

LET'S MAKE IT EASY!

AN USEFUL GUIDE FOR CONVERSATION CLUBS TEACHERS

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Presentation

Conversation Clubs are a pedagogical tool that seeks to strengthen the learning of a foreign language, focusing on speaking and listening skills. These clubs are available to all students of the Departamento de Idiomas and are guided by teachers who are exclusively dedicated to them. There has been an increasing interest in the clubs heightening the need for pertinent practices that allows the achievement of goals required by the institution. In this sense, having a clear path for the teaching process is necessary for ensuring the accomplishment of the objectives of this important space. Taking this into account, as well as the teachers' conceptions and theory, this guide clarifies and suggests procedures for the development of the clubs.

Accordingly, this guide is divided into five main chapters. The first chapter deals with the conceptualization of the conversation club, starting with what is the Departamento de Idiomas and its importance for the community, providing an answer to the question what is a conversation club from theory and for the Departamento de Idiomas, then giving a difference between the concepts of aim, competence and learning outcome and how this will be reflected in the development of the conversation clubs, understanding that this is key for having a direction for each club.

The second chapter is dedicated to the teaching practice of the teachers who are and will be in charge of the conversation clubs. This chapter includes the pedagogical model that Unidad Central del Valle del Cauca has for all the learning spaces, the approach and method proposed for the clubs related to the model established, and how this is reflected in the teacher role, followed by a suggestion of strategies and resources useful for the clubs. This chapter is key for the teaching process due to the fact that it gives important recommendations for the development of the clubs.

In the third chapter a strategy for assessing the clubs is proposed, having in mind the importance of knowing if each session of the clubs is reaching the learning outcome

focusing on the improvement of the students who regularly assist the clubs. The fourth chapter provides a model for the planning of the conversation club, where all of the explained in the previous chapters is reflected. The lesson plan model for the clubs is the tool for each Conversation Club teacher to have a clear direction for developing each club. In this stage, each professor will find that these plans can be suggestions for future clubs, so it also contains a part for recommendations given by each professor for the improvement of the clubs. The fifth and final chapter consists of understanding the importance reflecting of the teachers' own practice has on the improvement of every teaching process and learning spaces. This final part suggests teachers to create a community of practice where every professor can benefit from their workmates.

In this context, it is expected that this guide provides the teaching community with pedagogical elements that will enable them to recognize the didactics and methodologies that can be used in the Conversation Clubs, hoping that this guide and its information will become a tool for the planning, execution, and strengthening of the clubs, understanding their importance for the learning of a foreign language.

I. Conceptualization

What is the Departamento de Idiomas?

The Departamento de Idiomas is a support unit created according to Acuerdo No. 012 of the Board of Directors of the Unidad Central del Valle del Cauca (February 24, 2000) to carry out the objective of projection and extension to the community, through training in foreign languages. The Departamento de Idiomas of the Unidad Central del Valle del Cauca is focused on the training of children, teenagers, and adults in the learning of a second foreign language (English, French, Spanish, French, Italian, Spanish), having as a priority the human development and training for the school, university, and work environment, university and work.

The Departamento de Idiomas is attached to the Faculty of Education Sciences offering training programs for work and human development in the area of languages, training and complementing the academic training of children, teenagers, and adults in the municipality of Tuluá and the region. The above, complying with the guidelines of the Common European Framework of Reference for foreign languages, CEFR from now on.

As a mission, UCEVA (2021) has determined that the Departamento de Idiomas intends to be, by the year 2023, consolidated in the region as an academic option of excellence for foreign language training, meeting quality standards, which will strengthen the professional and academic profile of its students through the development of communicative competencies in the language of study. In this sense, according to UCEVA (2021), the objectives of the Departamento de Idiomas are to contribute to the integral formation of the person through the development of general competencies (know how, know how to be and know how to learn) and communicative competencies of the language (linguistic, sociolinguistic and pragmatic) as a requirement for the identification and promotion of their potential.



As well as to contribute to the development of language sciences by reflecting on their basic conceptions, supporting the improvement of quality education through research on processes of transmission, reformulation and production of knowledge through reading and writing in both, the mother tongue and foreign languages. Following this, the Departamento de Idiomas seeks to plan, organize and execute special programs related to specific needs of the university community and its environment, establishing permanent communication with universities, embassies and institutions of national and international renown in order to make strategic alliances and exchanges to permanently improve and update programs. For this, the Departamento de Idiomas must provide contact with different faculties so that the preparation in English is a support tool in the contents and future research.

Another important aspect to acknowledge is the quality policy. This policy determines a continuous improvement of all the processes that are part of the institution. The quality objectives include to assure the quality of the services, as well as maintain and improve the quality system of the Departamento. Subsequently, the language courses are divided according to age and level. Regarding the ages, it is divided into groups called: kids, teens and adults. Likewise, and following the CEFR, each group is also separated into levels 1, 2, 3, 4, 5, and 6, these last two offered for levels within teens and adults for the purpose of reaching level C1.

Consequently, with the quality policy, it is important to mention that the Departamento de Idiomas was given the high-quality accreditations, Norma Técnica Colombiana, NTC 5555 and NTC 5580 by Instituto Colombiano de Normas Técnicas y Certificación, ICONTEC, in 2019. These recognitions are awarded to higher education institutions and academic programs, and they can be seen as an occasion to assess the training imparted, which is recognized as desirable in relation to its nature and character (Consejo Nacional de Acreditación, n.d). The NTC 5555 is the technical standard for quality management systems for job training institutions. This technical norm defines efficiency and efficacy to reach planned results in the teaching processes of institutions.

In the same sense, following this norm, the institution must have defined processes, not only administratively speaking, but also academically and to procure and implement all the actions and measures in order to be effective and efficient. Thus, throughout this project, a follow-up to the Conversation Club process can be achieved and the product can consolidate as standardization and the effectiveness of the processes. The standard defines every institution must have a manual where every procedure must be defined and established in order to guarantee the compliance of the rule. NTC 5555 specifies how every complementary service such as Conversation Clubs must be planned, “controlled”, and revised continuously.

On the other hand, the technical standard 5580 refers to different points related to English and its different aspects such as the requirements that have to be taken into account when hiring professors and the requirements for the study plans. The norm defines the competences language courses must comply with, the teachers’ roles and responsibilities, the level the students can achieve according to the Common European Framework of Reference, among others. It is important to mention that NTC 5580 establishes that a language institution such as Departamento de Idiomas, in its study plan must include clear objectives, communicative competences to develop, the teacher role, methodological strategies, duration of the activities and time distribution.



Class or session: Conversation Clubs

Malu and Smedley (2016) define an English Conversation Club similarly to a book club, a debate club and others, where activities are offered to members as opportunities to engage in an interest. According to the authors, Conversation Clubs can be informal reunions done regularly, where members come voluntarily. Members or attendants to the clubs come from different parts of a community or town, such is the case for the Departamento de Idiomas, with the sole purpose of practicing English. Malu and Smedley (2016) highlight how the attendants of the club can be professionals, college students or school students at different levels, an appreciation that is very relatable to the context of the present research. As well, during the Conversation Clubs, the members are committed to speak English, participating actively in the different activities that are proposed to support and encourage the use of the language.

In Malu and Smedley's guide for English Conversation Clubs, it is shown the existence of different models for these clubs. Some, the authors say, can even charge membership fees, others can be used as a way to discuss current issues such as politics. But most importantly, the clubs provide a safe environment for members to practice their second language. In this sense, one of the most essential goals of the club is communicating and practicing the L2, in this case, English. And although it is mentioned that the activities can incorporate the different communicative skills, the focus must be on the oral mode skills, that is speaking and listening.

Pereira et al (2013) mention in their research that during the Conversation Clubs, the participants can be engaged in different activities such as games or others that are not possible to be carried out in a normal class. They argue that during the club sessions, the students can learn cooperative work that is also useful for communication. Similarly, Malu and Smedley (2016) mention that the club activities must be relevant for the community, addressing different challenges and being meaningful for the members. For them, the activities also should tend to interactive collaboration, as a form of cooperative learning. The

members could discuss real-life situations, being able to express themselves in a safe and confident environment.

Accordingly, Pereira et al (2013) found that the environment provided by the clubs is crucial for a proper development. For these authors, the clubs must be dynamic in order to enable optimal learning, pointing out the fact that constructive learning requires stress free, relaxed and non-threatening situations. In their research, Pereira et al (2013) state a relationship between the environment and motivation in the club participants, establishing some principles for an effective learning environment: should encourage the improvement of learning outcomes, it should provide care and support, inspiration and boost the learner's spirit and responsibility. The researchers suggest when planning the Conversation Club to consider the context, the definition of goals must be clear, and a comprehensive plan needs to be devised.

Malu and Smedley (2016) also refer to the teacher role for the Conversation Club. They argue how an EFL teacher is ideal, however the role does not correspond as a teacher during the meetings. The role must be as “facilitator, coach or guide”, being supportive, flexible and trying to nurture, this is decisive for the effectiveness and sustainability of the club, especially in the spirit of cooperation, “it is essential that teachers remain mindful that members are not students—the club is not a classroom” (Malu and Smedley, 2016, p. 12).



Remember,
Conversation
Clubs are not
regular
classes.

The Conversation Clubs at the Departamento de Idiomas

Departamento de Idiomas, since its creation, established a space for students to practice and strengthen aspects of speaking and listening in the foreign language, denominated Conversation Clubs (Resolución 444/2013), where different strategies are applied by the teachers in charge, seeking a constant improvement in competences of the language of interest. In this sense, in the Documento Maestro (2019) and Plan de Estudios (2018), it is settled how the attendance to the clubs is mandatory for all the Departamento de Idiomas' students, as well for the students of the Bachelor Degree in Foreign Languages and the Bachelor Degree in International Trade, constituting a grade in each student final report.

Taking this into account, Conversation Clubs for the departamento are defined as "a scenario in which students can have communicative practices in order to improve their language level", being an excellent opportunity to practice and strengthen the communicative skills of the language of interest and share with teachers, classmates, and guests (foreigners) using the foreign language. This space is available for students of the department, students of the Bachelor's Degree in foreign languages, and students of the entire institution, as an important factor for strengthening the learning of the foreign language.

Likewise, the documents previously mentioned provide the objectives of Conversation Clubs held in the Departamento, where it is worth focusing on "To improve and strengthen aspects of speaking and listening" and "Acquire greater verbal fluency and efficiency in the production of sounds" (Documento Maestro, 2019). In order to achieve these objectives, the pedagogical practice of the teachers in charge of the clubs becomes an important factor to take into account. This practice is a key element, constituting a moment for them to analyze their teaching process to transform it, developing practical thinking.

Let's clear it out!: aim, competence, and learning outcome

It is important to recognize the difference between aim, competence, and learning outcome. Therefore, here it will be found the definition of each of them as well as the indicated for the Conversation Clubs of the Departamento de Idiomas.

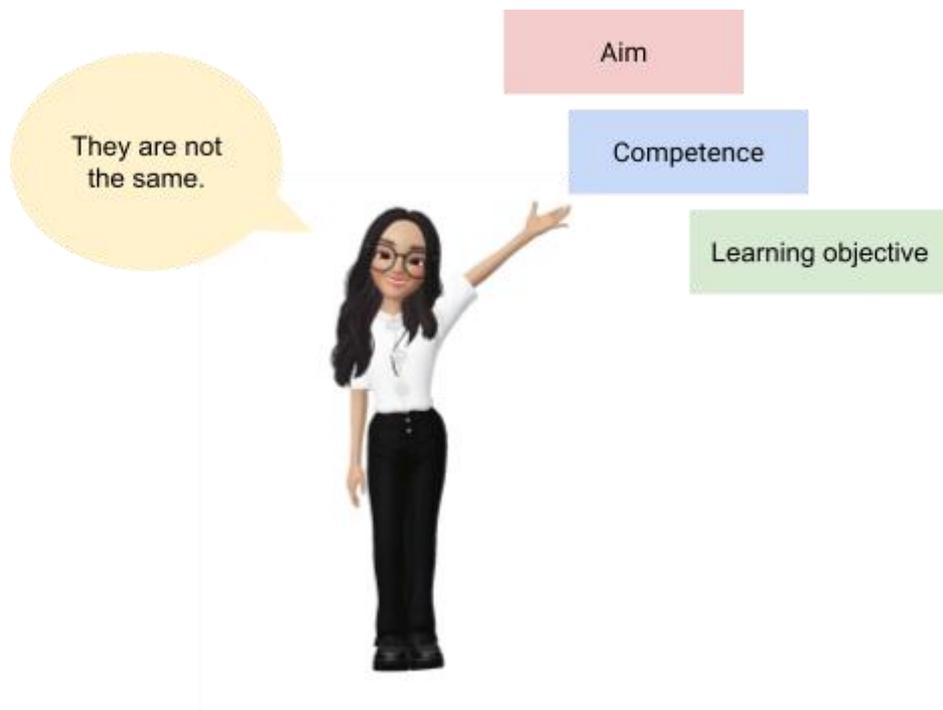


Table 1. Difference between aim, competence and learning objective.

Aim	Competence	Learning objective
Following Ellington (1983) is a broad, general statement of educational intent that indicates the overall desired goal of the course or in this case, the Conversation Club.	According to the CEFR, this term refers to “a set of areas of knowledge, or aptitudes and skills and of attitudes and existential competences”	Cortés (2009) states that a learning outcome can be described as statements of what the student is expected to know, understand and be able to do at the end of, in this case, the Conversation Clubs. The learning outcome must be clear and precise for the levels of each club. If there is a club with more than one level, the outcomes must be for each one of them.

In this sense, for the Conversation Clubs of the Departamento de idiomas it goes as follows:

Table 2. Aim, competence and learning objective at the Departamento de Idiomas.

Aim	Competence	Learning objective
To “Improve and strengthen speaking and listening skills”	The competences for each Conversation Club depend on the level. Remember the levels follow the CEFR. The competence worked on the Club is taken from the CEFR as well.	It depends on the group and level.

