants some time to take notes of the information.</li> <li>3- Arrange them in groups so they can practice the just reviewed information by playing a game or discussing some questions.</li> </ol>
<p><b>TOPICS:</b>  <b>a- Comparatives</b>  Activity objective: Review irregular as well as regular forms:                    i. <i>er</i> for short adjectives                    ii. <i>more</i> for long adjectives  <i>* See appendix Section, Page Number 74 for list of adjectives used.</i></p> <p><b>b- Superlatives</b>  Activity objective:                    i. The adjective+est for short adjectivess                    ii. The most+adjective for long adjectives  <i>*See appendix Section, Page Number 75 for list of adjectives used.</i></p> <p><b>c- Would rather</b></p>	

Activity objective: Review “preferences” and “choices” structure

*\*See appendix Section, Page Number 85 for list of adjectives used.*

**13-COMMUNICATIVE ACTIVITY: VOCABULARY REVIEW**

**GOALS:**

- Reinforce vocabulary within a specific topic Stimulate spoken flow of ideas.
- Produce logic chunks of information.

**PROCEDURE:**

- 1- Review a specific topic. Provide examples and/or charts.
- 2- Give participants some time to take notes of the information.
- 3- Arrange them in groups so they can practice the just reviewed information by playing a game or discussing some questions.

**TOPICS:**

**a- Math**

Activity objective: Review numbers as well as math operations symbols and their names

*\*See appendix Section, Page Number 79 for list of adjectives used.*

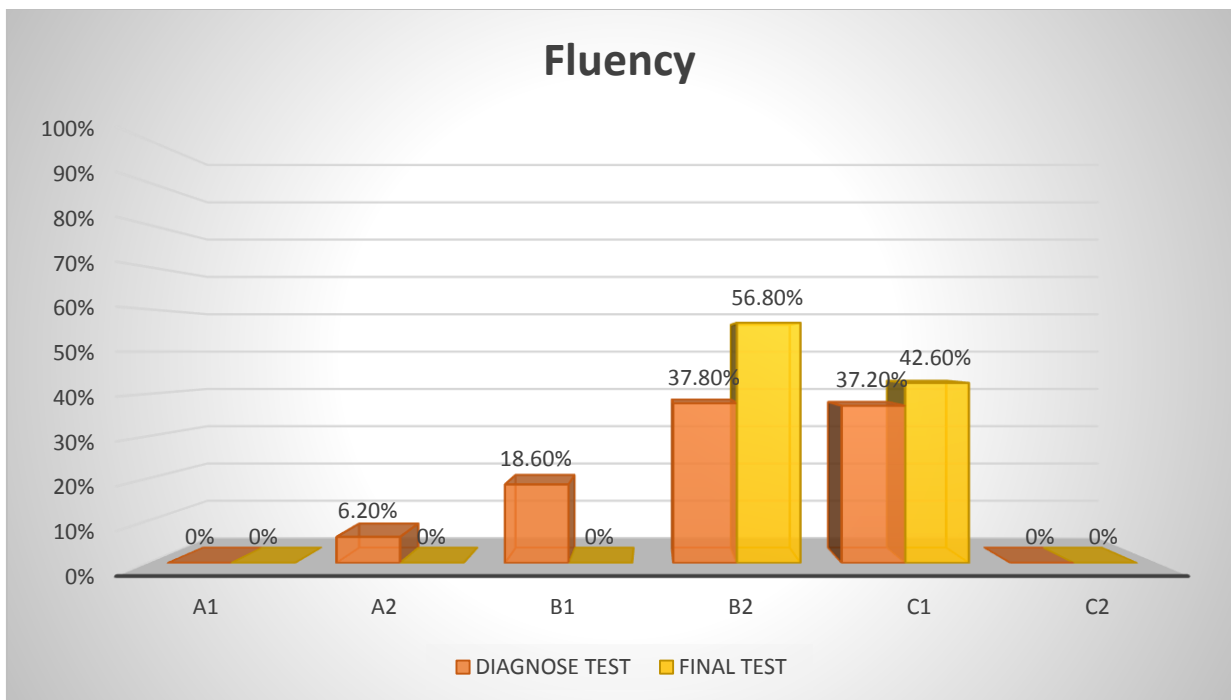
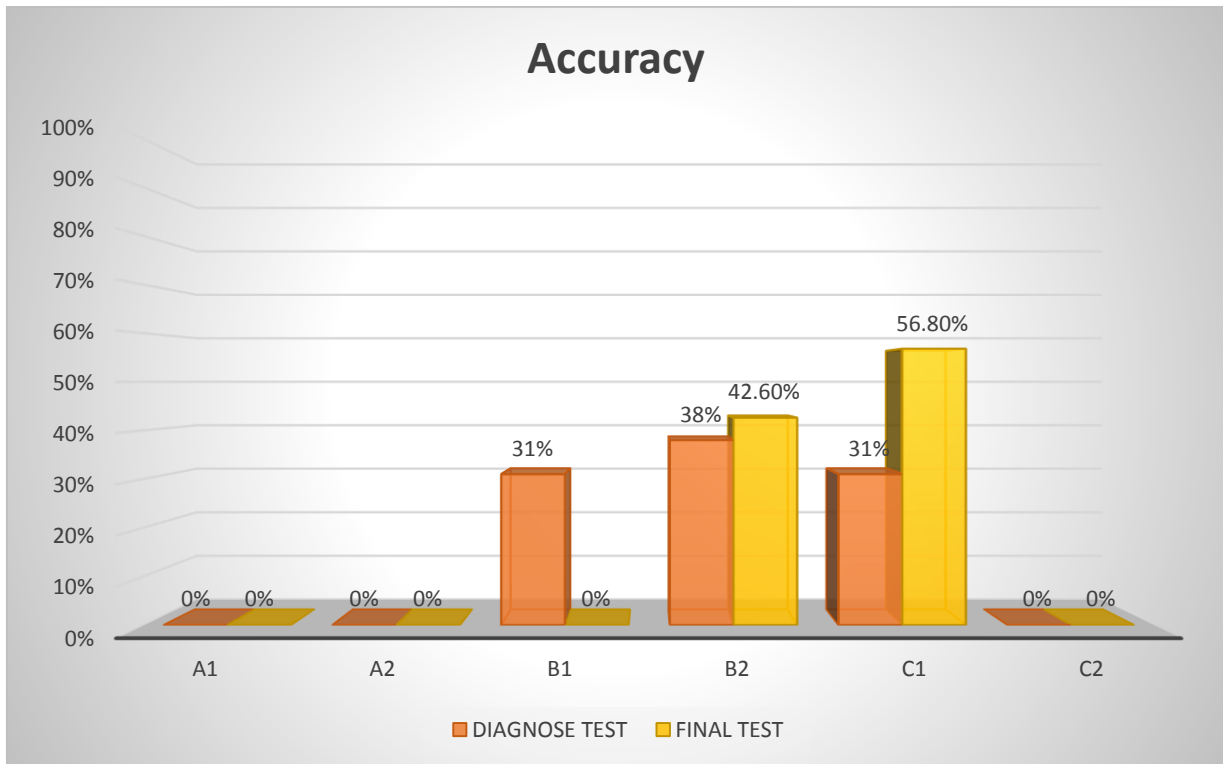
**b- Adjectives**

Activity objective: Review synonyms and antonyms.

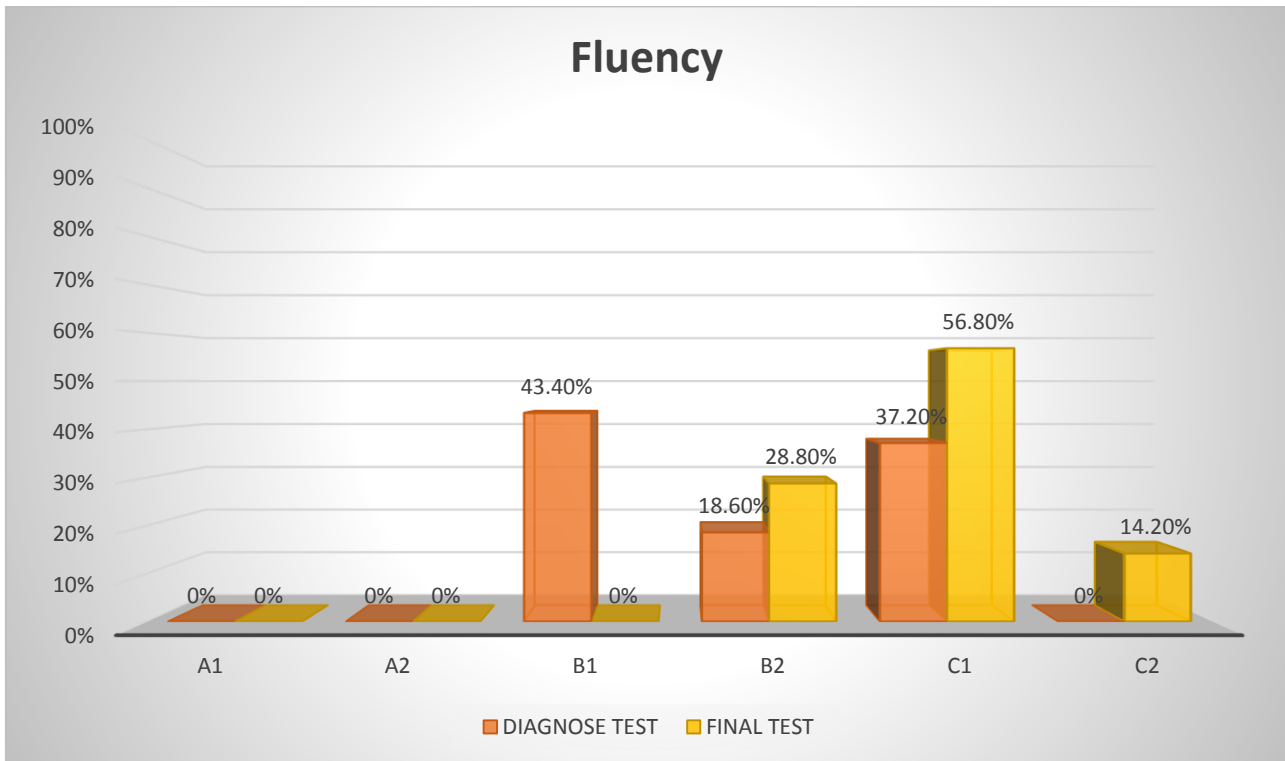
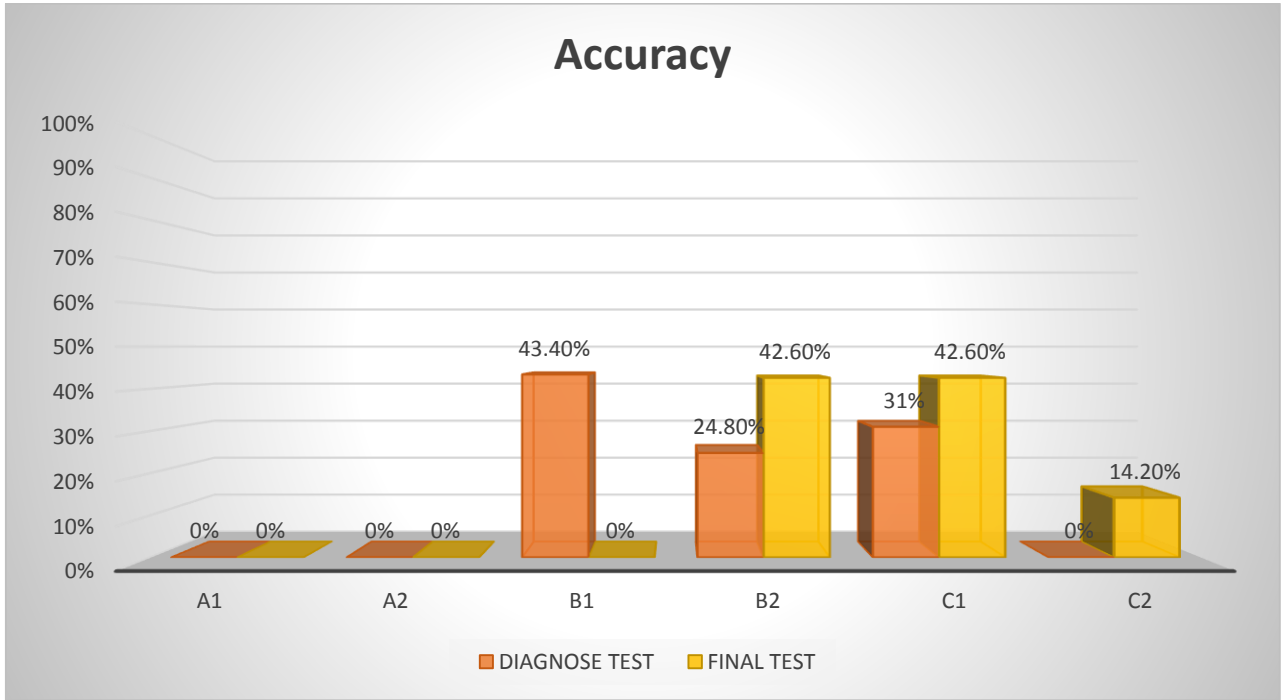
*\*See appendix Section, Page Number 78 for list of adjectives used.*

## e) Results

### TELL ME ABOUT YOURSELF

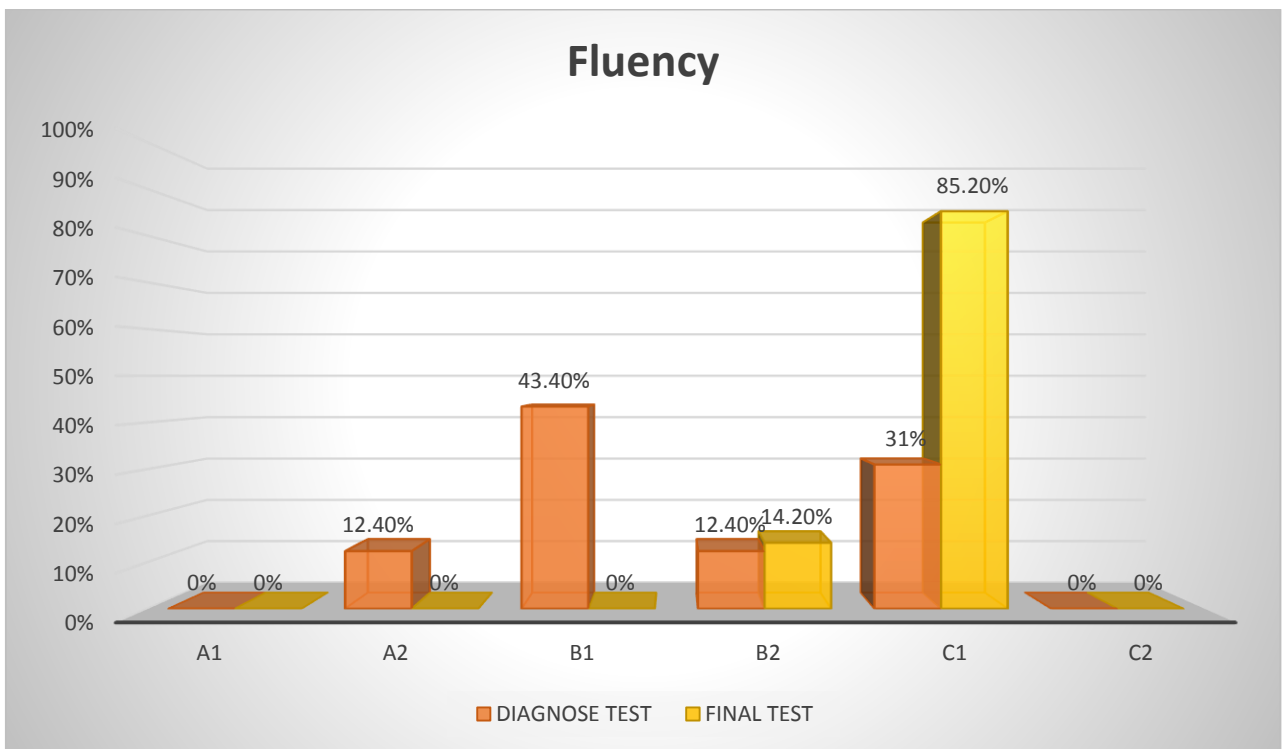
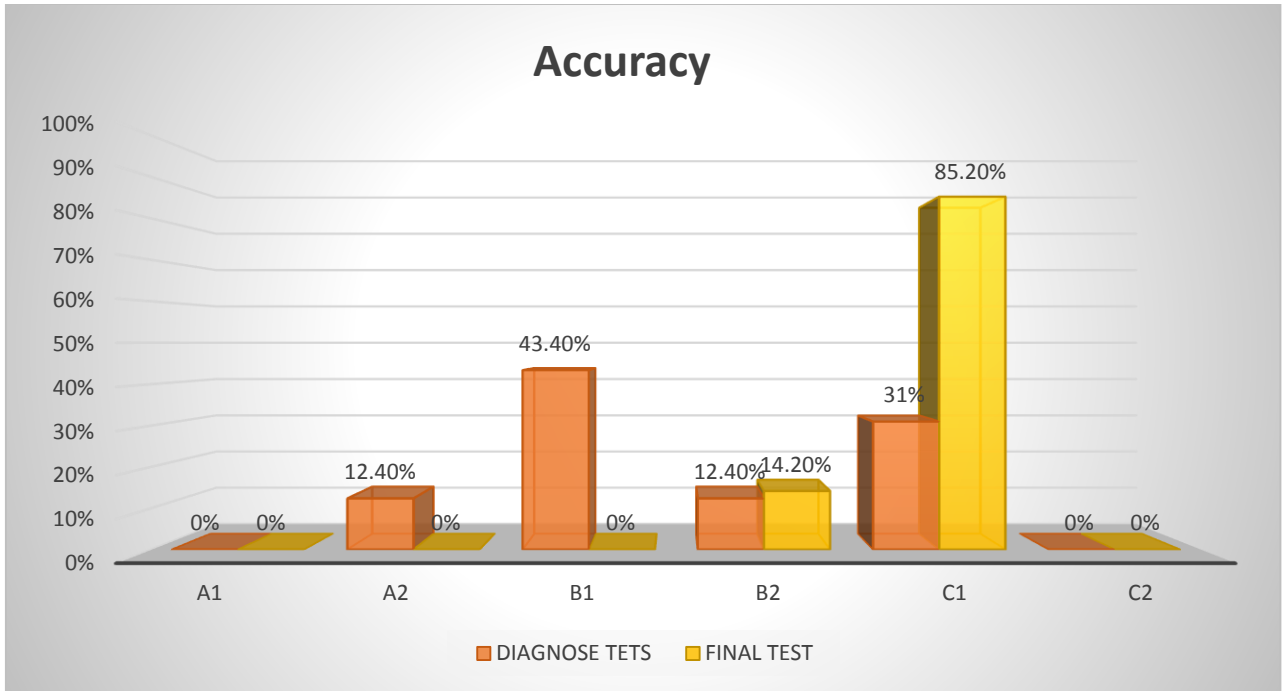


# WHAT DID YOU DO DURING THE WEEKEND?

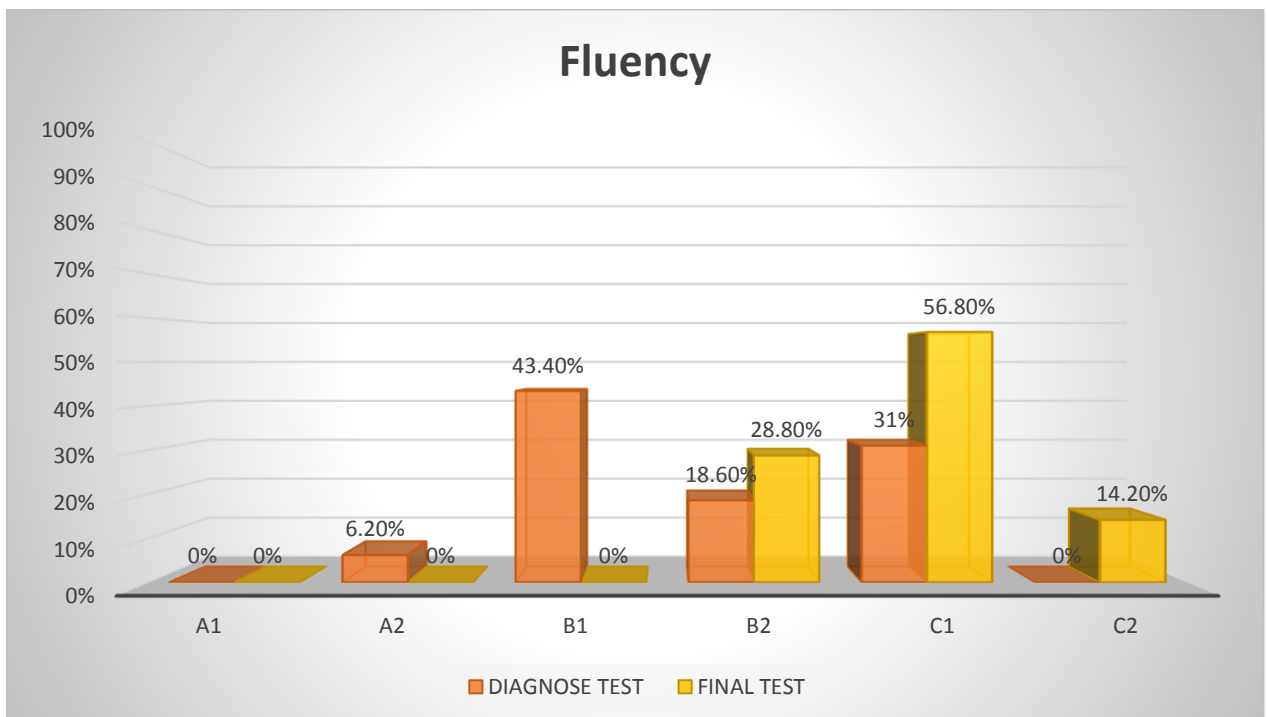
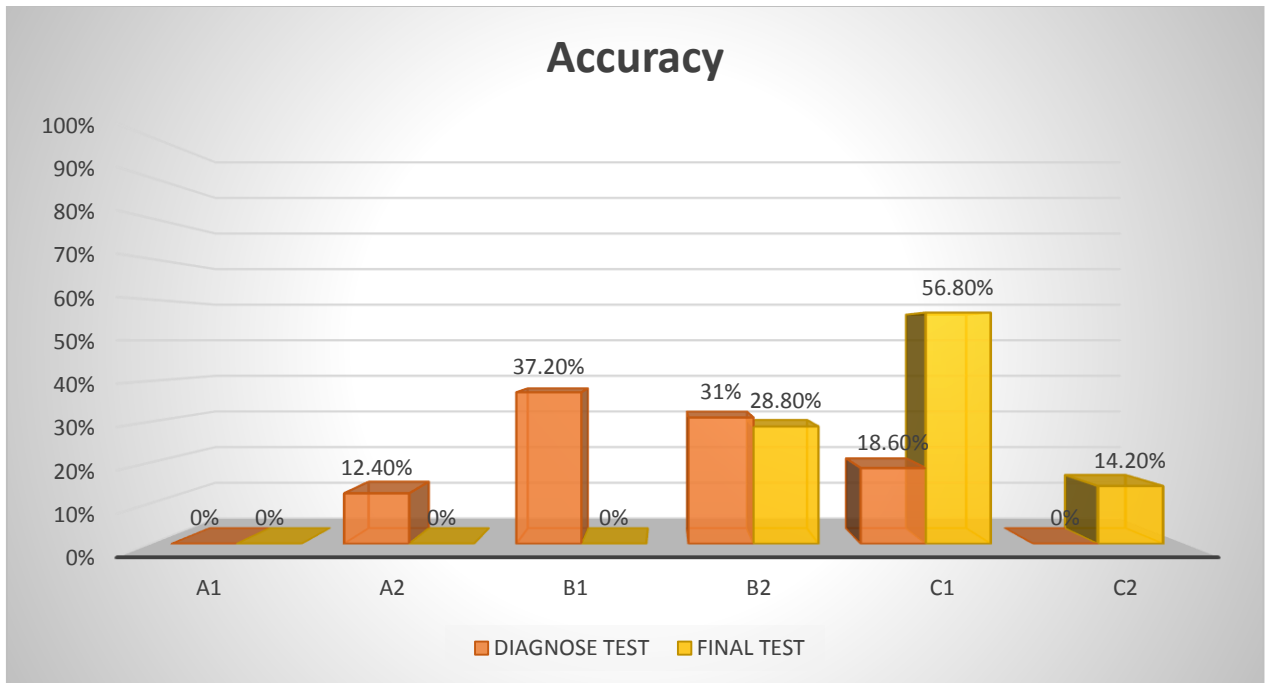