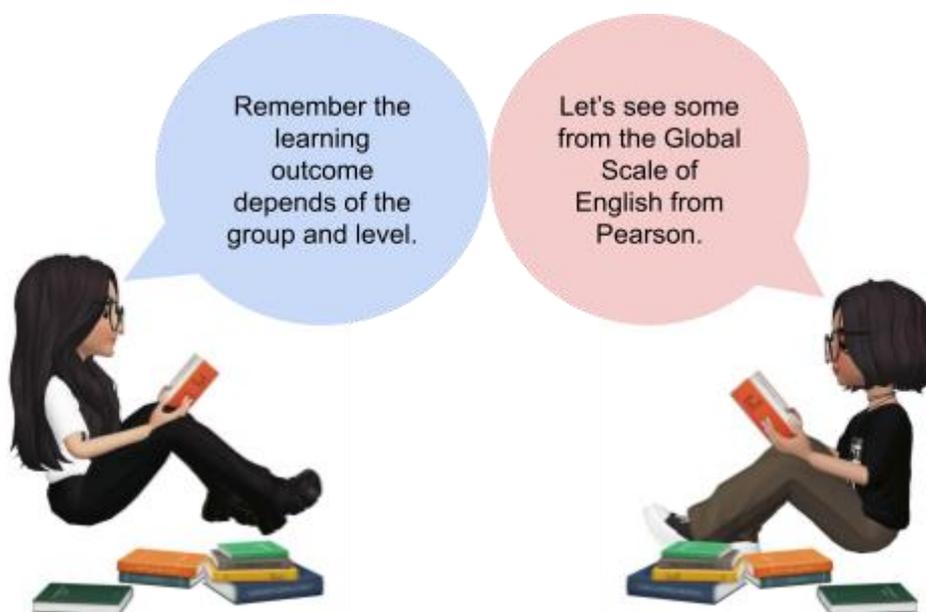
Bearing in mind that the competence and the learning objective depends on the group and level, let's review in which groups and levels are divided in the Departamento de Idiomas. Remember this covers all language courses.

Table 3. Groups, levels and CEFR level at the Departamento de Idiomas.

Groups	Levels	CEFR
Kids	Level 1	<A1
	Level 2	A1
	Level 3	A2
	Level 4	B1
Teens & adults	Level 1	A1
	Level 2	A1 - A2
	Level 3	A2+ - B1
	Level 4	B1 - B1+
	Level 5	B2 - B2+
	Level 6	B2+ - C1

Note: the CEFR for the corresponding levels of the Departamento de Idiomas are distributed according to the modules Departamento is currently working with: Big English for kids and Speak Out for teens and adults.

Pick your learning objective!: Global Scale of English.



The Global Scale of English is designed by Pearson. It is defined as “a standardized, granular English proficiency scale from 10–90” (Pearson, n.d), providing a more accurate definition of what being on a language level means. This scale provides Learning Objectives describing what learners should accomplish at specific points on the Global Scale of English for the four different communicative skills such as speaking, listening, reading and writing. As for this pedagogical guide, the skills it focuses on, based on the aim of this space, is listening and speaking.

The scale also makes a difference between young and adult learners. Identifying the group and level according to the Departamento de Idiomas, professors would be able to choose the appropriate learning outcome. Pearson, among its learning objectives, has four modules:

Figure 1. The Global Scale of English modules of Learning Objectives.



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Note: Modules taken from oficial Pearson website pearson.com

Based on the levels and books from Pearson worked at the Departamento de Idiomas (*Big English* for kids and *Speak Out* for teens and adults) the learning objectives for kids are taken from *Young Learners (1-14 years old)*, and for teens and adults are taken from *Adult (General English)*. With the intention of making it easy to find the learning objectives for kids, teens and adults for the Conversation Clubs, below are tables that correspond to the speaking and listening skills, which are the focus for the clubs, along with the level and CEFR.

The Global Scale of English: Learning Objectives from Pearson for for Young Learners and Adults (General English), according to Pearson (2019) are coded for purposes of copyright and to show their origin as follows:

Table 4. Coded origins for Learning Objectives from Pearson Global Scale of English from Young Learners Module

(Ca)	Common European Framework descriptor, adapted or edited, © Council of Europe
(C2018a)	CEFR - Companion Volume descriptor adapted or edited, © Council of Europe
(CSEa)	Eiken descriptor from the CSE, adapted or edited. CSE is the common Scale for English developed by the Eiken foundation of Japan.
(P)	Pearson descriptor

Note: Coded taken from GSE Learning Objectives: Young Learned Module.

Table 5. Coded origins for Learning Objectives from Pearson Global Scale of English from Adults (General English) Module

(C)	Common European Framework descriptor, verbatim, © Council of Europe
(Ca)	Common European Framework descriptor, adapted or edited, © Council of Europe
(CJa)	CEFR-J descriptor, adapted or edited ¹
(CSEa)	Eiken descriptor from the CSE, adapted or edited. CSE is the common Scale for English developed by the Eiken foundation of Japan
(N2000)	North (2000) descriptor, verbatim
(N2000a)	North (2000) descriptor, adapted or edited
(N2007a)	North (2007) expanded set of C1 and C2 descriptors, adapted or edited
(P)	New Pearson descriptor
(Wa)	WIDA ELD Standards, adapted or edited

Note: Coded taken from GSE Learning Objectives: Adults (General English)

Global Scale of English: Kids

The following tables show the different learning objectives for kids in the speaking and listening skills. Each table corresponds to a different level, so it will be easier to identify the

level and subsequently, the objective for each conversation club. The first one is the speaking skills.

Speaking

Speaking for kids, level 1: Below A1

The first level is the Kids 1, corresponding to the below A1 level, these are the beginners. The objectives are basic and they are focused on the age of the students.

Table 6. Learning objectives for kids. Skill: speaking below A1. From Pearson Global Scale of English, module: Young Learners (1-14 years old).

Departamento de Idiomas' Level	CEFR	Learning objective
Kids 1	<A1	Can say the letters of the alphabet. (P)
		Can name a few everyday objects. (P)
		Can repeat single words if spoken slowly and clearly. (P)
		Can use basic informal expressions for greeting and leave-taking (e.g. 'hello', 'hi', 'bye'). (P)
		Can use basic fixed expressions to greet people politely, (e.g. 'Good morning', 'Good evening'). (P)
		Can use cardinal numbers up to ten. (P)
		Can respond to a simple question with a gesture (e.g. a shake of the head) or yes/no answer. (P)
		Can introduce themselves using a basic phrase (e.g. 'My name's ...'). (P)
		Can say how old they are using a basic phrase. (P)
		Can ask someone their name using a basic phrase. (P)
		Can say how many things there are, up to ten. (P)
		Can say the sounds of the alphabet, if supported by pictures. (P)

Can say what nationality they are using a basic phrase. (P)

Can ask people how they are using a basic phrase. (P)

Can say what day of the week it is using a basic phrase. (P)

Can give key information to introduce themselves (e.g. name, age, where they are from). (P)

Can say what country they are from using a basic phrase. (P)

Can repeat phrases and short sentences, if spoken slowly and clearly. (P)

Can tell the time of day in full hours. (P)

Can recite a short, simple rhyme or chant. (P)

Can say how many things there are, up to twenty. (P)

Can give a simple evaluation, using a fixed expression (e.g. 'Yes/No', 'Good/Bad'). (P)

Can use cardinal numbers up to twenty. (P)

Can say single words related to familiar topics, if supported by pictures or gestures. (P)

Can name everyday objects, animals or people around them or in pictures using single words. (P)

Can say what food or drink they would like using single words and gestures. (P)

Can answer short, simple questions related to basic personal information, using a single word or phrase. (P)

Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures. (P)

Can use a few basic words and phrases to show politeness (e.g. 'please', 'thank you'). (P)

Can name everyday objects in their immediate surroundings

or in pictures, if guided by questions or prompts. (P)
Can say single sounds represented by combinations of letters. (P)
Can use ordinal numbers up to twenty (P)
Can use formal titles (e.g. 'Mr', 'Mrs') to show politeness when speaking to adults they don't know. (P)
Can read aloud familiar single words. (P)
Can produce very short fixed expressions, using gestures and asking for help when necessary. (C2018a)
Can use cardinal numbers up to fifty. (P)
Can use language related to basic actions (e.g. clap, stamp, jump, walk). (P)
Can give someone something using a basic fixed expression (e.g. 'Here you are.'). (P)
Can ask about the identity of an object using a basic phrase (e.g. 'What is it?'). (P)
Can ask about the colour of an object using a basic phrase. (P)

Note: Table created based on the Learning outcomes took from Global Scale of English Learning objectives for Young Learners from Pearson (2019)

Speaking for kids, level 2: A1

The second level corresponds to A1, a basic user who can communicate using elementary vocabulary and commonly-used expressions.

Table 7. Learning objectives for kids. Skill: speaking A1. From Pearson Global Scale of English, module: Young Learners (1-14 years old).

Departamento de Idiomas' Level	CEFR	Learning objective
Kids 2	A1	<p>Can sing a basic song from memory. (P)</p> <hr/> <p>Can say how they feel, using a limited range of common adjectives (e.g. 'happy', 'cold'). (P)</p> <hr/> <p>Can sing a simple song, if supported by pictures. (P)</p> <hr/> <p>Can name items of clothing if supported by pictures. (P)</p> <hr/> <p>Can tell the time of day to within five minutes. (P)</p> <hr/> <p>Can answer simple questions about objects (e.g. colour, size). (P)</p> <hr/> <p>Can take part in basic games that use fixed expressions or rhymes. (P)</p> <hr/> <p>Can reproduce words from taught vocabulary lists. (P)</p> <hr/> <p>Can name everyday objects from spoken descriptions, if supported by pictures.</p> <hr/> <p>Can name common parts of the body. (P)</p> <hr/> <p>Can ask someone the time. (P)</p> <hr/> <p>Can get someone's attention using a fixed expression. (P)</p> <hr/> <p>Can ask someone for their phone number. (C2018a)</p> <hr/> <p>Can say when their birthday is (day, month). (P)</p> <hr/> <p>Can describe the size of everyday objects using a basic phrase (e.g. 'It's big.'). (P)</p> <hr/> <p>Can ask for the spelling of a word, using a basic phrase. (P)</p> <hr/> <p>Can talk about common everyday objects using single words, if supported by pictures. (P)</p> <hr/> <p>Can tell the time of day to the quarter hour. (P)</p> <hr/> <p>Can answer simple questions about things they have, in a</p>

basic way. (P)

Can describe someone's physical appearance using one or two words. (P)

Can answer simple questions about where people or things are, using basic phrases. (P)

Can introduce themselves in a basic way, giving simple information about where they live, their family etc. (P)

Can say a range of basic numbers, quantities and prices. (P)

Can give a phone number using standard conventions. (P)

Can ask about the price of something using simple language. (P)

Can give a simple warning of immediate danger using a fixed expression. (P)

Can say how much something costs using simple language. (P)

Can describe objects in a basic way (e.g. colour, size). (P)

Can talk about personal possessions (e.g. toys, pets), using simple language. (P)

Can read aloud numbers greater than fifty. (P)

Can talk about familiar people and places using single words.

Can answer simple questions about their family and friends, using basic phrases. (P)

Can ask someone the date. (P)

Can express immediate needs using simple language (e.g. 'I want a drink', 'I need a pen'). (P)

Can identify things that belong to them and to other people using simple language. (P)

Can establish basic social contacts with simple, polite greetings and farewells.

Can ask simple questions about numbers of objects using a basic phrase (e.g. 'how many?'). (P)

Can show interest in an idea using simple language and gestures. (C2018a)

Can describe the position of objects or people in a basic way, using pictures or gestures. (P)

Can accept a simple invitation, using fixed expressions. (P)

Can ask basic questions about objects (e.g. colour, size). (P)

Can say what the weather is like using basic phrases. (P)

Can ask simple questions about other people (e.g. their name, age, where they live, things they have). (C2018a)

Can say how someone is feeling using single words, if guided by questions or prompts. (P)

Can ask about the location of an object using a basic phrase. (P)

Can say simple tongue-twisters and other types of playful language. (P)

Can use cardinal numbers up to fifty. (P)

Can use ordinal numbers up to fifty. (P)

Can start and end a simple phone call to family or friends using basic informal fixed expressions. (P)

Can respond to simple statements or questions related to immediate personal needs. (C2018a)

Can ask for things using basic language. (C2018a)

Can ask basic questions to find out what possessions others have got. (P)

Can talk about things they can or can't do using a simple fixed expression. (P)

Can use cardinal numbers to 100. (P)

Can answer simple questions about things people have. (P)

Can talk about things they have using a basic phrase. (P)

Can draw simple conclusions about people in pictures (e.g. 'he's happy'), using a limited range of fixed expressions. (P)

Can make an apology using basic polite fixed expressions. (P)

Can say what someone's job is, using familiar common job names. (P)

Can talk about their immediate family members in a basic way, if guided by questions or prompts. (P)

Can ask people to do things with them, using a fixed expression (e.g. 'Let's play.'). (P)

Can read aloud short, familiar phrases with intelligible pronunciation. (P)

Can make a few basic requests related to immediate personal needs (e.g. 'Can I go to the toilet?', 'Can I have a pen, please?'). (P)

Can ask someone simple questions about how they are feeling. (P)

Can ask for repetition and clarification when they don't understand, using simple fixed expressions. (P)

Can respond politely when introduced to someone, using simple fixed expressions. (P)

Can answer simple questions about their daily routines using gestures and short, fixed expressions. (C2018a)

Can describe someone's physical appearance in a basic way, if guided by questions or prompts. (P)

Can express likes and dislikes in relation to familiar topics in a basic way. (P)

Can give the location of an object in a basic way. (P)

Can say who objects belong to. (P)

Can answer simple questions about very familiar topics, if delivered slowly and clearly. (C2018a)

Can ask someone about their likes and dislikes in a basic way. (P)

Note: Table created based on the Learning outcomes took from Global Scale of English Learning objectives for Young Learners from Pearson (2019)

Speaking for kids, level 3: A2

Table 8. Learning objectives for kids. Skill: speaking A2. From Pearson Global Scale of English, module: Young Learners (1-14 years old).

Departamento de idiomas' Level	CEFR	Learning objective
Kids 3	A2	Can ask simple questions about someone's family and friends, using basic phrases. (P)
		Can read aloud a familiar short text. (P)
		Can respond to a simple apology using a few basic informal fixed expressions (e.g. 'That's alright', 'No problem'). (P)
		Can give basic compliments, using simple fixed expressions. (P)
		Can say what people are doing at the time of speaking, if

supported by pictures or gestures. (P)

Can say that an object is missing from a location, using simple language. (P)

Can say how they and others get to school every day in a simple way. (P)

Can answer simple questions about other people (e.g. where they live, who they know) in a limited way. (C2018a)

Can tell the time of day to the nearest half hour. (P)

Can answer simple questions about things they have using fixed expressions. (P)

Can ask others if they can do everyday activities using basic language and supported by pictures or prompts. (P)

Can ask simple questions about very familiar topics. (C2018a)

Can agree to simple requests using a few informal fixed expressions. (P)

Can describe their daily routines in a simple way. (P)

Can give dates using standard formats (day and month). (P)

Can introduce people using simple language. (P)

Can make simple requests to have or do something in relation to common everyday activities. (P)

Can describe someone's likes or dislikes in a simple way. (P)

Can describe where they live in a simple way. (P)

Can make a simple invitation, using fixed expressions. (P)

Can decline a simple invitation, using fixed expressions. (P)

Can describe common everyday objects using simple language. (P)

Can ask for a translation or paraphrase when they don't

know the meaning of a word or phrase. (P)

Can ask basic questions to find out who things belong to. (P)

Can describe where someone lives in a basic way. (P)

Can tell someone what another person needs using simple words and gestures. (C2018a)

Can answer simple questions about habits and daily routines. (P)

Can express ability or lack of ability in relation to basic everyday actions. (P)

Can act out parts of a picture story using simple actions and words. (P)

Can take part in a very simple conversation on a familiar topic (e.g. their home, family, school) if the other speaker repeats questions as necessary and speaks slowly and clearly. (C2018a)

Can briefly say what they like or dislike about a simple story. (P)

Can tell the time of day to within ten minutes. (P)

Can talk about furniture and rooms using simple language. (P)

Can say what's in a town (e.g. buildings, places) using basic words and phrases. (P)

Can talk about habits or daily routines in a simple way, given prompts or a model. (P)

Can give a classmate instructions to complete a task using simple language. (P)

Can ask simple questions relating to someone's personal information, given prompts or a model. (P)

Can refuse simple requests using appropriate polite language. (P)

Can express years using a standard format (e.g. '1996', '2013'). (P)

Can respond to offers or suggestions, using fixed expressions. (P)

Can ask basic questions about everyday activities (e.g. when they occur). (P)

Can describe someone's clothes using simple language. (P)

Can answer simple questions about times and events (e.g. in a schedule, timetable or calendar). (P)

Can give a short description of a family member or friend. (P)

Can express surprise or shock, using a simple fixed expression. (P)

Can give simple instructions to a classmate to complete a task. (P)

Can ask simple questions about habits and routines. (P)

Can describe the appearance of a person or animal using simple language. (P)

Can express agreement using simple fixed expressions. (P)

Can ask basic questions about quantities and amounts. (P)

Can talk about their hobbies and interests, using simple language. (P)

Can talk about their everyday life using basic words and phrases. (C2018a)

Can talk about everyday activities using simple language. (P)

Can describe basic differences between common objects or animals (e.g. colour, size, position), given a model. (P)

Can express very basic contrast using 'but', given a model. (P)

Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions. (P)

Can pass on information about times and places using simple language. (C2018a)

Can describe where an animal lives in a simple way. (P)

Can order food and drink in a café or restaurant, using simple language. (P)

Can ask about the location of places in a town, using simple language. (P)

Can answer simple personal questions in an interview, if delivered slowly and clearly. (C2018a)

Can read aloud a short, simple story in a way that can be understood. (P)

Can give simple reasons to explain preferences, given a model. (P)

Can respond to suggestions to do something using a fixed expression. (P)

Can ask simple questions about times and events (e.g. in a schedule, timetable or calendar). (P)

Can make basic excuses, using simple fixed expressions. (P)

Can ask for directions on how to get somewhere on foot or by public transport using simple language. (P)

Can talk about a familiar place in a basic way. (P)

Can talk about activities that are happening at the time of speaking. (P)

Can show consideration using basic fixed expressions. (P)

Can ask simple questions about people or things in their immediate surroundings or in pictures. (P)

Can talk about their favourite book or possession in a simple

way. (P)

Can describe weather conditions in their country using simple language. (P)

Can ask someone simple questions about their life and experiences. (P)

Can talk about when or how often people do things. (P)

Can compare their own and others' possessions using simple language. (Ca)

Can give simple feedback to a classmate. (P)

Can ask a range of questions in guessing games to find the answer. (P)

Can give basic information about an event (e.g. party or school event) using simple language. (P)

Can talk about common jobs using simple language. (P)

Can describe everyday activities in town (e.g. buying food at the supermarket, borrowing a book from the library) using simple language. (P)

Can ask where others were in the past, using was/were, given a model. (P)

Can talk about basic personal experiences, using simple linking words. (P)

Can answer simple questions about their life and experiences. (P)

Can introduce themselves and ask to speak to someone on the phone using basic informal language. (P)

Can give simple directions using a map. (P)

Can express disagreement using basic fixed expressions. (P)

Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. 'every

Monday', 'twice a month'). (P)

Can check that a classmate has understood information, using simple language. (P)

Can give a simple excuse for something they have done wrong (e.g. arriving late to class). (P)

Can describe basic symptoms to a doctor, using gestures to support the meaning. (C2018a)

Can ask people how often they do common everyday activities. (P)

Can repeat back what has been said to confirm understanding. (P)

Can make simple, direct comparisons between two people or things using common adjectives, given a model. (P)

Can give the location of common shops or amenities in a town, using simple language, with reference to a map. (P)

Can make suggestions about doing common everyday activities, using a basic fixed expression. (P)

Can act out a short dialogue or role play, given prompts. (P)

Can talk about plans for the near future in a simple way. (P)

Can ask for basic information about an event (e.g. a concert or football match), using simple language. (P)

Can describe basic similarities between common objects, given a model. (P)

Can contribute to simple discussions when asked a question by the teacher. (P)

Can talk about something they like or dislike and give reasons, if guided by questions. (P)

Can make simple predictions about a text from the pictures. (P)

Can give a short, basic description of a special event if guided by questions or prompts. (P)

Can describe basic differences between two pictures showing familiar activities, using simple language. (P)

Can talk about how something tastes, feels, sounds or smells using simple language. (P)

Can talk about their country in a simple way. (P)

Can retell a familiar story, given prompts or a model. (P)

Can describe someone's personality in a basic way, if guided by prompts. (P)

Can make simple arrangements to meet or do something. (P)

Can talk about an event in the past using fixed expressions, given a model. (P)

Can describe how common everyday objects feel using a range of basic adjectives. (P)

Can express a range of feelings using fixed expressions. (P)

Can give an opinion on a character or event in a simple story or text they have read, if guided by questions or prompts. (P)

Can role-play being a teacher, doctor etc. using simple language related to jobs. (P)

Can say what their favourite part of a story is and explain why in a simple way. (P)

Can give simple definitions for familiar words. (P)

Can say where they and others were in the past, if supported by questions or prompts. (P)

Can ask for directions on how to get somewhere on foot or by public transport, using simple polite questions. (P)

Can ask basic questions about things that happened in the

past. (P)

Can give simple directions on how to get somewhere on foot or by public transport, with reference to a map. (P)

Can say how they or someone else feels, giving a brief reason. (P)

Can express their opinions on familiar topics, using simple language. (P)

Can tell a simple story. (CA)

Can act out a simple role-play or dialogue with correct intonation. (P)

Can talk about past events or experiences, using simple language. (P)

Can talk about common past activities, using simple linking words. (P)

Can suggest taking turns to a classmate. (P)

Can ask someone for their news, using a range of fixed expressions. (P)

Can make simple predictions about the future, given a model. (P)

Can describe physical symptoms to a doctor in a simple way. (P)

Can answer simple questions after giving a presentation on a school topic. (P)

Can make suggestions about what to do, using a few basic fixed expressions (e.g. 'Let's', 'Why don't we ...?'). (P)

Can answer simple questions appropriately in a short interview. (P)

Can give basic biographical information in a short talk about another person. (P)

Can describe how a character in a simple story or text feels based on their words or actions. (P)

Can briefly say what they think will happen next in a simple story or play. (P)

Note: Table created based on the Learning outcomes took from Global Scale of English Learning objectives for Young Learners from Pearson (2019)

Speaking for kids, level 4: B1

Table 9. Learning objectives for kids. Skill: speaking B1. From Pearson Global Scale of English, module: Young Learners (1-14 years old).

Departamento de idiomas' Level	CEFR	Learning objective
Kids 4	B1	Can briefly say why something is a problem. (P)
		Can give simple instructions on how to use a device or product. (P)
		Can describe the position of things in a picture using a range of fixed expressions (e.g. 'in the foreground/background', 'at the back'). (P)
		Can give simple advice, using fixed expressions. (P)
		Can introduce a new topic into a simple conversation or discussion. (P)
		Can give simple reasons for a personal opinion about an event or character. (P)
		Can give a short, simple prepared talk on a topic of personal interest. (P)
		Can describe the performance of a classmate in a task or activity, given a model. (P)
		Can re-tell a simple or familiar story using their own words. (P)

Can give simple examples to support their point in a short talk on a familiar topic. (P)

Can describe differences between people's appearance in some detail. (P)

Can give a brief commentary on something that is happening at the time of speaking (e.g. a sporting event). (P)

Can describe similarities between people's appearance in some detail. (P)

Can explain the rules of a familiar game or sport, using simple language. (P)

Can ask simple questions about opinions or beliefs. (P)

Can say how a book or painting makes them feel using simple language. (C2018a)

Can say how a problem in a story could be solved, using simple language. (P)

Can briefly describe a funny or exciting personal experience, if guided by questions or prompts. (P)

Can retell a joke using simple language. (P)

Can invite others to give their opinions in a classroom discussion. (P)

Can explain why some events in a story or text are important. (P)

Can ask questions during structured classroom discussions. (P)

Can talk about a book or text using words relating to its structure e.g. title, line, page. (P)

Can paraphrase simply when they don't know the correct word or phrase. (P)

Can state personal learning goals, given a model. (P)

Can give an opinion in a structured discussion, if guided by questions. (P)

Can give a short description with logically connected facts, given a model. (P)

Can talk about risks or dangers using simple language. (P)

Can describe past events or experiences, using simple descriptive language to add interest. (P)

Can talk about someone they admire, if guided by questions or prompts. (P)

Can suggest possible outcomes to an event or situation, given a model. (P)

Can role-play a character from a short story they have read in class. (P)

Can make suggestions about what to do using a range of expressions (e.g. 'How about...?'). (P)

Can briefly say which of a selection of simple text types they prefer and why. (P)

Can suggest possible reasons why a situation or event has happened, if guided by questions and prompts. (P)

Can talk about environmental problems in a simple way. (P)

Can give brief reasons for their opinions on familiar topics. (P)

Can give informal advice on everyday matters, using a range of fixed expressions. (P)

Can make suggestions during structured classroom discussions. (P)

Can add detail to descriptions of everyday topics (e.g. people, places, experiences) using a range of nouns and verbs. (P)

Can answer questions about what they have done recently in

some detail. (P)

Can invite others to give their opinions in a discussion, using a range of fixed expressions. (P)

Can describe the differences between the customs of two cultures, using simple language. (P)

Can give their opinions on general topics, using a range of fixed expressions. (P)

Can explain the meaning of a word or phrase. (P)

Can express tentative agreement politely, using a range of fixed expressions. (P)

Can talk about matters of personal information and interest in some detail. (P)

Can give reasons for a choice or course of action. (P)

Can express tentative disagreement politely, using a range of fixed expressions. (P)

Can explain the main points of an idea or problem. (P)

Can take part in a discussion on a topic of general interest, given time to prepare. (P)

Can re-tell the main points of an extended story in their own words. (P)

Can summarise the key information in basic diagrams, e.g. bar charts, timelines. (P)

Can add interest to a story using a range of descriptive nouns, verbs and adjectives. (P)

Can talk about the key details they have understood in fiction and non-fiction texts. (P)

Can list the advantages of a course of action in some detail, using a range of fixed expressions. (P)

Can give reasons for their ambitions and aspirations in some

detail. (P)

Can describe the plot of a book, play or film in some detail. (P)

Can take part in classroom discussions, adding to the ideas and opinions of previous speakers. (P)

Note: Table created based on the Learning outcomes took from Global Scale of English Learning objectives for Young Learners from Pearson (2019)

Listening

Following are presented the different tables with the learning objectives for the skill of listening for kids. For each conversation club, one learning objective will be chosen to be developed.

Listening for kids, level 1: Below A1

Table 10. Learning objectives for kids. Skill: listening below A1. From Pearson Global Scale of English, module: Young Learners (1-14 years old).