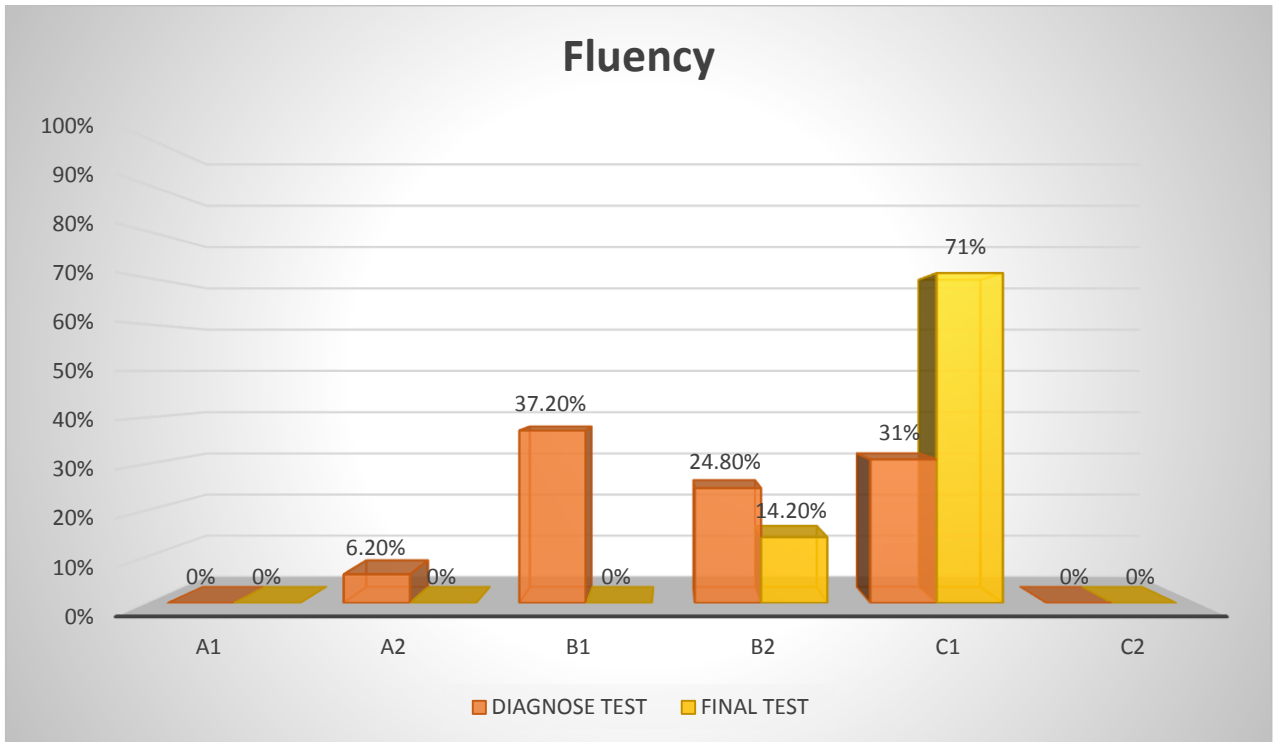
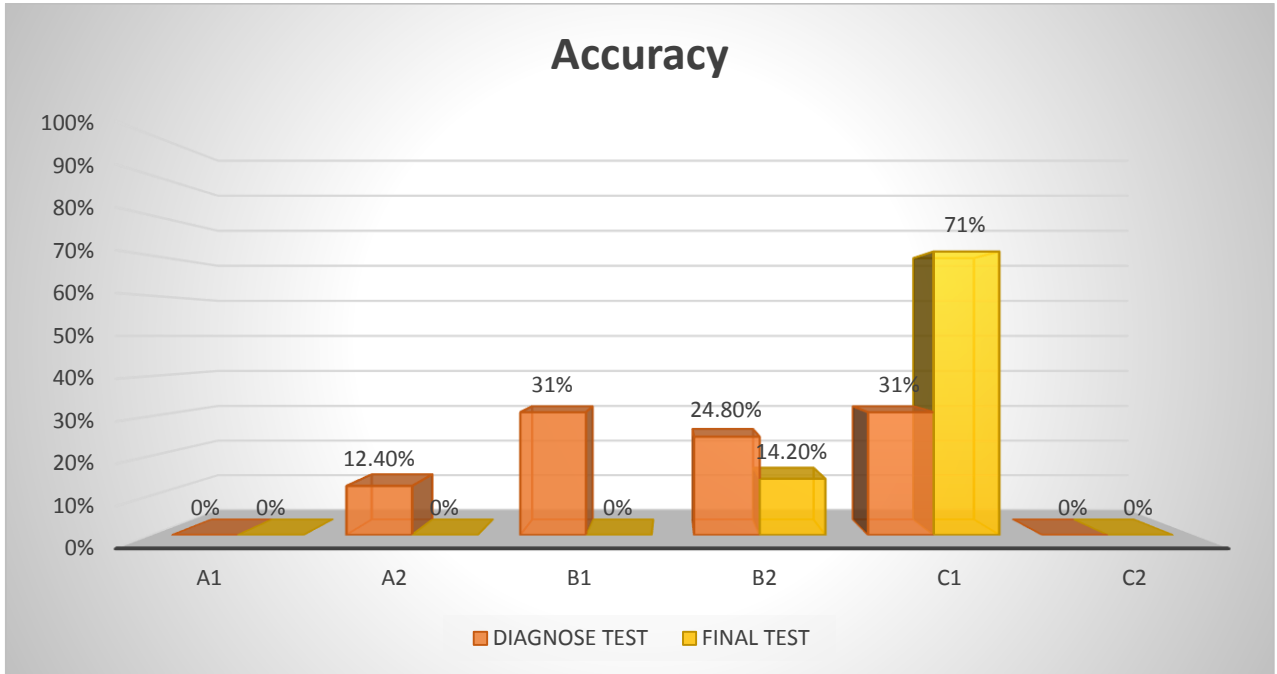
# IF YOU HAD THE OPPORTUNITY TO RUN YOUR OWN BUSINESS, WHAT WOULD IT BE?



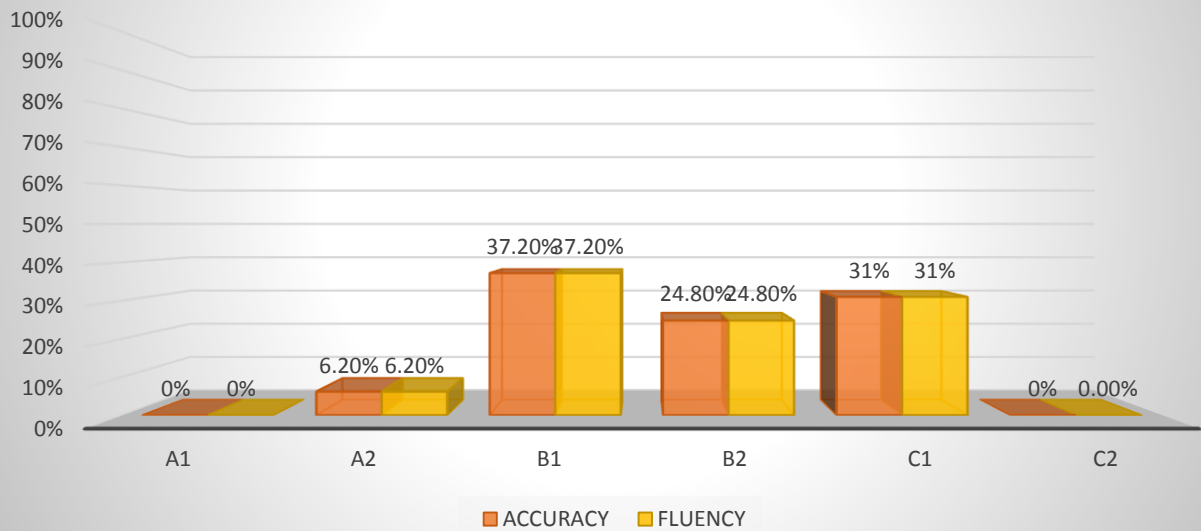
# WHAT WOULD YOU IMPROVE IF YOU WERE THE PRESIDENT OF EL SALVADOR?



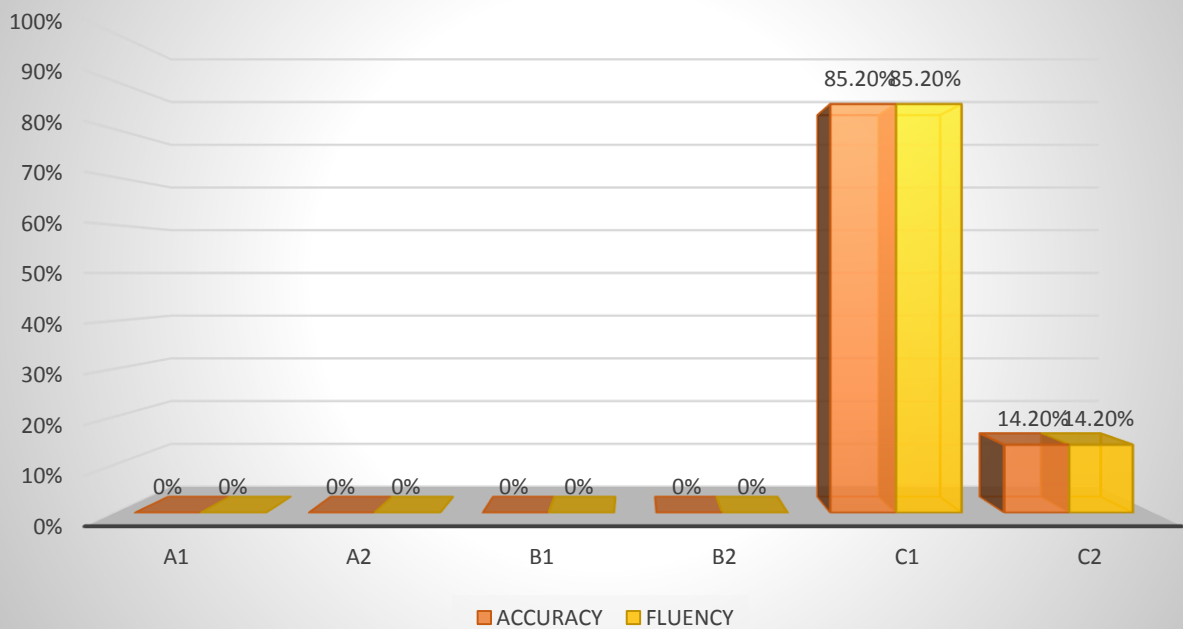
## HOW DO YOU PROJECT YOURSELF IN TEN YEARS?



## WHAT ARE YOUR EXPECTATIONS FOR THIS WORKSHOP?



## HOW WAS THIS WORKSHOP USEFUL FOR YOU?



# CHAPTER IV

## FINDINGS

### A. Analysis

Findings gained after the conversation practice club carried out by researchers practitioners conveyed that using communicative activities in the classroom brings some positive effects on the enhancement of Readings and Conversation I students' speaking skill. Effects can be perceived on the sub skills such as fluency, accuracy and vocabulary. At the same time, those activities bring an effect on their motivational aspect as well as on students' self-confidence when using the language. This research also shows the importance of using interesting material to deliver such activities.

Fluency was stimulated through activities like such as Tongue Twisters, Family Race, Hobbies Description, Lyrics Messages Discussion, and some others were participants were using English language in a natural way after some practice sessions. At the beginning, they paused the message a lot whenever they did not know how to pronounce a word or if they did not know what word to use to express their ideas. After some sessions, it was noticed that they hesitated less and were used the English language with the correct intonation when asking a question or when providing negative or positive statements. Fluency was also noticed with the third question of the final interview, which asked them what they would do if they had the opportunity to run their own business. They were able to add details to their answers. Some mistakes were made when using some verbs, however, the

message was understood. Self-confidence was at a sight during final interview against the diagnose interview delivered at the beginning. They seemed relaxed when speaking and did not sound robotic. Their answers came fluent and they made use of synonyms in cases where they did not know a certain word.

Another benefit of the use of these activities is the improvement of accuracy. Pair and group discussions were of great help to participants. Some activities provided to them were: Procrastination Discussion, Movie Hints, Food and Diet Discussion, Stress, Crazy Definition and some others. During those activities, participants were required to provide their opinion in groups or pairs first and after that as a whole group. It was noticeable that they did not organize their ideas that well during the first sessions and the help of the research practitioner was needed to paraphrase participants' meaning when sharing the idea in a whole group with the aim of having the rest of the group understanding what the student at the front of the classroom was saying. The situation changed after several activities were developed and accuracy was greatly improved since participants were able to organize their ideas before sharing them with the whole group. During the last interview by the time they were asked to talk about themselves, it was possible not only to describe themselves and their likes but also to provide details and additional information like why they do not like certain things. In this way, it is possible to state that accuracy was improved after applying communicative activities.

Vocabulary enrichment is another effect of applying communicative activities. Activities used with the aim of enrich participants vocabulary were: Family Race, Vocabulary Competition, Vocabulary Matching, Synonyms Creation, Scattegories,

and Riddles. Those activities helped participants to both learn new vocabulary and review words they already knew but probably forgot due to not using them that often. During the last interview, they were asked how this conversation practice club was helpful to them and they came up that it helped them to gain new vocabulary. Some of them had seen some words in movies or T.V series before but they expressed they did not pay attention to their use. That demonstrate they had not internalize the vocabulary until they use it. The enrichment of vocabulary is a proof of the effect that using those activities brought to Readings and Conversation I students.

Motivation and self-confidence is one more effect that communicative activities provided to Readings and Conversation I students. They expressed that they felt motivated to participate in the activities since the topics were trending and appealing. They expressed during the last interview that one of the reasons why they rarely participate in activities in their regular courses is because the topic do not call their attention. One student said that he has been giving his opinion about violence since a couple of courses ago and that he really liked to share his opinion about procrastination, music and topics alike. Self-confidence was also stimulated, after interacting with their peers participants felt comfortable with themselves. During the last interview one of them expressed that he is shy and that stops him to give his opinion when professors asked for it and he said he is more comfortable with his English pronunciation now. Examples showed above explain how communicative activities stimulate students' motivation and self-confidence.

As well, it was also found out that materials used were important to have participants getting involved in communicative activities. The material delivered

during sessions consisted of grids, riddles, crosswords, lyrics, vocabulary lists, dice, game boards, tongue twisters, reading passages, surveys about trending topics, etc., and it was noticeable how their participation increased when an activity involved one of the materials mentioned above in contrast to activities in which they did not use extra material but only their opinion sharing. Materials are of a vast importance to have an active participation and fully attention to the activities being delivered.

Using communicative activities to enhance the speaking skill of Readings and Conversation I students brings noticeable effects in matter of fluency, accuracy and vocabulary. It is possible to state that such speaking sub skills are improved based on participants' answer in the diagnose and final interview since they were more fluent and accurate with their answers and they also made use of vocabulary gained from communicative activities. Motivation and self-confidence are also a benefit of those activities as noticed during the development of such activities as well as expressed by participants. Materials are one more important aspect since it was noteworthy that participation increased when additional material was used.



## B. Most meaningful activities

According to findings in this research a list of the most meaningful activities can be listed as below:

- “Would You Rather” Grid

This activity consists of presenting participants with two different scenarios and have them to choose one of them. They must explain why they prefer the scenario selected. For example, the following question was presented: “Would you rather be incredibly wealthy, but never fall in love or get married, or have a happy marriage but be poor?” They shared their opinion in small groups and as a whole class after that. This activity was meaningful to them because they all participated in a volunteering way. They were enjoying the activity and were using the correct grammar form. They were able to explain their choice. Motivation was greatly noticed.

- Family Race

Participants were divided into small groups and worked with a board game and a die. They were required to provide an answer the riddle in the box. An example of riddle was: “My sister got engaged. She has a\_\_\_\_\_”. This activity resulted one of the most meaningful since it was appealing; as a result, it motivated them to practice and interact with others, showing they were able to learn and review vocabulary.

- Crazy definition

Participants were divided in groups so they can create a meaning for unknown words given to come up with a meaning without using dictionary or any other language mean. They seemed eager to participate and they were interacting with others. They avoided using Spanish language and they also seemed confident when explaining the final result.

- Tongue Twisters

This activity brought participants a challenge with pronunciation and intonation. They repeated each of the riddles several times and they were also helping others to say the riddle as smooth as possible. They were less shy to use the English language and they were able to understand the meaning of any unknown word they found in the activity.

- McGyver

This activity had participants to use their creativity and imagination. They were provided with unusual scenarios and each of them had to come up with an idea on how to survive to that scenario. Participants made good use of verb tenses, vocabulary and were also able to explain their ideas clearly and organized to the whole group. They also spoke fluently as they hardly ever made pauses when explaining their ideas.

## **CHAPTER V CONCLUSIONS**

As results of this research, it can be concluded that communicative activities influence the development of the speaking skill since the use of such activities enhance the sub skills of speaking (fluency and coherence). It was noticeable that fluency and coherence were developed through sessions. Their performance improved after practicing the language and interacting with their classmates.

Motivation is another effect of using communicative activities. These types of activities persuaded them to give their opinion and share experiences with others. If they are interested in the activity, they will be encouraged to participate in class, as a result speaking skill will be enhanced.

Self-confidence when using the language is another effect of using communicative activities. Practice helped participants to feel more comfortable with themselves and will not be afraid of sharing their point of view regarding a topic.

Vocabulary is also enriched by using communicative activities. This type of activities can be used not only to teach new vocabulary but also to review it. Some participants expressed they did not remember some vocabulary because they hardly ever used it after it was taught.

Based on activities observation and interviews results it can also be concluded that the level of English of some the participants is not accurate for the course. Some of them were not able to establish a fluent conversation because they

did not understand the message sent or because did not know to explain something, or they were not sure which word to choose to explain something.

At this level of the major, students are expected to show domain of some grammar aspects, however; some of them still made mistakes that are expected to be corrected at a lower level. For example, they are meant to know and use correctly the expression “I am 22 years old” and not “I have 22 years” when providing their age. That indicates that mistakes are probably not corrected when necessary causing the student making the same mistake at higher levels in their major.

Participants also expressed during the final interview that oral practice time is reduced in regular classes and that affects speaking development since they are not practicing the language. They also expressed that topics used for discussion in regular classes are old fashioned and they are not interested on sharing their opinions on such topics.

## **CHAPTER VI RECOMMENDATIONS**

After research completed, the following recommendations can be stated:

To students:

- To read English material in order to gain more vocabulary. By reading English material such as English books, magazines, online articles and blogs, it is attainable to learn new vocabulary and use it in daily conversations.
  
- To practice English as much as they can during and after their regular classes. If the speaking time in classroom is reduced, students can also practice outside the classroom with their classmates. They can even use the internet to practice English Language.
  
- To participate in classes taking advantage of the oral practice time as well as professors guidance. It would be of great help if students participated in every activity professors assign in the classroom so they can have guided correction at mistakes students make when speaking.
  
- To avoid using their mother tongue during practice time as it is the time set up for putting English language into practice. The use of Spanish will stop students to think in English and they will tend to translate from Spanish when sharing their ideas, which will cause their message being inaccurate.

To professors:

- To make use of trending topics so that students' motivation can be increase. There are several topics they can talk about besides pollution and violence. They can talk about health, technology, movies, music and several topics that appeal students' motivation.
- To help students correcting their mistakes when presented so that they can improve their level of English. Sometimes students do not realize about their mistakes regarding mispronouncing a word, or using the correct verb tense and that is when they need their mistakes being corrected or their doubts being clarified.
- To use communicative activities in class so that students can interact with each other and get them to use English in a natural and fluent way. Using activities described in this research is a good option.

Regarding Facilities:

- To create a practice lab where students can practice time. It would be of great help for them to have a lab where they can practice what they learned in class. The course can be divided into Theory Class and Practice Lab in order to allow enough English Language practice time.

# CHAPTER VII

# APPENDICES

**Appendix i**  
**“Readings and**  
**Conversation Practice**  
**Club”**  
**Invitation Letter**



San Salvador, August 24<sup>th</sup>, 2017

Dear Professor Cesar Guzman  
Dear Professor Mayra Matute  
Dear Professor Ricardo Garay  
Dear Professor Pedro Carbajal  
Dear Professor Alexander Landaverde  
Dear Professor Yvette Henriquez  
Dear Professor Francisco Rodriguez

We hope you are doing great in all your activities.

As a thesis project, we are carrying out a Conversation Practice Club for students taking the Readings and Conversation I course. This programme aims to help students to boost their speaking skills by practicing *communicative activities* undertakings.

We would like you to invite your students to come and join the project since we are unable to go to your classroom and do it personally due to our working schedules.

**Readings and Conversation students**

**Would you like to...**

- sharpen your communication skills?
- expand your vocabulary?
- enrich your grammar?
- gain fluency and confidence?
- have fun and *snacks*?

**Join the Conversation Club!!!**

Mondays and Wednesdays 1:00-1:45pm at AEI  
Starting August 28th, 2017. Sign up at AEI

Supported by

Your support is really valuable for us.

Best regards,

Atte.:

Cristela Alvarado and Vanesa Quijada.

# Appendix ii - Propaganda Poster

**Readings and Conversation**  
**students**

**Would you like to...**

- sharpen your communication skills?
- expand your vocabulary? • gain fluency and confidence?
- enrich your grammar? • have fun and **snacks**?

**Join the Conversation Club!!!**  
Mondays and Wednesdays 1:00-1:45pm at AEI  
Starting August 28th, 2017. Sign up at AEI

Supported by  ASOCIACION DE ESTUDIANTES DE IDIOMAS

# Appendix iii Evaluation Templates

NAME: _____		DATE: _____		FIRST EVALUATION CONTROL			
INFORMATION	A1	A2	B1	B2	C1	C2	
<b>Tell me about yourself</b>	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	<b>Accuracy</b>
	Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	<b>Fluency</b>
<b>What did you do during the weekend?</b>	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	<b>Accuracy</b>
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<b>If you had the opportunity to run your own business, what would it be?</b>	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	<b>Accuracy</b>
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<b>What would you improve if you were the president of El Salvador?</b>	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	<b>Accuracy</b>
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<b>What are your expectations of this workshop?</b>	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	<b>Accuracy</b>
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<b>How do you see yourself in ten years?</b>	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	<b>Accuracy</b>
	Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	<b>Fluency</b>
<b>How was this course useful for you?</b>	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	<b>Accuracy</b>
	Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	<b>Fluency</b>

# **Appendix iv**

# **Session Controls**

<b>Session nº: 1</b>	<b>Date:</b> Wednesday, August 30 <sup>th</sup> , 2017.	<b>Place:</b> AEI
<b>Nº of participants :</b> 12	<b>Schedule:</b> 1:00-1:50PM	<b>Time:</b> 50 minutes
<b>Activity</b>	<b>Materials</b>	<b>Observation</b>
<b>Group work Discussion: Self-introduction</b>	<b>Personal information questions</b>	<p>At the beginning of the activity, participants were shy to share their information and it was necessary for the research to model the self-introduction. After having an example of what to say, they seemed to be more comfortable when speaking. Some of them had difficulties when using key structure since they did not use the correct format for asking questions. For example, it was commonly said: <i>“How many years do you have?”</i> <i>Where you live?”</i>, <i>“What you study?”</i>, <i>“you like English?”</i> and some others expressed: <i>“I have 21 years”</i></p>
<b>Pair Work Discussion: Hobbies</b>	<b>List of questions</b>	<p>Participants provided very short ideas of their hobbies and it was necessary for the research to ask for more details so that participants could provide more information. For example, Researcher asked “Do you like listening to music?” and participant answered “Yes”. Then, researcher had to ask one more question: “Why do you like listening to music?” and participant provided the short answer: “Is relaxing”. Research asked a third question aiming to have the student to provide a longer answer this time, however, student answered: “Rock”.</p> <p>It was noticed that they omitted vital information, some expressions used by participants were: I like TV because is relax, I prefer go to the beach, and I not like exercise. Another aspect to point out during this activity is that they were not able to recall some basic English questions <i>like How do you say that in English?, What is the meaning of it?, How do you pronounce this word? Or How do you spell it?</i> And they used Spanish to ask for that information instead.</p>

<b>Session nº: 2</b>	<b>Date:</b> Monday, September 4 <sup>th</sup> , 2017.	<b>Place:</b> AEI
<b>Nº of participants :</b> 10	<b>Schedule:</b> 1:00-1:50PM	<b>Time: 50 minutes</b>
<b>Activity</b>	<b>Materials</b>	<b>Observation</b>
<b>Group work Disussion: Food and diet</b>	<b>List of questions Whiteboard Markers Questions</b>	Participants were eager to share and discuss information and they also shown domain of the topic. They were able to use starters like: "I think that...", "In my opinion...", "If you...", "If you don't...", etc.
<b>Composing: Crazy Definitions creation</b>	<b>Whiteboard Markers Notebooks Timer</b>	Participants were divided in teams and they seemed shy at the moment of sharing their opinion with others. Participation at the beginning of the activity was reduced, however; once they presented the definition of the first word in front of the class, they seemed more motivated and participated more actively in the rest of the activity. Something to highlight is that they made use of wordy messages whenever they did not know how to say something. One example to mention is that one of them expressed: "the person that is obsessed with something because he or she loves the object very much" with the aim of describe a fanatic person.

<b>Session nº: 3</b>	<b>Date:</b> Wednesday, September 6, 2017.	<b>Place:</b> AEI
<b>Nº of participants :</b> 8	<b>Schedule:</b> 1:00-1:50PM	<b>Time: 50 minutes</b>
<b>Activity</b>	<b>Materials</b>	<b>Observation</b>
<b>Vocabulary Review/ Group Drill: Numbers and math symbols</b>	<b>Number dice Math operations dice</b>	Participants struggled a bit to remember information related to math symbols and operations. They also confused the pronunciation of some numbers, For example: <i>Thirteen</i> instead of <i>thirty</i> , <i>fourteen</i> instead of <i>forty</i> , <i>fifteen</i> instead of <i>fifty</i> , <i>sixteen</i> instead of <i>sixty</i> , <i>seventeen</i> instead of <i>seventy</i> , <i>eighteen</i> instead <i>eighty</i> , and <i>nineteen</i> instead <i>ninety</i> . They also confused the following words: <i>More</i> with <i>plus</i> , <i>Less</i> with <i>minus</i> , <i>for</i> instead of <i>times</i> , <i>between</i> with <i>divided by</i>



<b>Group work Discussion: Adjective Jenga</b>	<b>Coins Adjective Jenga List of adjectives</b>	<p>Some participants had problems with the pronunciation of some adjectives. For example, they pronounced the verb <i>live</i> when they meant <i>alive</i>. They also confused the meaning of <i>close</i> with <i>closed</i> as part tense verb.</p>
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<b>Session nº: 4</b>	<b>Date:</b> Monday, September 11 <sup>th</sup> , 2017.	<b>Place:</b> AEI
<b>Nº of participants :</b> 11	<b>Schedule:</b> 1:00-1:50PM	<b>Time: 50 minutes</b>
<b>Activity</b>	<b>Materials</b>	<b>Observation</b>
<b>Group Work Discussion: Weekend activities</b>	<p style="text-align: center;">**</p>	<p>Some of the the participants did not use the correct form of the past tense verbs. Some expressions were: “On Friday, I go to my mother’s house”, “I watch TV last night”, “My father not cleaned the house”, Some of the participants also did not make use of the auxiliary verb in the past to ask questions: “You went to mall this weekend?”. Another aspect is that they confused regular and irregular verbs: “He leaved the door open”, I taked out the garbage”</p>
<b>Vocabulary Review: Synonym/Antonym Adjectives</b>  <b>Group Work Drill: Synonym/Antonym competition</b>	<p style="text-align: center;">List of synonyms/antonyms adjectives Noisy toy Whiteboard Markers</p>	<p>During this activity, participants did not have major problem using the adjectives; however, they needed some time to recall some synonyms and antonyms of the words provided. Participants were able to use the words in their appropriate contexts, which indicates that they knew the function of the word.</p>

<b>Session nº: 5</b>	<b>Date:</b> Wednesday, September 13th, 2017.	<b>Place:</b> AEI
<b>Nº of participants :</b> 13	<b>Schedule:</b> 1:00-1:50PM	<b>Time: 50 minutes</b>
<b>Activity</b>	<b>Materials</b>	<b>Observation</b>
<b>Brainstorming:</b> “Procrastination”	<b>List of Procrastination questions</b> <b>Whiteboard Markers</b>	Participants showed willingness to share and discuss information regarding the topic. Some of them expressed they had not talked about that topic before and they seemed motivated to share their experiences or opinions. However, participants hesitated to express their thoughts and their ideas were disorganized. They failed when using sequence words: first, second, third, or next.
<b>Reading:</b> “Procrastination” <b>Survey</b>  <b>Group Work:</b> “Procrastination”	<b>Procrastination survey</b>  <b>List of Procrastination questions</b>	Some participants presented difficulties when reading the information. It was necessary for the research practitioners to read the survey more than one time in order to participants could fully understand it. When reading as a whole group it was noticed that some of them could not keep the rhythm and pace and they often paused at unknown words without paying attention to punctuation.