Departamento de idiomas' Level	CEFR	Learning objective
Kids 1	<A1	Can hear the initial sound in simple words. (P)
		Can recognise cardinal numbers up to 10 in short phrases and sentences spoken slowly and clearly. (P)
		Can recognise the letters of the alphabet by their sounds. (P)
		Can respond to a request for a simple evaluation with a gesture (e.g. thumbs up). (P)
		Can understand the letters of the alphabet by their names. (P)
		Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly. (P)

Can understand some basic words and phrases to show politeness (e.g. 'Please', 'Thank you', 'Excuse me', 'Sorry'). (C2018a)

Can understand a simple evaluation (e.g. 'yes/no', 'good/bad'). (P)

Can follow short, basic classroom instructions, if supported by pictures or gestures. (P)

Can understand basic expressions for greeting and leave-taking, if supported by gestures. (P)

Can understand basic action words (e.g. 'clap', 'stamp', 'jump', 'walk'). (P)

Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures. (P)

Can understand simple negative instructions related to everyday situations (e.g. 'Don't run'), if supported by gestures. (P)

Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)

Can recognise familiar expressions used to signal the beginning and end of activities in the classroom. (P)

Can understand a few basic words and phrases in a story that is read aloud to them. (P)

Can recognise familiar words and phrases in short, simple songs or chants. (P)

Can understand simple spoken commands as part of a game. (P)

Can understand the time of day when expressed in full hours. (P)

Can understand the main information when people introduce themselves (e.g. name, age, where)

they are from). (P)

Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly. (P)

Can follow basic instructions to colour, draw or make something. (P)

Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)

Can understand simple questions about personal information (e.g. name or age) if spoken slowly and clearly. (C2018a)

Can understand short, simple instructions addressed slowly and clearly. (P)

Can understand simple language related to naming and describing family members. (P)

Can understand simple questions asking for basic information about objects in their immediate surroundings or in pictures (e.g. colour, size), if addressed slowly and clearly. (P)

Can get the gist of a simple song, if supported by gestures. (P)

Note: Table created based on the Learning outcomes took from Global Scale of English Learning objectives for Young Learners from Pearson (2019).

Listening for kids, level 2: A1

Table 11. Learning objectives for kids. Skill: listening A1. From Pearson Global Scale of English, module: Young Learners (1-14 years old).

Departamento de Idiomas' Level	CEFR	Learning objective
Kids 2	A1	Can understand basic questions about what things are in their immediate surroundings or in pictures (e.g. 'What's this?'). (P)
		Can recognise basic time words (e.g. days, months) in simple phrases or sentences. (P)
		Can understand the time of day when expressed to the quarter hour. (P)
		Can understand simple phrases about likes and dislikes. (P)
		Can understand short, simple questions related to basic personal information, if spoken slowly and clearly. (P)
		Can understand simple feedback from a teacher. (P)
		Can understand simple contractions (e.g. 'I'm', 'he's', 'we're'). (P)
		Can understand the time of day when expressed within five minutes. (P)
		Can recognise familiar key words and phrases in short, basic

descriptions (e.g. of objects, people or animals), if spoken slowly and clearly. (P)

Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)

Can understand basic phrases or sentences about things people have if supported by pictures. (P)

Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures. (P)

Can understand basic phrases about the weather, if spoken slowly and clearly. (P)

Can recognise ordinal numbers up to 50, if spoken slowly and clearly. (P)

Can understand basic questions about personal details if spoken slowly and clearly and supported by pictures. (C2018a)

Can understand simple directions, if spoken slowly and clearly. (C2018a)

Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)

Can get the gist of short, simple stories, if told slowly and clearly and supported by pictures or gestures. (P)

Can understand the time of day when expressed to the half hour. (P)

Can understand basic expressions or questions related to immediate personal needs, if delivered slowly and clearly. (C2018a)

Can identify the day and date in short, simple dialogues, if spoken slowly and clearly and supported by pictures or gestures. (P)

Can understand basic information about someone's

immediate family, if spoken slowly and clearly and supported by pictures or gestures. (P)

Can understand simple language related to naming and describing people's clothes. (P)

Can identify a caller's name and phone number from a short, simple telephone conversation. (P)

Can understand straightforward instructions, if spoken slowly and clearly. (P)

Can recognise words or phrases that are repeated in a short dialogue or poem. (P)

Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)

Can understand simple questions and answers about people's likes and dislikes. (P)

Can identify the names of people or places in short, simple dialogues, if spoken slowly and clearly. (P)

Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes. (P)

Can recognise key information (e.g. place, time) about everyday events, if spoken slowly and clearly. (C2018a)

Can identify common objects from descriptions, if spoken slowly and clearly. (P)

Can understand simple sentences on familiar topics if spoken slowly and clearly and with pauses. (C2018a)

Can understand what people say they can or can't do from simple sentences spoken slowly and clearly. (P)

Can follow a short, familiar traditional story, if supported by gestures and repetition. (P)

Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly

and supported by prompts. (P)

Can understand basic information about prices, times, and dates in familiar contexts, if spoken slowly and clearly. (C2018a)

Note: Table created based on the Learning outcomes took from Global Scale of English Learning objectives for Young Learners from Pearson (2019)

Listening for kids, level 3: A2

Table 12. Learning objectives for kids. Skill: listening A2. From Pearson Global Scale of English, module: Young Learners (1-14 years old).

Departamento de idiomas' Level	CEFR	Learning objective
Kids 3	A2	Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing. (P)
		Can follow an animated cartoon of a familiar type, if provided with written support. (P)
		Can understand basic information about someone's house or flat (e.g. rooms, furniture), if spoken slowly and clearly and supported by pictures. (P)
		Can follow a simple conversation between two people or characters, if supported by pictures. (P)
		Can understand some unfamiliar words in a short description, if supported by pictures. (P)
		Can identify objects, places or people from short descriptions. (P)
		Can understand basic information about common jobs, if spoken slowly and clearly and supported by pictures. (P)

Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (C2018a)

Can identify how much something costs in short, simple dialogues about the price of something e.g. in a shop, if speech is slow and clear. (P)

Can understand basic personal information in short, simple dialogues, if spoken slowly and clearly and guided by written prompts. (P)

Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (C2018a)

Can understand how people are feeling if they use simple language and speak slowly and clearly. (P)

Can understand a simple instruction containing a qualifying clause (e.g. 'If your birthday is in March, stand here.')

Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures. (P)

Can understand simple expressions about likes and dislikes in short, simple stories or dialogues, if spoken slowly and clearly. (P)

Can understand simple comparisons between objects or people, if spoken slowly and clearly. (P)

Can identify the context of short, simple dialogues related to familiar everyday situations. (P)

Can recognise simple phrases related to familiar topics in slow, clear speech. (P)

Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly. (P)

Can understand the main information in short, simple dialogues about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures. (P)

Can identify key information (e.g. day, date, location) in short announcements about events, if spoken slowly and clearly. (P)

Can get the gist of a short weather forecast, if delivered slowly and clearly and supported by pictures. (P)

Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing. (P)

Can understand simple directions for how to get somewhere on foot, if spoken slowly and clearly and using a map. (P)

Can identify key information in short conversations on school-related topics e.g. subjects, timetables, homework. (P)

Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)

Can identify key information about future plans in short, simple dialogues. (P)

Can understand simple comparisons between two places, if spoken slowly and clearly. (P)

Can identify the context in which an everyday conversation is taking place. (P)

Can identify numbers relating to height, weight, length etc. in simple descriptions of objects, animals or buildings, if guided by questions. (P)

Can identify key information such as prices, times and dates in a short description, if supported by prompts or questions. (P)

Note: Table created based on the Learning outcomes took from Global Scale of English Learning objectives for Young Learners from Pearson (2019)

Listening for kids, level 4: B1

Table 13. Learning objectives for kids. Skill: listening B1. From Pearson Global Scale of English, module: Young Learners (1-14 years old).

Departamento de Idiomas' Level	CEFR	Learning objective
Kids 4	B1	Can get the gist of authentic recorded texts on topics of personal interest, if delivered in clear standard speech and supported by pictures. (P)
		Can understand the humour in a simple story. (P)
		Can understand the main points of a short, informal interview on a familiar topic. (P)
		Can identify key information in a short commentary on a sporting event. (P)
		Can identify key details in a song if guided by questions. (P)
		Can recognise a range of common linking words/phrases signalling the sequence of events in short, simple narratives. (P)
		Can recognise the use of common linking words/phrases (e.g. 'firstly', 'also') to list similar ideas in simple talks on familiar topics. (P)
		Can recognise that a joke has been made, even if the

meaning is not fully understood. (P)

Can understand the reasons for someone's actions or choices. (P)

Can infer the meaning of simple unknown words from familiar, concrete contexts, if there is some repetition or rephrasing. (P)

Can understand some details in extended dialogues on familiar everyday topics. (P)

Can identify the key information from video interviews about people's lives, if the speakers use clear standard language. (P)

Can identify the main points of short, clear factual talks or presentations on familiar topics. (P)

Can get the gist of TV or video programmes on topics of personal interest, if delivered in clear, standard speech. (P)

Can follow detailed instructions given by an unfamiliar voice. (P)

Can recognise the use of common linking words/phrases to signal the speaker's return to the main topic (e.g. 'anyway', 'anyhow'), in simple narratives or conversations on familiar topics, with prompts. (P)

Can understand some details in extended dialogues on a range of non-technical topics. (P)

Note: Table created based on the Learning outcomes took from Global Scale of English Learning objectives for Young Learners from Pearson (2019).

Global Scale of English: Teens & adults

The following tables show the learning objectives for the age of teens and adults. Once again, they are divided in the different skills, first is speaking and then listening, and showing the different levels the Departamento de Idiomas have.

Speaking

Speaking for teens and adults, level 1: A1

Table 14. Learning objectives for teens and adults. Skill: speaking A1. From Pearson Global Scale of English, module: Adult (General English)

Departamento de idiomas' Level	CEFR	Learning objective
Teens & adults 1	A1	Can say where they and other people are in a limited way. (P)
		Can ask and answer basic questions about family and friends in a limited way. (P)
		Can tell the time of day to within five minutes. (P)
		Can answer simple questions about objects (e.g. colour, size). (P)
		Can ask for the spelling of a word, or for a word to be written down. (P)

Can introduce themselves in a basic way, giving some information about where they live, their family, etc. (CSEa)

Can give basic information about the price of something. (P)

Can describe the position of something in a very basic way. (P)

Can give key information to introduce themselves (e.g. name, age, where they are from). (P)

Can ask for a drink or food in a limited way. (P)

Can buy tickets on public transport using basic fixed expressions. (N2000a)

Can agree to simple requests using a few basic fixed expressions. (P)

Can greet people, ask how they are and react to news. (Ca)

Can give dates using standard formats (day and month). (P)

Can describe objects in a basic way (e.g. colour, size). (P)

Can tell the time of day to the quarter hour. (P)

Can ask for and give very basic information about the home. (P)

Can ask and answer simple questions in areas of immediate need or on very familiar topics. (Ca)

Can indicate time by such phrases as 'next week', 'last Friday', 'in November', 'three o'clock'. (C)

Can accurately repeat clearly spoken words, phrases, and short sentences. (P)

Can make a few basic requests related to immediate personal needs (e.g. 'Can I have a pen, please?'). (P)

Can introduce someone in a basic way, giving their name and job title. (P)

Can introduce themselves, their hobbies and interests in a basic way. (CJa)

Can read aloud short, familiar fixed expressions in a way that can be understood. (P)

Can check into a hotel using a few basic fixed expressions. (P)

Can ask basic questions about objects (e.g. colour, size). (P)

Can describe where they live. (Ca)

Can ask for things using basic language. (P)

Can say how much something costs using basic language. (P)

Can accept offers using basic fixed expressions. (P)

Can introduce people using basic language. (P)

Can ask simple questions about numbers of objects there are using a basic phrase (e.g. 'how many?'). (P)

Can ask simple questions about other people (e.g. their name, age, where they live, things they have). (P)

Can say what someone's job is, using familiar common job names. (P)

Can express ability or lack of ability with regard to basic activities using 'can' or 'can't'. (P)

Can ask for help using basic fixed expressions. (P)

Can exchange personal details (e.g. where they live, things they have). (Ca)

Can answer simple questions about the location of people or things in a limited way. (P)

Can express how they are feeling using very basic fixed expressions. (P)

Can ask people for things and give people things. (C)

Can make an introduction and use basic greeting and leave-taking expressions. (C)

Can ask and answer simple questions about people they know in a limited way. (Ca)

Can express preferences about food and drink using basic fixed expressions. (P)

Can describe a person's likes and dislikes using simple language. (P)

Can answer simple questions about their daily activities or routines, given a model. (P)

Can use brief, everyday expressions to describe wants and needs, and request information. (Ca)

Can use basic words to describe common weather conditions. (P)

Can describe an object using simple language. (P)

Can ask for attention. (C)

Can respond politely when introduced to someone, using a few basic fixed expressions. (P)

Can talk about the family in a basic way, given prompts. (P)

Can ask for simple directions, referring to a map or plan. (P)

Can answer simple questions about habits and routines. (P)

Can say who something belongs to. (P)

Note: Table created based on the Learning outcomes took from Global Scale of English Learning objectives for Adults (General English) from Pearson (2019)

Speaking for teens and adults, level 2: A1-A2

Table 15. Learning objectives for teens and adults. Skill: speaking A1-A2. From Pearson Global Scale of English, module: Adult (General English)

Departamento de Idiomas' Level	CEFR	Learning objective
Teens & adults 2	A1	See level 1
	A2	<p>Can talk about familiar topics using a few basic words and phrases. (P)</p> <hr/> <p>Can make requests related to immediate needs using basic fixed expressions. (P)</p> <hr/> <p>Can describe a person's hobbies and activities using simple language. (P)</p> <hr/> <p>Can end a simple phone call to family or friends using basic informal fixed expressions. (P)</p> <hr/> <p>Can ask for repetition and clarification when they don't understand, using basic fixed expressions. (P)</p> <hr/> <p>Can initiate and respond to simple statements on very familiar topics. (Ca)</p> <hr/> <p>Can ask to borrow things using basic fixed expressions. (P)</p> <hr/> <p>Can express basic intentions with simple time markers (e.g. 'tomorrow'). (P)</p> <hr/> <p>Can talk about hotel accommodation using simple language. (P)</p> <hr/> <p>Can ask basic questions about colour, size, price etc. when shopping. (CSEa)</p>

Can give a short description of their home, family and job, given some help with vocabulary. (P)

Can use simple phrases to order a meal. (Ca)

Can describe what someone is wearing using a limited range of expressions. (P)

Can ask someone about their hobbies and activities using simple language. (P)

Can talk about everyday things (e.g. people, places, job, study) in a basic way. (Ca)

Can ask simple questions to find out about a subject. (P)

Can express their likes and dislikes in relation to familiar topics using simple language. (P)