<b>Session nº: 6</b>	<b>Date:</b> Monday, September 18th, 2017.	<b>Place:</b> AEI
<b>Nº of participants :</b> 11	<b>Schedule:</b> 1:00-1:50PM	<b>Time: 50 minutes</b>
<b>Activity</b>	<b>Materials</b>	<b>Observation</b>
<b>Vocabulary matching:</b> “Stress”	<b>Vocabulary list</b>	Lack of vocabulary made participants to have a difficult time matching words and it was necessary to use dictionary or online translator in their cellphones.
<b>Reading control:</b> “Stress”	<b>Reading passage</b>	Participants were asked to find matched words in the reading; however, it was a little bit difficult to them. Some of them were not able to keep the rhythm and stress of sentences when reading aloud. Some of the participants expressed they are not used to reading exercises neither aloud nor in front of others.

<b>Session nº: 7</b>	<b>Date:</b> Wednesday, September 20 <sup>th</sup> , 2017.	<b>Place:</b> AEI
<b>Nº of participants :</b> 6	<b>Schedule:</b> 1:00-1:50PM	<b>Time: 50 minutes</b>
<b>Activity</b>	<b>Materials</b>	<b>Observation</b>
<b>Vocabulary Review: Adjectives</b>  <b>Grammar Review/ Group Drill: Comparatives Game</b>	<b>Comparatives grid</b> <b>Dice</b>	Some participants did not use the correct form for comparative. For example, they used the sentences: <i>My house is more big than you, Oranges are more juicer that apples, Angelina Jolie is more pretty than JLo, English is more easy that Math, and Spanish is more easier than Japanese.</i> Some participants did not know about the word “less” and they also did not know how to use it.
<b>Grammar Review/ Group Drill: Superlatives Game</b>	<b>Superlatives grid</b> <b>Dice</b>	The correct form of the superlative was not used. Some wrong sentences were: <i>Everest is most higher, Toyota most cheap that Volvo, Jonathan is smartest.</i> Some of them did not know about the word “least” and how to use it.

<b>Session nº: 8</b>	<b>Date:</b> Monday, September 25 <sup>th</sup> , 2017.	<b>Place:</b> AEI
<b>Nº of participants :</b> 3	<b>Schedule:</b> 1:00-1:50PM	<b>Time: 50 minutes</b>
<b>Activity</b>	<b>Materials</b>	<b>Observation</b>
<b>Vocabulary matching</b>	<b>List of words to match</b>	This activity did not present any difficulty to participants since they knew almost all words and the rest were easy to match
<b>Reading comprehension checking</b>	<b>“Early bird vs Night owl” Reading passage</b>	Some participants showed some difficulties to keep up with the rhythm and pace when reading aloud. They were constantly pausing since they missed lines in the reading passage or because they did not know how to pronounce a word.

<b>Opinion sharing</b>	<b>Discussion questions</b>	Participants were able to share their ideas fluently and they supported their ideas using starters like: “Well...”, “I think that...”, “In my opinion...”, “as far as I’m concerned...”, and others. The fact that participants supported their ideas instead of just providing basic information shows the improvement of their speaking and the confidence they have in their self at the moment of sharing ideas, compared with Session N°1 when participants were shy and provided basic information only without supporting their answers.
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<b>Session n°: 9</b>	<b>Date:</b> Wednesday, September 27 <sup>th</sup> , 2017.	<b>Place:</b> AEI
<b>N° of participants :</b> 6	<b>Schedule:</b> 1:00-1:50PM	<b>Time:</b> 50 minutes
<b>Activity</b>	<b>Materials</b>	<b>Observation</b>
<b>Composing: Vocabulary list</b>	<b>Paper strips White board</b>	Participants were able to provide vocabulary requested by the researcher. They were asked to provide words for the following categories: School supplies, tools, furniture items, appliances, fruits, vegetables and animals; however, they provided very basic vocabulary for each category group. For instance: when asking for school supplies they provided words like: pencil, eraser, notebook, etc. When asked for tools, participants provided vocabulary: hammer, stick, knife, rock. For furniture items, they provided the following words: chair, table, bed, and closet. When asking for appliances, participants wrote: TV, radio and fan. For fruits and vegetables they provided: orange, lemon, watermelon, tomato, potato and onion. And when asking for vocabulary regarding animals, they wrote: cat dog, cow and bird. That shows the lack of vocabulary of Readings and Conversation I students.
<b>Group Work Discussion: “McGyver”</b>	**	Participants were provided with some scenarios and they were asked to provide some surviving ideas. Participants were creative when expressing the surviving ideas and they seemed motivated to explain why they considered that idea would help them to survive. Scenarios presented were: Stranded Island, a Zombie Apocalypse and an Alien invasion. I was necessary for the researcher to provide the key structure for participants to use: “I would use a hammer to survive”, for example. Moreover, they had difficulties to use it and they expressed their ideas using different structure. For example, they said: “I use a TV to hit the zombie, or I use a hammer to build a hut”.

<b>Session nº: 10</b>	<b>Date:</b> Monday, October 2 <sup>nd</sup> , 2017.	<b>Place:</b> AEI
<b>Nº of participants :</b> 7	<b>Schedule:</b> 1:00-1:50PM	<b>Time: 50 minutes</b>
<b>Activity</b>	<b>Materials</b>	<b>Observation</b>
<b>Brainstorming/ Pair Work Discussion: Preferences</b>	**	<p>Some of the participants used a very basic structure when expressing their preferences. Some examples of this expressions are: "I prefer watch TV than listen to music", "I like the beach more than the mountain", "Do you prefer pizza or hamburgers?". Others did not remember how to express their preferences or how to ask someone else for their preferences.</p>
<b>Grammar Review/ One on one Drill: "Would you rather" Questions</b>	<b>"Would you rather" statements</b>	<p>Even though researcher guided participants on how to ask for information regarding preferences as well as how to answer questions regarding the same, they did not use the information in the correct way because they used a totally different structure. One example of this is the following conversation among two participants:</p> <p>Student A: Would you rather be rich or intelligent? Student B: I would rather to be intelligent.</p> <p>Another conversation was the following: Student A: Would you rather lose one arm or one leg? Student B: I would lose an arm.</p> <p>A third question was noticed: Student A: Would you rather have a bright blue teeth or bright blue hair? Student B: I prefer bright blue hair</p>

<b>Session nº: 11</b>	<b>Date:</b> Wednesday, October 3 <sup>rd</sup> , 2017.	<b>Place:</b> AEI
<b>Nº of participants :</b> 0	<b>Schedule:</b> 1:00-1:50PM	<b>Time:</b> 50 minutes
<b>Activity</b>	<b>Materials</b>	<b>Observation</b>
<b>Music Jeopardy</b>	<b>Whiteboard Markers Paper Statements</b>	<b>No participants showed up</b>

<b>Session nº: 12</b>	<b>Date:</b> Monday, October 9 <sup>th</sup> , 2017.	<b>Place:</b> AEI
<b>Nº of participants :</b> 6	<b>Schedule:</b> 1:00-1:50PM	<b>Time:</b> 50 minutes
<b>Activity</b>	<b>Materials</b>	<b>Observation</b>
<b>Completion: Music vocabulary</b>	<b>“Music” vocabulary worksheet</b>	Participants showed some problems to associate information from specific clues showing that they have little information regarding music culture.
<b>Listening: Lyrics Completion</b>	<b>“I’m not the only one” Lyrics</b>	Participants were provided with the lyrics of a song with some blanks to be completed with the correct word. Students confused some words and song was played twice. Participants confused <i>Vow</i> with <i>Bow</i> , <i>would</i> and <i>could</i> , <i>this</i> and these. They also confused the pronunciation of the words when reading them aloud.
<b>Composing : Lyrics Synonyms</b>	<b>Specific words from the lyrics</b>	Participants had difficulties when providing synonyms for the following list of words: <i>vow</i> , <i>doubt</i> , <i>crazy</i> , <i>available</i> , <i>lord</i> , <i>maybe</i> , <i>proof</i> , <i>now</i> , <i>baby</i> , <i>why</i> , <i>many</i> , <i>fear</i> .

<p><b>Pair Work Discussion: Lyrics message</b></p>	<p><b>List of questions</b></p>	<p>Even though participants understood the meaning of the song, they presented problems to express what they understood using their own words. They were fluent when communicating their opinions; however, some word order were altered. For instance, one student expressed: <i>“I think that important is...”</i> and <i>“because was the woman too sentimental”</i>.</p>
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<p><b>Session nº: 13</b></p>	<p><b>Date:</b> Wednesday, October 11<sup>th</sup>, 2017.</p>	<p><b>Place:</b> AEI</p>
<p><b>Nº of participants :</b> 6</p>	<p><b>Schedule:</b> 1:00-1:50PM</p>	<p><b>Time:</b> 50 minutes</p>
<p><b>Activity</b></p>	<p><b>Materials</b></p>	<p><b>Observation</b></p>
<p><b>Completion: English Language Vocabulary</b></p>	<p><b>Worksheet</b></p>	<p>Vocabulary for this activity was familiar to the participants so they had no problems developing the matching game.</p>
<p><b>Puzzle/Pair Work: Parts of the speech</b></p>	<p><b>Crossword puzzle</b></p>	<p>Two crosswords were presented to participants with different key for each of them, which made them find it a little bit difficult to complete the task. The good part of this is that they used English language to ask for the information missing on the crossword. Regarding spelling, it was noticeable that some participants had difficult to remember spelling of double letters words. Some of them were: grammar, communication, agree, express, and spell.</p>
<p><b>Group Drill: “Languages” Game</b></p>	<p><b>Languages Grid</b></p>	<p>Participants were able to participate in the discussion using starters like: “for me,...”, “I think that...”, “I consider that...”, “I remember once...”, “In my case...”, “If you ask me...”, “I can say that...” etc.</p>

<b>Session nº: 14</b>	<b>Date:</b> Monday, October 16 <sup>th</sup> , 2017.	<b>Place:</b> AEI
<b>Nº of participants :</b> 2	<b>Schedule:</b> 1:00-1:50PM	<b>Time:</b> 50 minutes
<b>Activity</b>	<b>Materials</b>	<b>Observation</b>
<b>Pair Work Discussion: Weekend activities</b>	**	During this activity, participants did not use the auxiliary for negative statements in the past and some other participants did not use the correct form of the past tense.
<b>Group Drill: Tongue twisters</b>	<b>Tongue twisters</b>	The pronunciation of certain words were unknown by some participants as well as the meaning of them.
<b>Composing: Tongue twister</b>	<b>Notebooks Pens</b>	Even though participants had the knowledge of parts of the speech, they could not use the words correctly. In other words, they knew if a word was a verb, or noun, or adjective, however; they were not able to use them in a sentence.

<b>Session nº: 15</b>	<b>Date:</b> Wednesday, October 18 <sup>th</sup> , 2017.	<b>Place:</b> AEI
<b>Nº of participants :</b> 4	<b>Schedule:</b> 1:00-1:50PM	<b>Time:</b> 50 minutes
<b>Activity</b>	<b>Materials</b>	<b>Observation</b>
<b>Group Work Discussion: Past illness wool story</b>	<b>Wool bun</b>	Participants showed enthusiasm when sharing their experiences regarding past experiences. They volunteered themselves to share their opinion and experiences which made the session to be entertaining. The downside is that some they did not use the past tense correctly.
<b>Composing: Scattogories</b>	<b>Whiteboard Marker Notebook Pen</b>	Participants were able to achieve the goal of this activity with no difficulties regarding vocabulary because this game is very similar to the one in Spanish called "Bachillerato Stop". However, words used were common and did not represent a higher level of vocabulary.



<b>Session nº: 16</b>	<b>Date:</b> Monday, October 23 <sup>rd</sup> , 2017.	<b>Place:</b> AEI
<b>Nº of participants :</b> 7	<b>Schedule:</b> 1:00-1:50PM	<b>Time:</b> 50 minutes
<b>Activity</b>	<b>Materials</b>	<b>Observation</b>
<b>Group Drill: Family race Game</b>	<b>Family race game Dice Tokens</b>	The vocabulary presented during this activity was well known by participants and that made them understand the activity. Something to point out was that they were surprised at knowing how to express the relationships among family members. For example, they did not know that the word <i>children</i> can be used when talking about daughter and sons, and that the word <i>siblings</i> can be used for sisters and brothers.
<b>Group Drill: Movie hints</b>	***	Participants showed enthusiasm when developing this activity. They were creative and made use of their imagination when providing the hints; however, they used very basic vocabulary.

<b>Session nº: 17</b>	<b>Date:</b> Monday, October 25 <sup>th</sup> , 2017.	<b>Place:</b> AEI
<b>Nº of participants :</b> 7	<b>Schedule:</b> 1:00-1:50PM	<b>Time:</b> 50 minutes
<b>Activity</b>	<b>Materials</b>	<b>Observation</b>
<b>Group Drill: Riddles</b>	<b>Riddles</b>	Sometimes participants had difficulties understanding the riddles because the student who was reading it had difficulties with the pronunciation or intonation of some words and some other riddles were difficult to understand since they did not know the meaning of some words like <i>fireplace</i> .
<b>Group Drill: Verb race Snake</b>	<b>Verb board game Condition dice Tokens</b>	Participants showed problems at the moment of using auxiliary verbs in the correct tense. Some other participants were confused about different tenses and how to use them. For example, some participants used the past form of verb instead of using the past participle verbs for Present Perfect tense. As well, they omitted verb BE as the auxiliary for "Going to" expressing future.

**APPENDIX V**  
**COMMUNICATIVE**  
**ACTIVITIES MATERIALS**

# ENGLISH LANGUAGE

**A** **B** **C** **D** **E** **F**

**1** Ask any question! How often do you speak English? Describe how to improve your grammar. What do you like to read in English? Why is improving your English important? Is knowing slang useful?

**2** Describe how to improve your speaking. Describe the last time you wrote in English. Can watching TV improve your English? Ask any question! Which is better: an American or British accent? Describe what body language is.

**3** Describe how to improve your vocabulary. Would you like to become an English teacher? Do you like taking English tests? Reading or writing English: which is easier? Describe your English teacher. Ask any question!

**4** At what age should kids begin to learn a 2<sup>nd</sup> language? Ask any question! Why has English become a global language? Is English an easy language to learn? Why is a global language necessary? Would you like to teach your mother tongue?




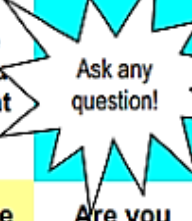
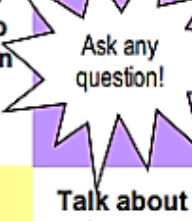

**5** Do you study hard to improve your English? Is it possible to forget your first language? How can a thesaurus help you? What other languages are common in the world? Ask any question! Should English be the only language in the world?

**6** Can a person be too old to learn English? Describe how to improve your spelling. Ask any question! Do you enjoy learning languages? How do animals communicate with each other? Describe your favorite English websites.

# Let's Talk \* Routines \*

**A B C D E F**



	Describe what you usually do in the mornings.	Talk about a hobby that you have.	Talk about what you usually do on weekend mornings.	Do you like to go window shopping?	Talk about your school or work schedule.
Do you have a busy schedule?	Where do you like to go out to eat?	How do you like to relax in your free time?		Talk about how you go to school or work.	Do you have too much free time or not enough?
Talk about your favorite TV show.	Describe a good place to go for a walk.	Talk about what you usually do in the evenings.	What do you like to eat for breakfast?	What do you do in the first hour after you get up?	
Describe the place where you usually eat lunch.		What do you do in the last hour before you go to bed?	What kind of music do you like to listen to?	Do you like to exercise? Why? / Why not?	Do you like to take a bus? Why? / Why not?
Do you like to take naps? Why? / Why not?	Are you usually early, on time, or late? Why?	Talk about what your family does on the weekend.	Where do you like to go out in your free time?		What do you sometimes do on weekend evenings?
Describe your favorite snack.	Which do you like better: mornings or afternoons?		Are weekends better than weekdays?	Talk about what you like to read.	Do you like to go on-line? Why? / Why not?

# Comparatives

**A B C D E F**



**1**



Ask any question!	Compare your city and another city.	Compare cats and dogs.	Compare summer and winter.	Compare men and women.	Compare weekdays and weekends.
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**2**



Compare the sun and the moon.	Compare math class and English class.	Compare yourself and a classmate.	Ask any question!	Compare children and adults.	Compare now and 100 years ago.
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**3**



Compare birds and fish.	Compare televisions and computers.	Compare your country and another country.	Compare apples and bananas.	Compare spiders and horses.	Ask any question!
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**4**



Compare two restaurants in your city.	Ask any question!	Compare morning and evening.	Compare studying and watching TV.	Compare two people in your family.	Compare cats and dinosaurs.
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**5**



Compare rock music and classical music.	Compare football and tennis.	Compare Batman and Superman.	Compare rain and snow.	Ask any question!	Compare flowers and trees.
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**6**



Compare cars and buses.	Compare salads and hamburgers.	Ask any question!	Compare eating and drinking.	Compare any two movies stars.	Compare libraries and super-markets.
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# Superlatives

	A	B	C	D	E	F
1	Choose any 3	cats dogs fish	Australia France Iceland	pizzas carrots cookies	shoes hats sunglasses	teachers doctors pilots
2	sleep exercise work	cars airplanes trains	television radio magazines	Choose any 3	bananas apples oranges	spiders bees ants
3	monkeys birds horses	Starbucks McDonald's KFC	the sun the moon the stars	tables beds chairs	trees flowers grass	Choose any 3
4	children men women	Choose any 3	schools hospitals restaurants	football baseball tennis	sharks lions bears	cars bicycles trucks
5	summer winter spring	history science math	pens pencils markers	water ice fire	Choose any 3	mountains lakes trees
6	ice-cream pies cakes	guns bombs knives	Choose any 3	mornings afternoons evenings	laptops iPads cell phones	New York Cairo Tokyo

OBSERVE THE WORDS IN EVERY SET. PROVIDE A QUALITY/CHARACTERISTIC (ADJECTIVE) AND CREATE SENTENCES.

Example  
Apples  
Grapes  
Watermelons

Apples are **BIGGER THAN** grapes but watermelons are **THE BIGGEST**



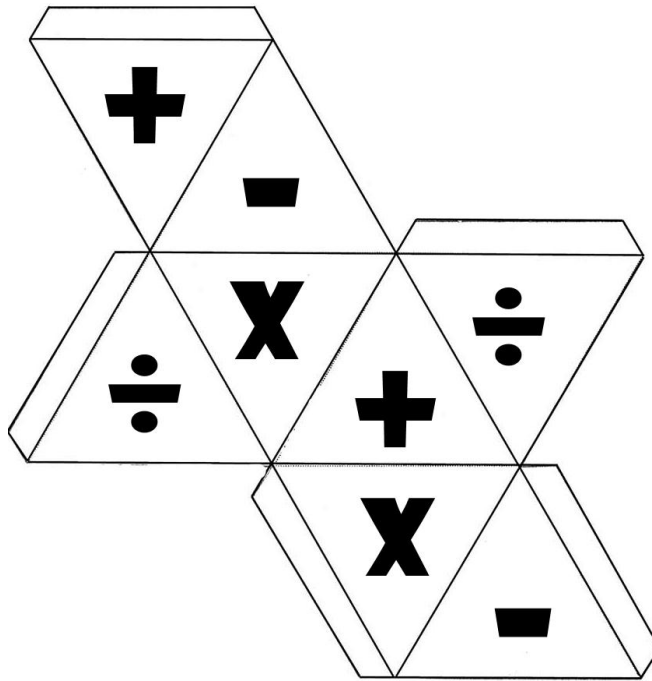
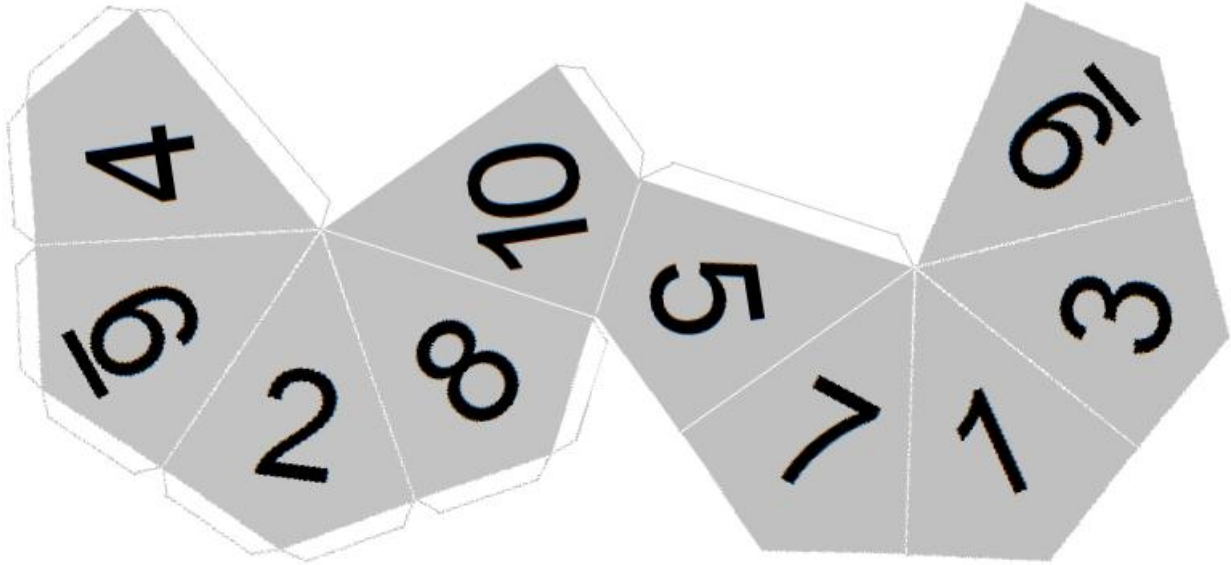




## Synonyms/Opposites Adjective List

Nº	Adjective	Synonym	Antonym	Nº	Adjective	Synonym	Antonym	Nº	Adjective	Synonym	Antonym
01	Asleep	Somnolent	Awake	01	Asleep	Somnolent	Awake	01	Asleep	Somnolent	Awake
02	Alert	Vigilant	Drowsy	02	Alert	Vigilant	Drowsy	02	Alert	Vigilant	Drowsy
03	Alive	Conscious	Dead	03	Alive	Conscious	Dead	03	Alive	Conscious	Dead
04	Awesome	Astonishing	Terrible	04	Awesome	Astonishing	Terrible	04	Awesome	Astonishing	Terrible
05	Best	Perfect	Worst	05	Best	Perfect	Worst	05	Best	Perfect	Worst
06	Bitter	Sour	Sweet	06	Bitter	Sour	Sweet	06	Bitter	Sour	Sweet
07	Brave	Confident	Afraid	07	Brave	Confident	Afraid	07	Brave	Confident	Afraid
08	Bright	Vivid	Dull	08	Bright	Vivid	Dull	08	Bright	Vivid	Dull
09	Calm	Serene	Nervous	09	Calm	Serene	Nervous	09	Calm	Serene	Nervous
10	Certain	Sure	Unsure	10	Certain	Sure	Unsure	10	Certain	Sure	Unsure
11	Close	Intimate	Distant	11	Close	Intimate	Distant	11	Close	Intimate	Distant
12	Cold	Shivery	Hot	12	Cold	Shivery	Hot	12	Cold	Shivery	Hot
13	Cool	Chilly	Uncool	13	Cool	Chilly	Uncool	13	Cool	Chilly	Uncool
14	Complete	Entire	Lacking	14	Complete	Entire	Lacking	14	Complete	Entire	Lacking
15	Cruel	Cold-blooded	Kind	15	Cruel	Cold-blooded	Kind	15	Cruel	Cold-blooded	Kind
16	Dark	Shadowy	Light	16	Dark	Shadowy	Light	16	Dark	Shadowy	Light
17	Dangerous	Risky	Safe	17	Dangerous	Risky	Safe	17	Dangerous	Risky	Safe
18	Different	Contrasting	Same	18	Different	Contrasting	Same	18	Different	Contrasting	Same
19	Dirty	Messy	Clean	19	Dirty	Messy	Clean	19	Dirty	Messy	Clean
20	Dry	Arid	Wet	20	Dry	Arid	Wet	20	Dry	Arid	Wet
21	Early	Recent	Late	21	Early	Recent	Late	21	Early	Recent	Late
22	Far	Remote	Near	22	Far	Remote	Near	22	Far	Remote	Near
23	Fast	Swift	Slow	23	Fast	Swift	Slow	23	Fast	Swift	Slow
24	Fat	Chubby	Thin	24	Fat	Chubby	Thin	24	Fat	Chubby	Thin
25	Happy	Lively	Sad	25	Happy	Lively	Sad	25	Happy	Lively	Sad
26	Healthy	Healthful	Sick	26	Healthy	Healthful	Sick	26	Healthy	Healthful	Sick
27	Hungry	Ravenous	Full	27	Hungry	Ravenous	Full	27	Hungry	Ravenous	Full
28	Interesting	Intriguing	Boring	28	Interesting	Intriguing	Boring	28	Interesting	Intriguing	Boring
29	Left	Sinister	Right	29	Left	Sinister	Right	29	Left	Sinister	Right
30	Loose	Baggy	Tight	30	Loose	Baggy	Tight	30	Loose	Baggy	Tight
31	Loud	Vociferous	Soft	31	Loud	Vociferous	Soft	31	Loud	Vociferous	Soft
32	Low	Flat	High	32	Low	Flat	High	32	Low	Flat	High
33	Narrow	Shrunken	Wide	33	Narrow	Shrunken	Wide	33	Narrow	Shrunken	Wide
34	Open	Accessible	Closed	34	Open	Accessible	Closed	34	Open	Accessible	Closed
35	Public	Widespread	Private	35	Public	Widespread	Private	35	Public	Widespread	Private
36	Raw	Fresh	Cooked	36	Raw	Fresh	Cooked	36	Raw	Fresh	Cooked
37	Right	Proper	Wrong	37	Right	Proper	Wrong	37	Right	Proper	Wrong
38	Rough	Harsh	Smooth	38	Rough	Harsh	Smooth	38	Rough	Harsh	Smooth
39	Short	Undersized	Tall	39	Short	Undersized	Tall	39	Short	Undersized	Tall
40	Small	Petite	Large	40	Small	Petite	Large	40	Small	Petite	Large
41	Smart	Genius	Stupid	41	Smart	Genius	Stupid	41	Smart	Genius	Stupid
42	Soft	Fluffy	Hard	42	Soft	Fluffy	Hard	42	Soft	Fluffy	Hard
43	Straight	Even	Crooked	43	Straight	Even	Crooked	43	Straight	Even	Crooked
44	Tender	Delicate	Tough	44	Tender	Delicate	Tough	44	Tender	Delicate	Tough
45	Top	Superior	Bottom	45	Top	Superior	Bottom	45	Top	Superior	Bottom
46	True	Accurate	False	46	True	Accurate	False	46	True	Accurate	False
47	White	Clear	Black	47	White	Clear	Black	47	White	Clear	Black
48	Wise	Wary	Foolish	48	Wise	Wary	Foolish	48	Wise	Wary	Foolish

# Math Operations Review Materials



# RIDDLES

Q: What has a foot but no legs?