Can give simple classroom instructions. (P)

Can describe their daily routines in a simple way. (P)

Can make and accept a simple apology. (P)

Can talk about furniture and rooms using simple language. (P)

Can describe common everyday objects using simple language. (P)

Can make simple invitations using basic fixed expressions. (P)

Can ask for and provide things using simple phrases. (Ca)

Can make simple purchases by stating what is wanted and asking for the price. (C)

Can start or end a short conversation using basic fixed expressions. (Ca)

Can give simple directions using a map or plan. (P)

Can handle common everyday transactions (e.g. buying a ticket). (Ca)

Can ask others if they can do everyday activities using simple language, given a model. (P)

Can ask for simple directions from X to Y on foot or by public transport. (P)

Can give a simple description of their school or workplace. (CSEa)

Can compare quantities in a basic way. (P)

Can express agreement using simple fixed expressions. (P)

Can make offers using basic fixed expressions. (P)

Can use brief, everyday expressions to ask for and give personal details. (Ca)

Can introduce themselves on the phone and close a simple call. (P)

Can describe the position of things in a picture using a range of fixed expressions (P)

Can decline offers using basic fixed expressions. (P)

Can make simple transactions in shops, post offices and banks. (Ca)

Can describe skills and abilities using simple language. (P)

Can talk about their life (e.g. family, home, job), using simple language. (P)

Can describe their family, living conditions, education and present or most recent job. (C)

Can make simple references to the past using 'was/were'. (P)

Can describe familiar activities, given visual support. (P)

Can describe their home town or city using simple language. (P)

Can make excuses using basic fixed expressions. (P)

Can describe basic activities or events that are happening at the time of speaking. (P)

Can give the order of things using simple language (e.g. 'first', 'second', 'third'). (P)

Can use simple language to describe people's appearance. (N2000)

Can ask someone to repeat a specific point or idea. (P)

Can answer simple questions in a face-to-face survey. (P)

Can give simple opinions using basic fixed expressions. (P)

Can agree or refuse to lend things using basic fixed expressions. (P)

Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (Ca)

Can show understanding using a limited range of fixed expressions. (P)

Can ask simple questions in a face-to-face survey. (P)

Can describe people's everyday lives using a short series of simple phrases and sentences. (Ca)

Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly. (P)

Can ask for basic advice using simple language. (P)

Can answer simple questions on the phone using fixed expressions. (P)

Can express general preferences using basic fixed

expressions. (P)

Can say what they like and dislike. (C)

Can respond to suggestions to do something using basic fixed expressions. (P)

Can give simple directions from X to Y on foot or by public transport. (P)

Can check that someone has understood information, using simple language. (P)

Can ask for repetition or clarification on the phone in a simple way. (P)

Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)

Can describe a travel experience with a few very basic stock phrases. (P)

Can ask for and provide everyday goods and services. (C)

Can ask and answer questions about what they do at work and in their free time. (C)

Can refuse requests politely, using simple language. (P)

Can answer simple questions about their life and experiences. (P)

Can make simple requests to have or do something in relation to common everyday activities. (P)

Note: Table created based on the Learning outcomes took from Global Scale of English Learning objectives for Adults (General English) from Pearson (2019)

Speaking for teens and adults, level 3: A2+ - B1

Table 16. Learning objectives for teens and adults. Skill: speaking A2+ - B1. From Pearson Global Scale of English, module: Adult (General English)

Departamento de idiomas' Level	CEFR	Learning objective
Teens & adults 3	A2+	Can make and accept offers. (N2000)
		Can use simple, everyday polite forms of greeting and address. (C)
		Can communicate in routine tasks requiring simple, direct exchanges of information. (Ca)
		Can discuss what to do and where to go, and make arrangements to meet. (C)
		Can ask and talk about very basic symptoms and ailments (e.g. cold, flu). (P)
		Can leave simple phone messages using fixed expressions. (P)
		Can answer simple questions and respond to simple statements in an interview. (C)
		Can describe everyday activities in town (e.g. buying food at the supermarket, borrowing a book from the library) using simple language. (P)
		Can compare their own and others' possessions using simple language. (Ca)
		Can make an invitation including information about the time and location. (P)
		Can give compliments, using fixed expressions. (P)
		Can give simple instructions to complete a basic task, given a model. (P)
		Can make simple, direct comparisons between two people

or things using common adjectives. (P)

Can describe what something is used for, using basic fixed expressions. (P)

Can take simple phone messages using fixed expressions. (P)

Can express how they feel in simple terms. (Ca)

Can deal with practical everyday demands, exchanging straightforward factual information. (Ca)

Can make a hotel, restaurant, or transportation reservation on the phone. (P)

Can describe very basic events in the past using simple linking words (e.g. 'then', 'next'). (P)

Can read out a short, rehearsed statement (e.g. introduce a speaker, propose a toast). (Ca)

Can ask and answer questions about basic plans and intentions. (P)

Can talk about an event in the past using fixed expressions, given a model. (P)

Can ask and answer questions about habits and routines. (C)

Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000a)

Can describe habits and routines. (Ca)

Can initiate, maintain and close simple, restricted face-to-face conversations. (N2000)

Can describe plans and arrangements. (Ca)

Can use simple language to describe people's personality and emotions. (P)

Can talk about plans for the near future in a simple way. (P)

Can use simple fixed expressions to give encouragement (e.g. 'You can do it!') (P)

Can give simple reasons to explain preferences, given a model. (P)

Can get information from a tourist office of a straightforward, non-specialised nature. (Ca)

Can give basic advice using simple language. (P)

Can tell a story or describe something in a simple list of points. (C)

Can discuss what to do in the evening or at the weekend. (C)

Can respond to excuses using basic fixed expressions. (P)

Can make a short rehearsed announcement on a familiar topic. (Ca)

Can ask for and give or refuse permission. (N2000)

Can express enthusiasm and excitement in a limited way. (P)

Can ask for clarification about key words not understood, using fixed expressions. (Ca)

Can give a simple description of how to carry out an everyday process (e.g. a recipe). (P)

Can explain what they like or dislike about something. (C)

Can ask and answer questions about past times and past activities. (C)

Can say how they or someone else feels, giving brief reasons. (P)

Can show interest in conversation using fixed expressions. (P)

Can give the reasons for a choice, using simple language. (P)

Can participate in short conversations in routine contexts on topics of interest. (C)

Can cancel a hotel, restaurant, or transportation reservation on the phone. (P)

Can talk about personal possessions, including household pets. (N2000a)

Can discuss what to do next using simple phrases. (Ca)

Can make and respond to suggestions. (C)

Can make an appointment on the phone. (P)

Can give a short, basic description of events and activities. (C)

Can use some basic interjections to express understanding, surprise, disappointment, and excitement. (P)

Can express regret using simple language. (P)

Can make simple future arrangements and plans with reference to a diary or schedule. (P)

Can make simple predictions about the future. (P)

B1 Can describe future plans and intentions using fixed expressions. (P)

Can paraphrase a simple factual statement related to a familiar topic. (P)

Can use fixed expressions to keep a conversation going (e.g. 'I see.', 'right'). (CSEa)

Can ask for, follow and give detailed directions. (Ca)

Can summarise short written passages using the original wording and ordering. (Ca)

Can give a short talk about a familiar topic, with visual support. (P)

Can describe what they are looking for when shopping. (CSEa)

Can react appropriately to good and bad news using fixed expressions. (P)

Can ask for changes to a hotel, restaurant, or transportation reservation on the phone. (P)

Can deal with less routine situations on public transport (e.g. asking where to get off). (N2000a)

Can explain the rules of a familiar game or sport using simple language. (P)

Can carry out a prepared structured interview with some spontaneous follow-up questions. (Ca)

Can express belief, opinion, agreement and disagreement politely. (C)

Can make simple recommendations for a course of action in familiar everyday situations. (P)

Can express opinions using simple language. (P)

Can respond to an offer or suggestion, expressing enthusiasm. (P)

Can convey simple information of immediate relevance and emphasise the main point. (Ca)

Can use simple appropriate language to check that information has been understood on the phone. (P)

Can explain the meaning of a word or phrase using simple language. (P)

Can describe how often a work-related task should be completed. (P)

Can deal with common situations when making travel arrangements or travelling. (Ca)

Can narrate a story. (C)

Can convey simple relevant information emphasising the most important point. (Ca)

Can give brief reasons and explanations, using simple language. (P)

Can make an apology with brief excuses or reasons. (P)

Can give an opinion when asked directly, provided they can ask for repetition. (Ca)

Can invite others to give their views on what to do next. (C)

Can buy a ticket for an event on the phone. (P)

Can arrange a delivery time on the phone. (P)

Can initiate, maintain and close simple, face-to-face conversations on familiar topics. (Ca)

Can express preferences about food and drink in detail. (P)

Can give or seek personal views and opinions in discussing topics of interest. (C)

Can describe events, real or imagined. (C)

Can give straightforward descriptions on a variety of familiar subjects. (Ca)

Can begin to use a repertoire of common idiomatic phrases in routine situations. (Ca)

Can express attitudes using simple language. (P)

Can enter unprepared into conversation on familiar topics (e.g. family, hobbies, work). (Ca)

Can introduce a conversation topic with the present perfect and provide details in the past. (P)

Can make an invitation using formal language. (P)

Can describe dreams, hopes and ambitions. (C)

Can respond in a simple way to verbal challenge or

aggression. (P)
Can give detailed accounts of experiences, describing feelings and reactions. (C)
Can discuss everyday, practical issues when the conversation is conducted slowly and clearly. (Ca)
Can carry out a simple informal interview. (P)
Can give simple reasons to justify a viewpoint on a familiar topic. (P)
Can take some initiative in an interview, but is generally very dependent on interviewer. (Ca)
Can ask someone to clarify or elaborate what they have just said. (C)
Can discuss films, books or plays in simple terms, using fixed expressions. (P)
Can give detailed directions to a driver. (P)
Can relate the plot of a book or film and describe their reactions. (C)
Can negotiate prices and ask for discounts. (P)

Note: Table created based on the Learning outcomes took from Global Scale of English Learning objectives for Adults (General English) from Pearson (2019)

Speaking for teens and adults, level 4: B1-B1+

Table 17. Learning objectives for teens and adults. Skill: speaking B1 - B1+. From Pearson Global Scale of English, module: Adult (General English)

Departamento de Idiomas' Level	CEFR	Learning objective
Teens & adults 4	B1	See level 3

B1+ Can report the opinions of others, using simple language. (P)

Can express opinions as regards possible solutions, giving brief reasons and explanations. (Ca)

Can briefly give reasons and explanations for opinions, plans and actions. (C)

Can express and respond to feelings (e.g. surprise, happiness, interest, indifference). (C)

Can express opinions and react to practical suggestions of where to go, what to do, etc. (Ca)

Can make a complaint. (C)

Can respond to opinions expressed by others. (Wa)

Can express hopes for the future using a range of fixed expressions. (CJa)

Can speak in general terms about environmental problems. (P)

Can express opinions and attitudes using a range of basic expressions and sentences. (Ca)

Can use a suitable phrase to invite others into a discussion. (Ca)

Can discuss the main points of news stories about familiar topics. (CJa)

Can repeat back what is said to confirm understanding and keep a discussion on course. (Ca)

Can give a short, rehearsed talk or presentation on a familiar topic. (Ca)

Can use a basic repertoire of conversation strategies to maintain a discussion. (Ca)

Can ask someone to paraphrase a specific point or idea. (P)

Can re-tell a familiar story using their own words. (P)

Can develop an argument using common fixed expressions. (P)

Can compare and contrast alternatives about what to do, where to go, etc. (Ca)

Can signal that they wish to bring a conversation to an end. (P)

Can define the features of something concrete for which they can't remember the word. (C)

Can make excuses using a range of polite forms. (P)

Can describe basic symptoms to a doctor, but with limited precision. (Ca)

Can answer simple factual questions about a presentation they have given. (P)

Can relate the basic details of unpredictable occurrences (e.g. an accident). (Ca)

Can leave phone messages containing detailed information. (P)

Can explain the main points in an idea or problem with reasonable precision. (C)

Can respond to ideas and suggestions in informal discussions. (Ca)

Can politely interrupt during a formal conversation, using fixed expressions (P)

Can report factual information given by other people. (P)

Can generally follow most of what is said and repeat back details to confirm understanding. (Ca)

Can use synonyms to describe or gloss an unknown word. (Ca)

Can ask for clarification of an unknown acronym or technical term used in conversation. (P)

Can express their thoughts in some detail on cultural topics (e.g. music, films). (Ca)

Can explain why something is a problem. (C)

Can ask for confirmation of understanding during a live discussion or presentation. (P)

Can summarise and give opinions on issues and stories and answer questions in detail. (Ca)

Can summarise and comment on a short story or article and answer questions in detail. (Ca)

Can express approval and appreciation of other people's ideas in a discussion. (Wa)

Can give an opinion on practical problems, with support when necessary. (Ca)

Can give brief comments on the views of others. (C)

Can decline offers politely using a range of formal and informal expressions. (P)

Can express and comment on ideas and suggestions in informal discussions. (Ca)

Can respond to excuses using a range of polite forms. (P)

Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (Ca)

Can carry out a prepared interview, checking and confirming information as necessary. (Ca)

Can ask for advice on a wide range of subjects. (P)

Can collate information from several written sources and summarise the ideas orally. (Ca)

Can tell someone about a discussion or conversation in some detail. (P)

Can express support in a manner that shows they were actively listening to the other person. (P)

Can ask a question in a different way if misunderstood. (N2007a)

Can express disagreement in a manner that shows they were actively listening to the other person. (P)

Can report the opinions of others. (P)

Note: Table created based on the Learning outcomes took from Global Scale of English Learning objectives for Adults (General English) from Pearson (2019)

Speaking for teens and adults, level 5: B2 - B2+

Table 18. Learning objectives for teens and adults. Skill: speaking B2 - B2+. From Pearson Global Scale of English, module: Adult (General English)

Departamento de Idiomas' Level	CEFR	Learning objective
Teens & adults 5	B2	Can give basic technical instructions in their field of specialisation. (P)
		Can deal with less common situations in a shop, post office (e.g. returning an unsatisfactory purchase). (Ca)
		Can describe objects, possessions and products in detail, including their characteristics and special features. (P)
		Can tell a short story about something funny or interesting that has happened, including detail to maintain the listener's interest. (P)
		Can describe people's personality and emotions in some detail. (P)
		Can describe the plot of a book or film in some detail. (CSEa)
		Can discuss options and possible actions. (P)
		Can exchange information on a wide range of topics within their field with some confidence. (Ca)
		Can suggest solutions to problems and explain why they would work. (P)
		Can talk about possibilities in the past with precision. (P)
		Can pass on a detailed piece of information reliably. (Ca)
		Can express an inference or assumption about a person's mood or emotional state. (P)
		Can show interest and appreciation in conversation using a range of expressions. (P)

Can describe future plans and intentions in detail, giving degrees of probability. (P)

Can describe an everyday consumer-related problem and request a correction or solution. (P)

Can give the advantages and disadvantages of various options on a topical issue. (Ca)

Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged. (Ca)

Can bring relevant personal experiences into a conversation to illustrate a point. (P)

Can justify and sustain views clearly by providing relevant explanations and arguments. (Ca)

Can justify a viewpoint on a topical issue by discussing pros and cons of various options. (Ca)

Can paraphrase in simpler terms what someone else has said. (P)

Can describe the degree of necessity of various actions. (P)

Can correct mistakes if they have led to misunderstandings. (N2000)

Can respond to clearly expressed questions on a presentation they have given. (Ca)

Can show degrees of agreement using a range of language. (P)

Can engage in extended conversation in a clearly participatory fashion on most general topics. (Ca)

Can describe what they would do and how they would react to situations in a text. (P)

Can express their opinions in discussions on contemporary social issues and current affairs. (CSEa)

Can use a range of language to make detailed comparisons of quantities. (P)

Can give detailed answers to questions in a face-to-face survey. (P)

Can use a limited number of cohesive devices with some 'jumpiness' in a long contribution. (Ca)

Can express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions. (P)

Can construct a chain of reasoned argument. (C)

Can make a note of favourite mistakes and consciously monitor speech for them. (C)

Can recommend a course of action, giving reasons. (P)

Can encourage discussion by inviting others to join in, say what they think, etc. (Ca)

Can use a range of language to express degrees of enthusiasm. (P)

Can describe how to do something, giving detailed instructions. (C)

Can make a formal apology with detailed excuses or reasons. (P)

Can justify the reasons for a particular decision or course of action. (P)

Can accurately describe a problem with a product or piece of equipment. (P)

Can introduce a new topic during a formal discussion. (P)

Can develop an argument giving reasons in support of or against a particular point of view. (N2000)

Can describe the personal significance of events and experiences in detail. (Ca)

Can introduce a new perspective on the topic of a discussion. (Wa)

Can give a clear, detailed spoken description of how to carry out a procedure. (C)

Can make spontaneous announcements clearly and fluently. (Ca)

Can compare and contrast situations in some detail and speculate about the reasons for the current situation. (P)

Can plan what is to be said and the means to say it, considering the effect on the recipient. (Ca)

Can use stock phrases to gain time and keep the turn whilst formulating what to say. (Ca)

Can fluently substitute an equivalent term for a word they can't recall. (Ca)

Can speculate about causes, consequences or hypothetical situations. (N2000)

Can explain a problem and demand what action should be taken in an appropriate way. (Ca)

Can summarise orally the plot and sequence of events in an extract from a film or play. (Ca)

Can express views clearly and evaluate hypothetical proposals in informal discussions. (Ca)

Can talk about financial problems. (P)

Can manage discussion on familiar topics confirming comprehension, inviting others in, etc. (Ca)

Can describe goals using a range of expressions. (P)

Can use intonation to indicate various degrees of certainty during a discussion. (P)

Can express opinions about news stories using a wide range of everyday language. (P)

Can use a range of language to express degrees of reluctance. (P)

Can give a detailed summary of a film including information about the plot, characters and setting. (P)

Can outline an issue or problem clearly. (Ca)

Can speculate about a future event using a range of linguistic devices. (P)

Can give advice on a wide range of subjects. (P)

Can develop an argument well enough to be followed without difficulty most of the time. (C)

Can give clear, detailed descriptions on a wide range of familiar subjects. (Ca)

Can introduce new information during a formal discussion or presentation (P)

Can summarise a wide range of texts, discussing contrasting points and main themes. (Ca)

Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)

Can develop a clear argument with supporting subsidiary points and relevant examples. (Ca)

B2+ Can speculate about the causes of an issue or problem. (Ca)

Can narrate a story in detail, giving relevant information about feelings and reactions. (P)

Can use a suitable phrase to intervene in a discussion on a familiar topic. (Ca)

Can adjust to the changes of direction, style and emphasis normally found in conversation. (C)

Can initiate, maintain and end discourse naturally with effective turn-taking. (Ca)

Can emphasise a point in a conversation using rhetorical questions. (P)

Can comment tactfully on other people's contributions to a discussion. (Wa)

Can precisely express the potential consequences of actions or events. (P)

Can paraphrase an idea using a range of linguistic devices. (P)

Can politely avoid answering a question without making it obvious to the listener. (N2007a)

Can express an attitude, opinion or idea using idiomatic language. (P)

Can present factual information in an objective way in extended spoken discourse. (Wa)

Can talk about trends in detail. (P)

Can use hyperbole to emphasise a point (e.g. 'It's going to take me years to do this.'). (P)

Can politely bring a discussion back to the main point when the participants have gone off topic. (P)

Can present their ideas with precision and respond to complex lines of argument convincingly. (Ca)

Can ask detailed questions in discussions on contemporary social issues and current affairs. (CSEa)

Can talk about hypothetical events and actions, and their possible consequences. (P)

Can state clearly the limits to a concession. (N2000)

Can give clear presentations highlighting significant points with relevant supporting detail. (Ca)

Can compare and evaluate different ideas using a range of linguistic devices. (P)

Can lead a discussion in an interview, expanding and developing ideas with little help from the interviewer. (Ca)

Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem. (Ca)

Can use a variety of linking words efficiently to mark clearly the relationships between ideas. (N2000)

Can negotiate different cultural perspectives in a discussion. (Wa)

Can give well-structured, detailed presentations on a wide range of familiar subjects. (Ca)

Can use rhetorical questions in a presentation to keep the audience interested. (P)

Can carry out an effective, fluent interview, spontaneously following up on interesting replies. (Ca)

Can ask detailed questions about specific points in a presentation or lecture. (P)

Can talk about personal experiences in detail using linguistically complex language. (P)

Can shift between formal and informal registers as and when required. (P)

Can describe places in detail using linguistically complex language. (P)

Can evaluate arguments in a debate or discussion and justify the evaluation. (P)

Can talk in detail about choices that have been significant or life changing using linguistically complex language. (P)

Can give detailed technical instructions in their field of specialisation. (P)

Can negotiate a solution to a dispute (e.g. an undeserved traffic ticket, blame for an accident). (Ca)

Can use circumlocution and paraphrase to cover gaps in vocabulary and structure. (C)

Can relate their own contribution skilfully to those of other speakers. (C)

Can put forward a smoothly flowing and logical structured argument, highlighting significant points. (P)

Can make a verbal summary to confirm their understanding of a linguistically complex discourse. (P)

Can answer questions in a survey using linguistically complex language. (P)

Can make a clear strong argument during a formal discussion. (Ca)

Can exchange complex information on a wide range of matters related to their work. (Ca)

Can give a detailed response to a counter-argument presented by someone else during a discussion. (N2007a)

Can manage discussions to ensure that they are based on facts and evidence rather than speculation. (P)

Can depart from and return fluently to a prepared speech in order to answer audience questions. (Ca)

Can ask linguistically complex questions in a survey. (P)

Can express attitudes using linguistically complex language. (P)

Note: Table created based on the Learning outcomes took from Global Scale of English Learning objectives for Adults (General English) from Pearson (2019).

Speaking for teens and adults, level 6: B2+ - C1

Table 19. Learning objectives for teens and adults. Skill: speaking B2+ - C1. From Pearson Global Scale of English, module: Adult (General English)

Departamento de Idiomas' Level	CEFR	Learning objective
Teens & adults 5	B2+	See level 5
	C1	<p>Can answer questions about abstract topics clearly and in detail. (Ca)</p> <hr/> <p>Can substitute an equivalent term for a word they can't recall so smoothly that it isn't noticeable. (N2000a)</p> <hr/> <p>Can describe the details of problem-solution relationships using a range of linguistic devices. (P)</p> <hr/> <p>Can contribute to group discussions even when speech is fast and colloquial. (Ca)</p> <hr/> <p>Can justify a point of view using linguistically complex language. (P)</p> <hr/> <p>Can rephrase controversial statements into more neutral language. (P)</p> <hr/> <p>Can comment on and discuss a linguistically complex text. (P)</p> <hr/> <p>Can conclude a discursive argument using a range of linguistic devices. (P)</p> <hr/> <p>Can give reasons and explanations for their opinions using linguistically complex language. (P)</p> <hr/> <p>Can give a detailed account of a complex subject, ending with a clear conclusion. (CJa)</p> <hr/> <p>Can summarise clearly and precisely the arguments and event descriptions from a complex text. (N2007a)</p> <hr/> <p>Can participate in linguistically complex discussions about</p>

attitudes and opinions. (P)

Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)

Can summarise and comment on the content of a linguistically complex text. (P)

Can participate in a fast-paced conversation with fluent speakers. (Ca)

Can participate in discussions using linguistically complex language to compare, contrast and summarise information. (P)

Can reformulate what they want to say during a conversation or discussion using linguistically complex language. (N2000a)

Can use a wide range of persuasive techniques in presentations and discussions to encourage others to take a course of action. (P)

Can join a conversation already in progress between fluent speakers on complex topics. (Ca)

Can manage the participants in a fast-moving discussion to keep it on course. (P)

Can tell a detailed anecdote using linguistically complex language. (P)

Can summarise group discussions on a wide range of linguistically complex topics. (P)

Can comment in detail on the content of a linguistically complex radio programme or podcast in which people describe reactions or opinions. (P)

Can talk about complex financial problems in detail. (P)

Note: Table created based on the Learning outcomes took from Global Scale of English Learning objectives for Adults (General English) from Pearson (2019)

Listening

Following are presented the different tables with the learning objectives for the skill of listening for teens and adults. For each conversation club, one learning objective will be chosen to be developed.

Listening for teens and adults, level 1: A1

Table 20. Learning objectives for teens and adults. Skill: listening A1. From Pearson Global Scale of English, module: Adult (General English)

Departamento de Idiomas' Level	CEFR	Learning objective
Teens & adults 1	A1	Can understand the main information when people introduce themselves (e.g. name, age, where they are from). (P)
		Can understand questions addressed carefully and slowly. (Ca)
		Can understand the time of day when expressed to the quarter hour. (P)
		Can understand the time of day when expressed to within five minutes. (P)
		Can identify a caller's name and phone number from a short, simple telephone conversation. (P)
		Can understand short, simple instructions addressed carefully and slowly. (Ca)
		Can extract the names of people or places from short, simple dialogues, if delivered slowly and clearly. (P)
		Can understand basic questions about objects in pictures or in their immediate surroundings. (P)
		Can understand basic questions about people's likes and dislikes. (P)

Can distinguish between 'can' and 'can't'. (P)

Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures. (P)

Can follow speech which is very slow and carefully articulated, with long pauses. (Ca)

Can understand cardinal numbers from 101 to 1000. (P)

Can understand basic information about someone's likes and dislikes. (P)

Can understand basic factual statements. (P)

Can identify a caller's name and phone number from a short, simple telephone conversation. (P)

Can understand simple spoken commands in a game or sport. (P)

Can understand simple directions from X to Y on foot or public transport. (Ca)

Can recognise key information (e.g. place, time) about everyday events, if spoken slowly and clearly. (P)

Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)

Can identify how much something costs in short, simple dialogues about the price, if delivered slowly and clearly. (P)

Can understand basic information about prices, times, and dates in familiar contexts, if spoken slowly and clearly. (P)

Can understand basic information about free time activities. (P)

Can understand basic questions about free time activities. (P)

Can understand a phone number from a recorded message.

(P)

Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, places or people), if spoken slowly and clearly. (P)

Can identify common objects from spoken descriptions, if spoken slowly and clearly. (P)

Can understand basic information about someone when introduced to them using simple language. (P)

Can understand simple directions, if spoken slowly and clearly. (P)

Can identify objects, places or people from short spoken descriptions. (Wa)

Can understand what people say they can or can't do from simple sentences spoken slowly and clearly. (P)

Can follow simple, everyday transactions (e.g. shopping and eating out) if carried out slowly and clearly. (CJa)

Note: Table created based on the Learning outcomes took from Global Scale of English Learning objectives for Adults (General English) from Pearson (2019)

Listening for teens and adults, level 2: A1-A2

Table 21. Learning objectives for teens and adults. Skill: listening A1-A2. From Pearson Global Scale of English, module: Adult (General English)

Departamento de Idiomas' Level	CEFR	Learning objective
Teens & adults 2	A1	See level 1
	A2	<p>Can understand excuses if expressed in simple language. (P)</p> <hr/> <p>Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (P)</p> <hr/> <p>Can recognise phrases and content words related to basic personal and family information. (Ca)</p> <hr/> <p>Can extract key factual information such as prices, times and dates from short clear, simple announcements. (P)</p> <hr/> <p>Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography). (C)</p> <hr/> <p>Can identify key words and phrases in descriptions of someone's appearance and clothes. (P)</p> <hr/> <p>Can understand information related to people's daily routines. (P)</p> <hr/> <p>Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)</p> <hr/> <p>Can understand simple, everyday conversations if conducted slowly and clearly. (Ca)</p> <hr/> <p>Can follow short, simple social exchanges. (P)</p> <hr/> <p>Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)</p>

Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)

Can understand the main information in simple conversations about hobbies and interests. (P)

Can extract key factual information such as prices, times and dates from a recorded phone message. (P)

Can understand who a phone call is intended for. (P)

Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)

Note: Table created based on the Learning outcomes took from Global Scale of English Learning objectives for Adults (General English) from Pearson (2019).