A: A snail

Q: What comes down but never goes up?

A: Rain

Q: I'm tall when I'm young and I'm short when I'm old. What am I?

A: A candle

Q: How can a pants pocket be empty and still have something in it?

A: It can have a hole in it.

Q: If I drink, I die. If I eat, I am fine. What am I?

A: A fire!

Q: What word becomes shorter when you add two letters to it?

A: Short (shortER)

Q: What occurs once in a minute, twice in a moment and never in one thousand years?

A: The letter M

Q: What has 4 eyes but can't see?

A: Mississippi (4 "i")

Q: If I have it, I don't share it. If I share it, I don't have it. What is it?

A: A Secret.

Q: What has hands but cannot clap?

A: A clock

Q: What can you catch but not throw?

A: A cold.

Q: What is at the end of a rainbow?

A: The letter W!

Q: What starts with the letter "t", is filled with "t" and ends in "t"?

A: A teapot!

Q: What is so delicate that saying its name breaks it?

A: Silence.

Q: You walk into a room with a match, a kerosene lamp, a candle, and a fireplace. Which do you light first?

A: The match.

Q: A man was driving his truck. His lights were not on. The moon was not out.

Up ahead, a woman was crossing the street. How did he see her?

A: It was a bright and sunny day!

Q: What kind of tree can you carry in your hand?

A: A palm!

Q: Which weighs more, a pound of feathers or a pound of bricks?

A: Neither, they both weigh one pound!

Q: How many months have 28 days?

A: All 12 months!

Q: Mr. Blue lives in the blue house, Mr. Pink lives in the pink house, and Mr. Brown lives in the brown house. Who lives in the white house?

A: The president!

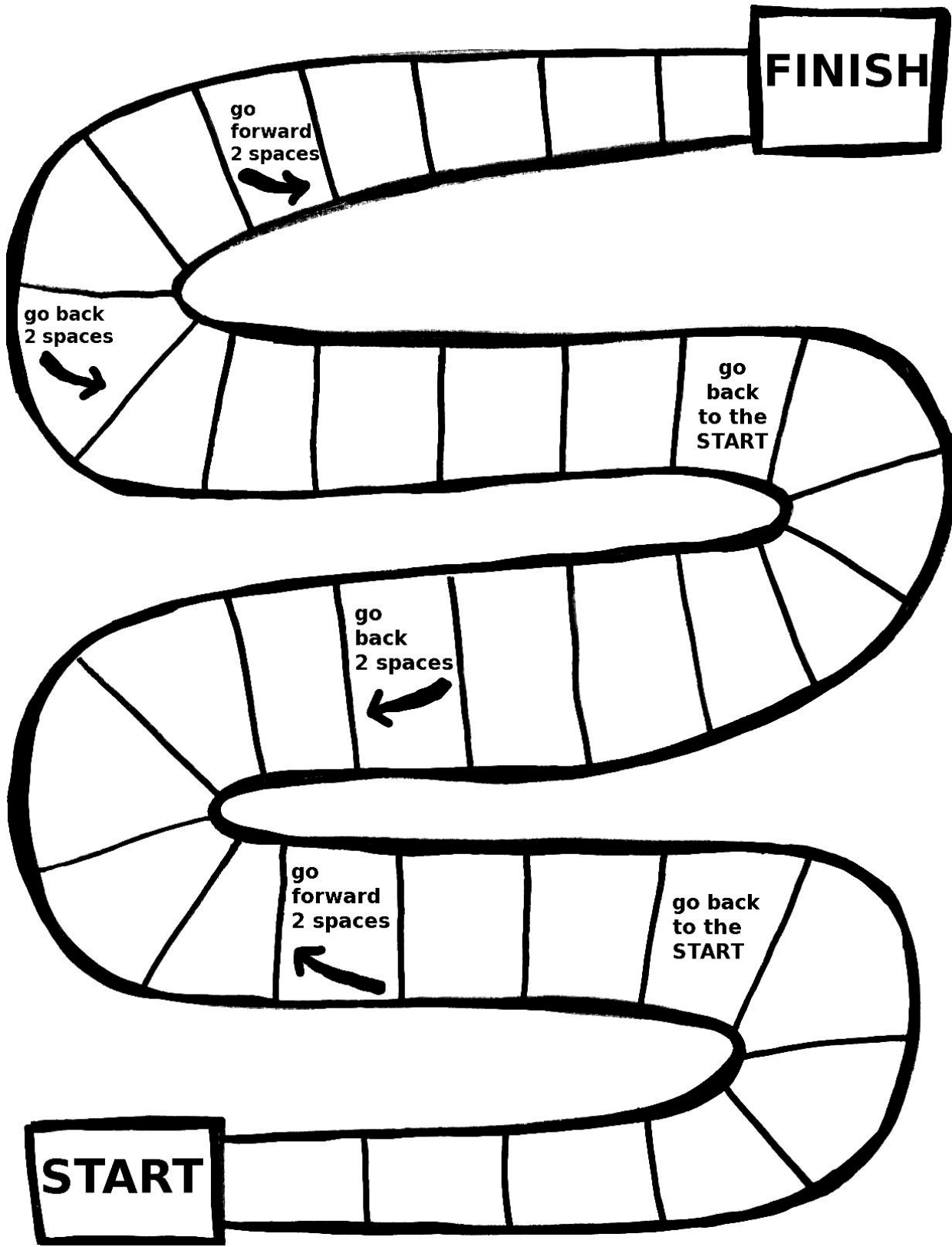
Q: How do you make the number one disappear?

A: Add the letter G and it's "GONE"

Q: What goes up but never comes down?

A: Your age!

# VERB RACE



## TONGUE TWISTERS

**How much wood would a woodchuck chuck if a woodchuck could chuck wood?**

**Peter Piper picked a peck of pickled peppers. How many pickled peppers did Peter Piper pick?**

**Can you can a can as a canner can a can?**

**Frivolously fanciful Fannie fried fresh fish furiously**

**To begin to toboggan first buy a toboggan, but don't buy too big a toboggan.  
Too big a toboggan is too big a toboggan to buy to begin to toboggan.**

**She saw Sharif's shoes on the sofa. But was she so sure those were Sharif's shoes she saw?**

**Give papa a cup of proper coffee in a copper coffee cup.**

**Seventy-seven benevolent elephants.**

**A loyal warrior will rarely worry why we rule.**

**A pessimistic pest exists amidst us.**

**Drew Dodd's dad's dog's dead.**

**Which witch switched the Swiss wristwatches?**

**She sells seashells by the seashore.**



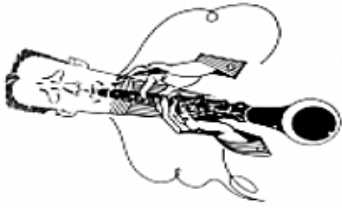
# Listening Completion

## MUSIC

Question: How often do you listen to music?

- Complete the 15 sentences with the words on the left.

- You can hear a person's voice when he or she speaks or sings.
- The man in the picture is playing music with a musical \_\_\_\_\_.
- A) Let's buy tickets to the music \_\_\_\_\_  
B) Great idea! Let's go this weekend.
- A person who plays music is a \_\_\_\_\_.
- \_\_\_\_\_ music is hundreds of years old.
- \_\_\_\_\_ music first began in the 1950s.
- The Beatles were a popular \_\_\_\_\_ in the 1960s. There were four people in the group.
- I want to buy a \_\_\_\_\_, but it's very large and my apartment is very small.
- One kind of music that is popular, and often played on the radio, is called \_\_\_\_\_ music.
- I like to listen to songs in English, but sometimes I don't understand the \_\_\_\_\_, or the words.
- Lyrics are a very important part of \_\_\_\_\_ music. The words of the song are important.
- People who play \_\_\_\_\_ music often wear cowboy hats.
- The song I'm listening to now was \_\_\_\_\_ ten years ago.
- You can hit a \_\_\_\_\_ to make music.
- A \_\_\_\_\_ is a musical instrument that usually has six strings.



- B** band *n.*  
**C** classical *adj., n.*  
 concert *n.*  
 country *adj., n.*  
 drum *n.*  
**G** guitar *n.*  
**I** instrument *n.*  
**L** lyrics *n.*  
**M** musician *n.*  
**P** piano *n.*  
 pop *adj., n.*  
**R** rap *adj., n.*  
 recorded *adj., v.*  
 rock *n.*  
**V** voice *n.*

Listen to the song and complete the lyrics.

I'm not the only one- Sam Smith

You and \_\_\_\_\_, we made a vow

For \_\_\_\_\_ or for \_\_\_\_\_

I can't believe you let me down

But the proof's in the \_\_\_\_\_ it hurts

For \_\_\_\_\_ on end I've had my doubts

Denying \_\_\_\_\_ tear

I wish this \_\_\_\_\_ be over now

But I know that I still need you here

[Chorus:]

You say I'm crazy

'Cause you don't \_\_\_\_\_ I've known what you've done

But when you call me baby

I know I'm not the \_\_\_\_\_ one

You've been so unavailable

Now \_\_\_\_\_ I know why

Your \_\_\_\_\_ is unobtainable

Even though Lord knows you kept mine

[Chorus:]

I have \_\_\_\_\_ you for many years

Maybe I am just not \_\_\_\_\_

You've made me \_\_\_\_\_ my deepest fear

By lying and tearing us up

[Chorus x2:]

I know I'm not the only one (x2)

And I know (x5)

And I don't know

I know I'm not the only one

## Understanding.

- 1- Provide a synonym word for:

Vow  
 Proof  
 Now  
 Doubt  
 Crazy  
 Unavailable  
 Lord  
 Maybe

- 2- Discussion questions:

- a) What is the situation?
- b) What do you think was the cause of it?
- c) Who do you think caused that situation?
- d) Do you think they can find a solution? Why?
- e) Have you (or someone you know) ever been in a situation alike?
- f) What is your advice?

## The Effects of Stress

There is a famous expression in English: "Stop the world, I want to get off!" This expression refers to a feeling of panic, or stress, that makes a person want to stop whatever they are doing, try to relax, and become calm again. 'Stress' means pressure or tension. It is one of the most common causes of health problems in modern life. Too much stress results in physical, emotional, and mental health problems.

There are numerous physical effects of stress. Stress can affect the heart. It can increase the pulse rate, make the heart miss beats, and can cause high blood pressure. Stress can affect the respiratory system. It can lead to asthma. It can cause a person to breathe too fast, resulting in a loss of important carbon dioxide. Stress can affect the stomach. It can cause stomach aches and problems digesting food. These are only a few examples of the wide range of illnesses and symptoms resulting from stress.

Emotions are also easily affected by stress. People suffering from stress often feel anxious. They may have panic attacks. They may feel tired all the time. When people are under stress, they often overreact to little problems. For example, a normally gentle parent under a lot of stress at work may yell at a child for dropping a glass of juice.

Stress can make people angry, moody, or nervous.

Long-term stress can lead to a variety of serious mental illnesses. Depression, an extreme feeling of sadness and hopelessness, can be the result of continued and increasing stress. Alcoholism and other addictions often develop as a result of overuse of alcohol or drugs to try to relieve stress. Eating disorders, such as anorexia, are sometimes caused by stress and are often made worse by stress. If stress is allowed to continue, then one's mental health is put at risk.

It is obvious that stress is a serious problem. It attacks the body. It affects the emotions. Untreated, it may eventually result in mental illness. Stress has a great influence on the health and well-being of our bodies, our feelings, and our minds.

So, reduce stress: stop the world and rest for a while.