Listening for teens and adults, level 3: A2+ - B1

Table 22. Learning objectives for teens and adults. Skill: listening A2+ - B1. From Pearson Global Scale of English, module: Adult (General English)

Departamento de idiomas' Level	CEFR	Learning objective
Teens & adults 3	A2+	Can recognise when speakers disagree in a conversation conducted slowly and clearly. (P)
		Can follow a simple conversation or narrative about familiar, everyday activities. (P)
		Can recognise when speakers agree in a conversation conducted slowly and clearly. (P)
		Can recognise simple expressions of agreement and disagreement in short discussions, if conducted slowly and clearly. (P)
		Can identify activities occurring in the past in short, simple dialogues. (P)
		Can follow the sequence of events in a short, simple dialogue or narrative. (P)
		Can get the gist of short, simple stories if told slowly and clearly. (P)
		Can understand enough to respond to direct requests expressed slowly and clearly. (Ca)
		Can make basic inferences in simple conversations on familiar everyday topics. (P)
		Can understand standard speech on familiar matters, with some repetition or reformulation. (Ca)
		Can identify specific events from short spoken descriptions. (Wa)
		Can understand the key details of hotel, restaurant, and transport reservations. (P)

Can generally identify the topic of discussion around them when conducted slowly and clearly. (C)

Can identify key details in a simple recorded dialogue or narrative. (P)

Can understand enough to manage simple routine exchanges without undue effort. (C)

Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)

Can understand basic medical advice. (P)

B1 Can identify a simple chronological sequence in a recorded narrative or dialogue. (P)

Can listen to a short narrative and predict what will happen next. (N2000)

Can understand instructions delivered at normal speed and accompanied by visual support. (P)

Can follow everyday conversation, with some repetition of particular words and phrases. (P)

Can recognise when a speaker is checking that the listener has understood something in a conversation conducted slowly and clearly. (P)

Can extract key factual information such as dates, numbers and quantities from a presentation. (P)

Can follow familiar topics if the speaker is clear and avoids idiomatic usage. (Ca)

Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (Ca)

Can recognise simple expressions of agreement and disagreement in extended discussions, if conducted in clear standard speech. (P)

Can follow the main points of extended discussion around them if in standard speech. (Ca)

Can extract key factual information from a phoneconversation on a familiar topic. (P)

Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (Ca)

Can get the gist of explanations of unfamiliar cultural practices and customs, if delivered slowly and clearly. (CJa)

Can understand the main points of a simple podcast. (P)

Can follow the linear structure of a short formal talk. (P)

Can understand simple technical instructions for everyday equipment. (Ca)

Can follow most of an everyday conversation if speakers avoid very idiomatic usage. (Ca)

Can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary. (C)

Can generally follow changes of topic in discussions relatedto their field if conducted slowly and clearly. (Ca)

Can recognise a speaker's feelings or attitudes. (P)

Note: Table created based on the Learning outcomes took from Global Scale of English Learning objectives for Adults (General English) from Pearson (2019)

Listening for teens and adults, level 4: B1-B1+

Table 22. Learning objectives for teens and adults. Skill: listening B1 - B1+. From Pearson Global Scale of English, module: Adult (General English)

Departamento de Idiomas' Level	CEFR	Learning objective
Teens & adults 4	B1	See level 3
	B1+	<p>Can follow an everyday conversation or informal interview on common topics. (P)</p> <hr/> <p>Can understand most of a weather forecast on the radio. (CSEa)</p> <hr/> <p>Can follow the main points in TV programmes on familiar topics if delivered in clear standard speech. (Ca)</p> <hr/> <p>Can infer speakers' opinions in conversations on familiar everyday topics. (P)</p> <hr/> <p>Can distinguish between main ideas and supporting details in familiar, standard texts. (P)</p> <hr/> <p>Can follow recorded instructions and information given on a phone-delivered service. (P)</p> <hr/> <p>Can recognise that a joke has been made, even if the meaning is not fully understood. (P)</p> <hr/> <p>Can follow many films in which visuals and action carry much of the storyline. (Ca)</p> <hr/> <p>Can follow detailed directions. (C)</p> <hr/> <p>Can understand the key points about a radio programme on a familiar topic. (P)</p> <hr/> <p>Can recognise repetition of the same topic in extended presentations or lectures. (Wa)</p> <hr/> <p>Can understand a range of formal and informal excuses. (P)</p>

Can understand advice and instructions for resolving a problem with a product or piece of equipment. (P)

Can recognise examples and their relation to the idea they support. (P)

Can distinguish between different points of view in a discussion or presentation. (Wa)

Can follow classes and training courses on a range of subjects, provided the content is simple. (CSEa)

Can recognise when a speaker uses basic rhetorical questions in conversation. (P)

Can follow most of a clearly structured presentation within their own field. (Ca)

Can extract the meaning of unknown words from context if the topic discussed is familiar. (Ca)

Can deduce the general meaning of a passage from context in a longer, structured text. (P)

Can generally follow rapid or extended speech, but may require repetition or clarification. (Ca)

Can recognise misunderstandings without explicit prompting. (P)

Can understand a large part of many TV programmes on familiar topics. (Ca)

Can understand problem and solution relationships in informal conversation. (P)

Note: Table created based on the Learning outcomes took from Global Scale of English Learning objectives for Adults (General English) from Pearson (2019)

Listening for teens and adults, level 5: B2 - B2+

Table 22. Learning objectives for teens and adults. Skill: listening B2 - B2+. From Pearson Global Scale of English, module: Adult (General English)

Departamento de idiomas' Level	CEFR	Learning objective
Teens & adults 5	B2	See level 4
	B2+	<p>Can understand summaries of data or research used to support an extended argument. (P)</p> <hr/> <p>Can extract specific details from poor quality public announcements, e.g., in a station, sports stadium, etc. (N2000a)</p> <hr/> <p>Can follow a wide range of factual and creative texts and summarise themes and opinions. (Ca)</p> <hr/> <p>Can infer attitude and mood in discussions by using contextual, grammatical and lexical cues. (Ca)</p> <hr/> <p>Can understand when something is being said ironically in a casual conversation. (N2007a)</p> <hr/> <p>Can identify key information in linguistically complex conversations at natural speed. (P)</p> <hr/> <p>Can understand the main points of complex and abstract presentations in their field. (Ca)</p> <hr/> <p>Can differentiate between rhetorical and genuine questions in informal discussion. (P)</p> <hr/> <p>Can recognise the use of rhetorical questions to reveal unstated assumptions. (P)</p> <hr/> <p>Can recognise repetition of ideas through substitution, paraphrasing, etc. in complex arguments. (P)</p> <hr/> <p>Can understand detailed medical advice. (P)</p> <hr/> <p>Can understand most TV news and current affairs</p>

programmes. (C)

Can understand the main points of complex academic/professional presentations. (Ca)

Can understand the use of irony to emphasise a speaker's meaning. (P)

Can follow extended speech expressing unstructured ideas and thoughts. (P)

Can recognise the language and strategies used when a speaker is avoiding answering a question. (P)

Can follow an animated conversation between two fluent speakers. (Ca)

Can follow extended speech on abstract and complex topics outside their field, if able to ask for confirmation of details. (Ca)

Note: Table created based on the Learning outcomes took from Global Scale of English Learning objectives for Adults (General English) from Pearson (2019)

Listening for teens and adults, level 6: B2+ - C1

Table 22. Learning objectives for teens and adults. Skill: listening B2+ - C1. From Pearson Global Scale of English, module: Adult (General English)

Departamento de Idiomas' Level	CEFR	Learning objective
Teens & adults 6	B2+	See level 5
	C1	<p>Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute. (Ca)</p> <hr/> <p>Can recognise coherence devices and follow complex arguments on unfamiliar topics. (P)</p> <hr/> <p>Can understand the intended double meaning of a word used in a joke. (P)</p> <hr/> <p>Can understand most of a linguistically complex podcast. (P)</p> <hr/> <p>Can follow presentations on abstract and complex topics outside their field of interest. (P)</p> <hr/> <p>Can understand stories being told by a fluent speaker using colloquial language. (P)</p> <hr/> <p>Can follow films employing a considerable degree of slang and idiomatic usage. (C)</p> <hr/> <p>Can recognise a speaker's feelings or attitude in linguistically complex speech. (P)</p> <hr/> <p>Can infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers. (P)</p> <hr/> <p>Can understand the details in a linguistically complex audio recording. (P)</p> <hr/> <p>Can understand the details of extended and linguistically complex talks on a range of political, environmental, and social issues. (P)</p>

Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. (N2000)

Note: Table created based on the Learning outcomes took from Global Scale of English Learning objectives for Adults (General English) from Pearson (2019)

II. Pedagogical

practice

Pedagogical model

Unidad Central del Valle del Cauca, from its axiological conceptions, bases its pedagogy on intersubjectivity and reciprocity, which transcends the regional and local dimension towards a global projection. From this "glocal" conception, UCEVA projects itself to be an institution with a significant impact on social transformation, emphasizing otherness, seeking respect for the other and towards the other, based on the concepts of the individual, subjection and citizenship. This is reflected in the pedagogical model chosen for the institution, the inter-structural model.

This model is based on a perspective not only of dialogue, but also of transformation and critical reflection, where the student is the one in charge of reconstructing knowledge, being an active part of his or her learning process, having an emphasis not only in learning but also in the development, as established by Not (1983), setting teachers as mediators. For the inter-structural model, social projection is fundamental, allowing a transition towards an approach to the real world with a critical posture, aiming to form integral, ethical and coherent students, who are empathetic and democratic. In this sense, interstructuration is essential for the process of knowledge construction, since it ensures that individuals are in contact with their culture, ensuring that they are part of a community.

According to Not (1983), the individual constructs his own subjectivity with the continuous contact with otherness, making oppositional relationships with what is not his own, strengthening his own identity. This last and one's own feelings are ultimately a representation of the image of the other who is recognized in turn as an individual. For this reason, the interstructurating model leads students to ask themselves questions and reflections from the internalization of the process of interaction with the world, in which then, education develops two central points, individualization and socialization, which leads

students to establish themselves as strengthened individuals who can contribute to society and the world around them.

Following this, in the need to strengthen the relationship of students with the society that surrounds them and seeking to solve and contribute to local problems and situations, the Departamento de Idiomas was born and later, its proposal of Conversation Clubs as a tool, so students from the acquisition of a foreign language not only have a strengthened self-identity but also have a perspective of the globalized world around them and from communication skills, can contribute to the development of the region.

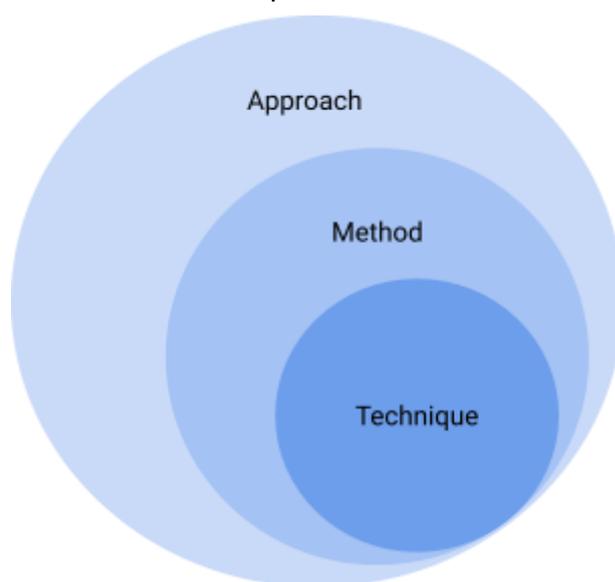
Remember the
Pedagogical Model
at Departamento de
Idiomas is the
inter-structural.



Method and approach: The Communicative Approach

Having a clear view on the pedagogical model, now it is important to remember the difference between Method, Approach and Technique, and how they align with the inter-structural model proposed by UCEVA. This will lead to a more definite teaching path. To begin with, Anthony (1963) distinguishes between approach, method and technique and organizes them hierarchically. In this sense, “Techniques carry out a method which is consistent with an approach” (p. 63). In other words, the approach is a set of assumptions that deal with the nature of the language, it is a set of ideas, a personal philosophy, it is the way something is taught. Meanwhile, approaches have different methods, which is an overall plan for the orderly presentation of the language material (Anthony, 1963).

Figure 2. Approach, method and technique.



Note: figure created based on the established by Anthony (1963)

Following Anthony (1963), differentiating each definition they go as follows:

Approach	Method	Technique
<p>“A set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. It states a point of view, a philosophy, an article of faith-something which one believes but cannot necessarily prove.”</p>	<p>“Is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural”</p> <p>“(…) The age of the student, his cultural background, and his previous experience with English modify the methods employed”</p> <p>“The experience of the teacher and his level of English mastery are significant”</p> <p>“The goal of a course must be considered-whether it is aimed at reading, fluency in speech, inculcating translation skills”</p>	<p>“A technique is implementational-that which actually takes place in a classroom. It is a particular tick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well”</p> <p>“Techniques depend on the teacher, his individual artistry, and on the composition of the class”</p>

Note: Table created based on the established by Anthony (1963)

Do you know the principles of the communicative approach?

Taking into account previously established, and the importance of the students reinforcing their self-identity while they explore the world around them, it is set that the Departamento de Idiomas and the Conversation Clubs **follow the Communicative Approach**. According to Azimova (2019) the communicative approach makes students able to use language for different purposes and on different occasions. This approach has been present over the last 50 years and it is still used. For this approach, it is important to prepare students for facing real life situations where they can communicate effectively. In this sense, language is viewed as a social tool to make meaning. Some examples of linguists and educators who contributed to the rise of this worldwide used approach are Hymes, Chomsky, Wilkins, Van Ek and Alexander, and the Council of Europe (Azimova, 2019).