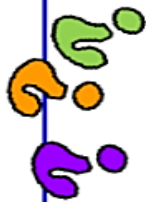
Find a synonym word. Write the number next to it

- |               |           |
|---------------|-----------|
| 01-Expression | Issues    |
| 02-Get off    | Kind      |
| 03-Again      | Fail      |
| 04-Cause      | Transform |
| 05-Problem    | Seizure   |
| 06-Numerous   | Saying    |
| 07-Miss       | Sorrow    |
| 08-Increase   | Progress  |
| 09-Illness    | Origin    |
| 10-Attack     | Welfare   |
| 11-Little     | Impact    |
| 12-Gentle     | Escape    |
| 13-Yell       | Lessen    |
| 14-Make       | Ailment   |
| 15-Sadness    | Minor     |
| 16-Develop    | Once more |
| 17-Relieve    | Shout     |
| 18-Untreated  | Rise      |
| 19-Well-being | Several   |
| 20-Influence  | Ignored   |

## Discussion Questions:

- 1- What's STRESS?
- 2- Why does it happen?
- 3- What are some causes of it?
- 4- How does it affect your *body*?
- 5- How does it affect your *health*?
- 6- How does it affect your *emotions*?
- 7- How can you deal with stress?
- 8- What may happen if you do not treat stress properly?
- 9- When was the last time you were under a lot of stress?  
What was the situation and why?
- 10- Give some advice to cope with stress:

- A)  
B)  
C)



## Would You Rather...

1	take a one week trip to the foreign country of your choice	or	take a four week trip around your own country
2	play on a baseball team that always wins but always has to play in the rain	or	play on a baseball team that always plays in sunny weather, but also always loses.
3	be the best player on a team that always loses	or	be the worst player on a team that always wins
4	be banned from all computer use for a year	or	not be allowed to eat any desserts or sweets for a year
5	be able to control the weather	or	be able to talk to animals
6	live in Namia	or	attend school at Hogwarts
7	be given \$1,000 right now	or	be given \$50 a month for the rest of your life
8	be a famous actor	or	discover the cure for cancer
9	be incredibly wealthy, but never fall in love or get married.	or	have a happy marriage but be poor
10	have many friends, but no close friends	or	have just one or two close friends
11	have bright blue teeth	or	have bright blue hair
12	lose one arm	or	lose one leg
13	be able to fly	or	be able to turn invisible
14	get to take a shower every day, but you have to take a cold shower	or	only get to shower once a week, but you get to take a hot shower
15	Not be allowed to eat your five favorite foods for an entire year	or	Be allowed to eat only your five favorite foods for an entire year.
16	have a very strict teacher, but learn a lot	or	have a really nice teacher but not learn much
17	have a friend that was really fun to be with but not very nice	or	have a friend who is kind of boring but also very kind
18	have a job that you hate, but that pays you millions of dollars a year	or	have a job that you love that pays you just enough to get by
19	have one eye in the middle of your head like a Cyclops	or	have two noses
20	be given a \$1,000 dollars	or	have the charity of your choice be given \$10,000 dollars



## Would You Rather...

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**START**

The woman who gave birth to me is my \_\_\_\_\_

GO AHEAD 2 SPACES

I am a boy, I am my father's \_\_\_\_\_

The mother of my mother is my \_\_\_\_\_

The bother of my father is my \_\_\_\_\_

**GO BACK 2 SPACES**

I have a girl, I am dating a boy.  
He is my \_\_\_\_\_

I am a girl.  
What am I to my father's mother?

My sister has a daughter.  
She is my \_\_\_\_\_

**GO AHEAD 2 SPACES**

I am a boy.  
I am my father's \_\_\_\_\_

**GO BACK 2 SPACES**

My sister's husband died.  
She is a \_\_\_\_\_

My aunt is expecting a baby.  
She is \_\_\_\_\_

My dog and my cat are my \_\_\_\_\_

I am a girl.  
I have a mom, a dad, and two \_\_\_\_\_

**GO AHEAD 2 SPACES**

I am a boy.  
I am getting married.  
I am the \_\_\_\_\_ of the wedding.

My grandma died last year.  
My grandpa is \_\_\_\_\_

I don't call him FATHER.  
I call him \_\_\_\_\_

My mother gave birth to a baby.  
I have a new \_\_\_\_\_

My brother got married and now I have a \_\_\_\_\_

My mom is my dad's \_\_\_\_\_

My sister got married.  
Now I have a new \_\_\_\_\_

My sister's father is my \_\_\_\_\_

**GO BACK 2 SPACES**

I am a girl.  
I am my father's \_\_\_\_\_

**GO AHEAD 2 SPACES**

I am a boy.  
What am I to my mother's mother?

My mother got married.  
Now I have a new \_\_\_\_\_

My sister got married.  
My parents have a new \_\_\_\_\_

My sister has a son.  
He is my \_\_\_\_\_

My father's brother has a son.  
He is my \_\_\_\_\_

I am getting married.  
I am the \_\_\_\_\_ of the wedding

I don't call her MOTHER.  
I call her \_\_\_\_\_

My mom and my dad are \_\_\_\_\_ to each other.

My brother got married today.  
Now my parents have a \_\_\_\_\_

**GO BACK 2 SPACES**

My parents have 3 \_\_\_\_\_.  
I am one of them

**END**

# PROCRASTINATION

## Part A: Discuss the information with your partners

- 1- On a 1-10 scale, how lazy do you self-consider? Why?
- 2- What kind of activities do you hate doing the most? Why?
- 3- When do you postpone doing some tasks? Why?
- 4- Do you ever get a “regret” feeling for that? Why?

## Part B: Match the similar words by placing the letter of the listed word that corresponds.

- |                  |                  |
|------------------|------------------|
| A. Book (verb)   | ___ Omit         |
| B. Avoid         | ___ Activities   |
| C. Cure          | ___ Reserve      |
| D. Behavior      | ___ Possessor    |
| E. Challenge     | ___ Test         |
| F. Task          | ___ Discouraging |
| G. Achieve       | ___ But          |
| H. Owner         | ___ Solution     |
| I. Profit        | ___ Accomplish   |
| J. Break down    | ___ Conduct      |
| K. Daunting      | ___ Earnings     |
| L. Manageable    | ___ Separate     |
| M. Reward        | ___ Penalty      |
| N. However       | ___ Docile       |
| O. Replace       | ___ Change       |
| P. Punishment    | ___ Compensation |
| Q. Misconception | ___ Delay        |
| R. Put off       | ___ Valuable     |
| S. Hang around   | ___ Linger       |
| T. Worthwhile    | ___ Error        |

## Part C: Read “Procrastination” article.

Find the listed A-T words and replace them when reading aloud.

# Procrastination Cure

Putting things off is one of our greatest diseases.  
Something from which- be honest, we all suffer.

Whether it's the ironing or the filing, doing the tax or telling your partner you've double booked your anniversary dinner, there will always be things we have to do and yet we go out of our way to avoid them

But what if there was a cure for our procrastinating ways ... right now!

Well according to behavioral therapist Hugh Kearns and clinical psychiatrist Maria Gardiner, there is. "I think the answer is yes there is. There are probably a variety of cures" Hugh says

Hugh and Maria here at Flinders University have been picking the brains of everyone from business leaders to athletes and even stay-at-home mums in order to challenge the way we postpone those unpleasant or unavoidable tasks

"We like to think of it as an iceberg model and so you've got the tip of the iceberg and that's the behavior and then you've got what's underneath the iceberg and that's all the thoughts and doubts and concerns that you've got under there" Maria explains. It's this iceberg model which they say has helped these PHD students achieve more in 6 weeks than they'd got around to in the previous 6 months

"I've been writing a lot more than what I was so it's been very good!" one student says

They even claim to have helped a local business owner increase his profits by two fold Hugh and Maria say it's all about breaking down a task which you might think is too big and daunting into baby steps

"One of the keys is to make it a very small activity something very small and manageable that you can do and then probably give yourself some reward for doing that and then pick the next task. It's seems very small but if you put those small steps together then you begin to achieve the task" Hugh says.

However if you don't get the job done, replace that reward with a punishment like not going out to dinner or to the movies.

Once you get the hang of it, they say you'll be surprised by how quickly your doubts and fears turn into action and success

There's sort of a common misconception that we need to feel motivated to do things... if you begin to take that action it leads to motivation which leads to more action" Maria says

"When you do something that you've been putting off and that's been hanging around for a long time then you just feel a lot lighter and a lot more positive and that gives you more energy to take on more challenges" Hugh adds

It's that infectious positive energy which Hugh and Maria say makes their job all the more worthwhile.

## PROCRASTINATION SURVEY

		Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
01	I usually find reasons for not acting immediately on a difficult assignment.				
02	I know what I have to do but frequently find that I have done something else.				
03	I carry my books/work assignments with me to various places, but do not open them.				
04	I work best at the "last minute" when the pressure is really on.				
05	There are too many interruptions that interfere with my top priorities.				
06	I avoid forthright answers when pressed for an unpleasant decision.				
07	I take half measures which will avoid or delay unpleasant or difficult action.				
08	I have been too tired, nervous or upset to do the difficult task that faces me.				
09	I like to get my room in a good order before starting a difficult task.				
10	I find myself waiting for inspirations before becoming involved on most important study/work tasks.				
	<b>TOTAL RESPONSES</b>				
	<b>WEIGHT</b>	<b>X4</b>	<b>X3</b>	<b>X2</b>	<b>X1</b>
	<b>SCORE</b>				

Multiply the TOTAL RESPONSE row by the corresponding WEIGHT to get the SCORE for each column. Add up the SCORE row to determine your total score. That number is your Procrastination Quotient.

**Procrastination Quotient\*:**

**Below 20: Occasional Procrastinator///21-30: Chronic Procrastinator///Above 30: Severe Procrastinator**

\*This rating system is by H.E. Florey of the University of Alabama Counseling Center.

Pages 8-10 *Successful Strategies for College and Life Success* 2nd Edition by Sue Granger-Dickson

# Early bird vs. Night owl

## Part A- Discuss the following information with your partners:

- a- What is a "Morning Person"?
- b- What is a "Night owl"?
- c- Which one are you, a morning person or a night owl?
- d- What time do you usually wake up during week days?
- e- What time do you usually wake up during weekends?
- f- When are you more productive, during the morning or during the evening? Why?
- g- Do you have "Sleeping problems"? If so, how can you treat them?

## Part B: Match the similar information by placing the number of the listed letter next to the corresponding one.

- |                      |                  |
|----------------------|------------------|
| 1- Alert             | ___ Necessary    |
| 2- Downside          | ___ Vary         |
| 3- Amount            | ___ Demand       |
| 4- Perform           | ___ Awake        |
| 5- Enough            | ___ Smarter      |
| 6- Opposite          | ___ Opportunity  |
| 7- Type              | ___ Quantity     |
| 8- Require           | ___ Disadvantage |
| 9- Data              | ___ Stomach      |
| 10- Chance           | ___ Respond      |
| 11- Problem          | ___ Different    |
| 12- Belly            | ___ Accept       |
| 13- React            | ___ Exhausted    |
| 14- Tired            | ___ Do           |
| 15- Differ           | ___ In general   |
| 16- More intelligent | ___ Issue        |
| 17- Admit            | ___ Kind         |
| 18- Overall          | ___ Information  |

## Part C: Read "Early bird vs Night owl" article.

Find the listed 1-18 words and replace them when reading aloud.

## Part D: After reading the text, discuss the following questions.

- 1- What is a "Morning Person"?
- 2- What is a "Night owl"?
- 3- What are some advantages of being an Early bird?
- 4- What are some disadvantages of it?
- 5- What are some advantages of being a Night owl?
- 6- What are some disadvantages of it?
- 7- Who presents Sleeping problems, Early birds or Night owls?
- 8- Why does this happen?
- 9- What is the Circadian Rhythm?



## Early bird or Night owl?

### WHAT IS AN EARLY BIRD?

Early birds become sleepy early in the evening and are alert and ready to start their day early in the morning. A morning person works preferably in the morning rather than in the evening. Early risers are also a bit healthier than night owls.

A downside of being an early bird is that you start off your day with an enormous amount of energy that gradually declines during the day, so in the evening, there is not much energy left. Even though the quality of sleep is much better than what the night owl's get, early birds cannot perform without the right amount of sleep. They are much dependent on it, and their work can suffer when their sleep was not enough.

### WHAT IS A NIGHT OWL?

Night owls are completely the opposite of early birds. These type of people stay up late and have a hard time waking up in the morning. Compared to an early bird, a night owl is more creative and productive in the evening. According to Satoshi Kanazawa, a psychologist at The London School of Economics and Political Science, it requires intelligence to revoke the instinct that we must go to bed early.

"Satoshi Kanazawa, a psychologist at The London School of Economics and Political Science, has data showing that people with higher IQs are more likely to have values and preferences that just didn't make sense for our ancestors to embrace. One of those is staying up late."

According to Dr. Nan Hee Kim, from The Endocrine Society, conducted a research in Japan, the Downside of being a night owl is that these people have a higher chance of developing health problems. Night owls are more likely to develop diabetes and sarcopenia (reduction of muscle mass). Especially women developed more fat around the belly and the risk of getting metabolic syndrome increased.

### THE CIRCADIAN RHYTHM

The Circadian rhythm is your internal clock, your sleep and wake cycle. This internal clock is there to control when you wake up and when you go to sleep within a 24-hour period. It is like a natural clock and alarm within the brain that reacts to the light. This is the reason that people are so sharp and active during the day when the sun is up. Also, less active at night and need to sleep to recharge.

The circadian rhythm is the reason you feel more awake and energetic at some point and feels tired at another during the day. Although we all have this cycle, it can differ per person. One cycle is not necessarily better than the other. You just have to recognize which one you have and use its advantages. Some jobs require more effort and commitment in the morning.

### Did you know?

- 1- Night People Are More Likely to Develop Bad Habits – Not a surprise considering that nightlife brings drinking and smoking with it.
- 2- Night People are More Intelligent – This one you probably know. This is the one thing night people are always proud of and morning people hate to admit.
- 3- Morning People May Be Happier – That's due to the phenomenon labeled "social jetlag" – What happens to night people who force themselves to wake up early. They try to perform in the early birds world in a sleep loss mode, which is likely to get them down.
- 4- Morning People Need More Sleep – The sleep that morning people get is better than the night people's. So, if they don't get enough, the people surrounding them will surely notice.
- 5- Early Birds are Healthier Overall – Their early rising tendencies works for them because they are more likely to exercise! Whilst night people tend to depression, diabetes, obesity and cardiovascular disease; Morning people usually symbolize good health

## CHAPTER VII

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