Following this, the communicative approach is also referred to as the Communicative Language Teaching (CLT), and it emphasizes on the interaction as a way of learning language both second or foreign, and as the goal of learning a language. Richards (2006) sets as an objective of this approach, the development of the Communicative Competence, including using language in different situations, language variations according to the setting and the people who are listening, and in general, maintaining communication using different strategies. Azimova (2019) mentions that CTL can be understood as a set of principles which contains:

- Goals of language teaching.
- How learners learn a language.
- Kinds of classroom activities that best facilitate learning.
- Roles of teachers and learners in the classroom.

Communicative approach emphasizes on the interaction as a way of learning language both second or foreign.



In this sense, some **the principles of the CLT (or Communicative Approach)** that Azimova (2019) proposes are:

- 1) Making the students able to understand the intentions of the speaker.
- 2) The communicative functions are more important than the linguistic structures. The communicative functions include, based on Jakobson's Model, six fundamental factors (Tribus, 2017)

Table 23. Communicative functions based on Jakobson's model by Tribus (2017)

Functions	Oriented to	Role	Example
Referential	Context	descriptions, contextual information	Our business hours are 9:00 a.m. to 5:00 p. m. Monday through Friday.
Emotive	Addresser	interjections/expressions of emotional state	Oh, man... Awesome! Whew!
Conative	Addressee	concerned with commanding; vocative or imperative addressing of the receiver	Go on, open it! Shoo. Get out of here. Check this out.
Phatic	Contact	concerns channel of communication; performs social task as opposed to conveying information; to establish, prolong, or discontinue conversation	Hey! Mmmhmm.... How about that? Really? No way.
Metalinguistic	Code	requires language analysis; using language to discuss language	Noun. Adjective. Code Switching Water is a noncount noun, right?
Poetic or Aesthetic	Message	involves choosing words carefully; the art of words, often self-reflective	But, soft! What light through the yonder window breaks?

Note: this table was taken from Tribus (2017) "The Communicative Functions of Language: An Exploration of Roman Jakobson's Theory in TESOL"

- 3) Use the target language rather than the native language.
- 4) It emphasizes on using the target language more appropriately rather than accurately.
- 5) Language should be taught by integrating all language skills. In this sense, due to the nature and the aim of Conversation Clubs, it should be integrated listening and speaking.
- 6) Language cannot be taught through memorization or isolation but through social interactions. Richards and Rodgers state that the target linguistic system will be learned best through the process of struggling to communicate (Azimova, 2019).
- 7) Students can make mistakes, the focus is to help them to communicate in the target language. Teachers should not correct them during the activities but at the end.
- 8) CLT encourages the cooperative relationship among students, therefore the teacher should create work in groups or pairs, giving them opportunities to share information and communicate between them.
- 9) CLT helps students not only about what to say and but also about how to say something.
- 10) The teachers should create situations to promote communication and how to use it in a social context which could be through role play.

Communicative approach is based on communicative competence.



11) The techniques should encourage the learners to use the target language, such as the functional aspects. For example: dramas, role plays, and/or games.

12) Teachers should give the students opportunities to listen to how language is used in authentic communication.

Rossner (1987) claims it is important to have a clear differentiation between practicing language and using language, in the latter, the purpose is genuine communication. It is vital that the students have opportunities to experience situations with authentic need for practicing the foreign language, being both listeners and speakers, communicating opinions, facts and intentions. In this sense, the syllabus and the content for the sessions should be organized around the functions of language the learner will be able to carry out in the foreign language, for example, expressing likes and dislikes, greetings or giving explanations.

Thus, the activities planned for the conversation club, following the communicative approach, should not only promote learning but to involve real communication as well, using language for meaningful tasks supporting learners in their process (Richards and Rodgers, 2001). The focus should be on communication rather than grammar, engaging students in authentic and meaningful activities with real language use, hence, the interaction becomes a key factor to acknowledge in the clubs, enhancing the learners personal experience, as it is established by Nunan (2000).

Some techniques for communicative approach include:



Role play



Games



Dramas

Techniques used in the communicative approach should boost students' fluency, exposing them to using the language naturally, this is done through different strategies, focusing on the natural production of language, contrary to accuracy, that focuses on grammar and pronunciation. Therefore, the students in this approach, use the language freely and from their own experiences in real life situations. In this sense, following Richards (2006) some suggested techniques for the Conversation Club development that follow the Communicative Approach are 1) information gap activities, where the students provide information to their peers, imitating real life situations where information is requested. 2) Jigsaw activities, where students are divided into groups with different pieces of information and with the interaction, they have to complete the jigsaw. 3) Opinion sharing, in which students are encouraged to share their thoughts, values and opinions on different topics. 4) Role plays, according to research, this technique is one of the most effective for enhancing speaking skills; during this technique, the students are assigned roles and improvise a scene.

Richards (2006) makes an emphasis on the importance of developing techniques that involve pair or group work, developing fluency with them, increasing motivation, producing a greater amount of language and learning from hearing their peers, always giving opportunities to learn grammar in a deductive manner, and pushing for authenticity. Bringing the real world to the classroom provides cultural information, exposing students to real language, covering more closely the students' needs and supporting creativity.

Your role as a teacher: be the best guide for your students!

In a broad sense, following Makovec (2018), teacher role refers to all the different functions a teacher can sustain in a classroom, this also includes the relationship between the teacher and the students, and the autonomy the latter has over his/her own learning. Koran (2015) mentions that teachers generally have two simultaneous roles, creating conditions for



learning and imparting knowledge. The same author agrees that the teacher role in English Language Teaching is to be an assessor, facilitator and motivator. Especially during speaking activities, the teacher must be the organizer, this includes considering the methods and resources used.

Likewise, Harmer (2001) explains that during a class focused on speaking, such as a Conversation Club, the teacher should play three roles; Firstly, as prompter; secondly as participant; lastly, as feedback provider, being careful not to hinder students' motivation. Harmer (2001) also noticed that teachers should let students participate in decision-making instead of controlling the class. Considering the previously mentioned, during a Conversation Club, the teacher should create the appropriate environment for the students to practice real communication tasks, with activities that seek to promote and stimulate speaking and more importantly, help to develop autonomy in learning (Bajrami, 2015). Similarly, Koran (2015) sets two different roles for teachers, one is the creation of the proper environment for learning and the second is imparting knowledge. For teaching English as a foreign language, the teacher must be an assessor, most significantly during the speaking activities.

The Document Maestro of the Departamento de Idiomas (2019) states that Conversation Clubs are guided by a teacher with a high level of the language. This means that teachers have a notable influence in the progress, change and development of the students' language. Teachers should be someone with a deep understanding on how

languages are learnt as well to know which strategies are relevant to use, the approach, method and techniques. Teachers' role, therefore, is very important in helping students develop autonomy in learning, besides other crucial functions, such as management and instruction (Bajrami, 2015). Besides that, teachers' role, as it was mentioned before in the teachers'



conceptions paragraph, is to facilitate language learning to the students.

Harmer (2007), in his book of “The Practice of English Language Teaching” distinguishes different teacher’s roles which are: controller, prompter, participant, resource and tutor (p. 108-110). However, the author mentions that teachers should be democratic and let students participate in decision-making instead of controlling the class. Additionally, Breen and Candlin (1980) states that teachers have two roles when it comes to communicative methodology. The first role is facilitating the communication process between all participants in the classroom. This communicative process would not be only between the participants, or students, but also the various activities and texts. The second role is acting as an interdependent participant within the learning-teaching group. This means that teachers need to share the responsibilities for learning and teaching with the learners which can lead teachers to be a co-participant. In this sense, in the Communicative Approach, the teacher should give the learner the capacity to have **self-direction**, always having in mind as goal, their autonomy, being the teacher, as it was mentioned before, mainly a guide, a helper and lastly a co-communicator, identifying the students’ learning strategies, helping the students to improve.

Teacher in communicative methodology:

Facilitates the communicative process between all participants in the classroom

Acts as an interdependent participant within the learning-teaching group-



It is important to mention that the teacher role for the clubs may vary depending on the age and level of the students. Thus, beginners and younger students may require the teacher role to be more active and participative, while advanced and older students, such as teenagers and adults, can be more independent in their communicative practice. To have a clear role for the clubs it is important to have a clear understanding of the planning and the stages that the clubs have. In this sense, it is important that the teacher not only have clear the learning objective for the session, but to make sure that the students know this objective as well. In order to achieve this objective, taken from the Global Scale of English according to age and level, it is important to have careful planning of activities for the clubs, having warm-up activities and wrap-up activities too, taking into account the assessment for the sessions.

The role may vary depending on the age of students.

1



The younger they are, the more participative and active teacher should be.

2

And the older they are, the more independent they are in the language.

3

Strategies: what are yours for speaking and listening?

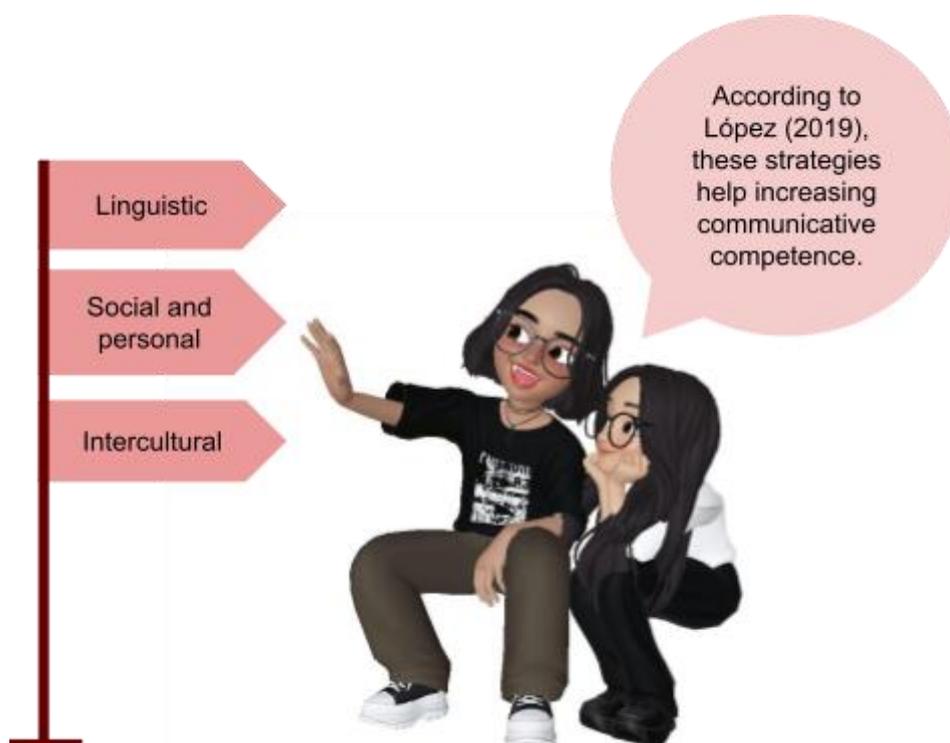
According to Issac (2010), Stone and Morris define a teaching strategy as a generalized plan for a lesson; it includes, according to the authors, structures, the objectives and an outline for planned tactics and activities to implement such strategies. It is important to clarify that when selecting the strategy, it should be reviewed from the topic to the attitude and the needs that the participants show when implementing activities in which a cognitive, oral, and even emotional advance is required (Documento Maestro, 2019).



López-Manrique (2011) states that when it comes to strategies, it is important to consider the concept of “verbal fluency” because more than speaking fast in English, it is about speed and pauses to have natural oral productions. Thus, strategies such as less intervention from teachers, constant use of English, warm-up activities and use of corporal

language or audiovisual resources, gives students the opportunity to improve their oral communication.

Huyke and López (2019) showed that students use a series of communication strategies that can be linguistic, social and personal, or intercultural. All of these strategies are important to help increase communicative competence; however, the linguistic strategy mainly helps students to improve on grammar, pronunciation and vocabulary. Moreover, social and personal strategies give participants the possibility of evolving and increasing their confidence to interact with people. Also, intercultural strategy allows participants to have direct contact with other cultures. Based on this, the author highlights the importance of interaction in the clubs, stating that when someone interacts not only improve or practice the language but also learn about different cultures.



According to the Documento Maestro (2019), quoting López Manrique (2011), the specified strategies for the Conversation Clubs of the Departamento de Idiomas are the following:

Table 24. Strategies developed within the Conversation Clubs of Departamento de Idiomas.

Strategies developed within a conversation club	
Rehearsal strategy	This type of strategy is one that allows you to actively repeat content. For example, speaking out loud, underlining, among others.
Elaboration strategies	They are those that include the creation of links between the new and the familiar.
Organizational strategies	They are those that allow information to be grouped in an appropriate way, in order to easily remember what has been learned.
Planning strategies	This type of task allows students to constantly monitor what is being worked on. In this way they set goals, develop tasks, etc.
Regulation strategies	They are implemented in order to indicate the ability or assertiveness with which a student executes a task effectively.
Assessment strategies	They are used to check if learning occurs successfully, and if the proposed objectives are achieved.
Support strategies	It aims to improve the affectivity of students, in order to establish and maintain their motivation, according to their interests.

Note: strategies taken from the Documento Maestro (2019), item “8.7.6.2 Strategies developed within a conversation club”.

Resources: Let's make it interactive!



Resources refer to “something that can be used to help achieve an aim, especially a book, equipment, etc. that provides information for teachers and students” (Oxford Learner’s Dictionary, n.d). In education, the resources teachers help them in their practice in order to achieve a determined aim.

Moreover, Glatthorn and Jailall (2000) mentioned that, in general, teaching resources may include videos, flipcharts, whiteboards, overhead projectors, PowerPoint, text, smart devices and softwares, with the

objective of give the students opportunities to explore, work on problem solving and different skills. In other words, it can be said that a teaching resource is a material that is designed to facilitate learning and language acquisition (Tomlinson, 2003). In a similar way, Trujillo (2010) the more materials that are different the learners are exposed to, the more possibilities for them to achieve and reach the learning objectives according to their capacities. Furthermore, as Littlejohn and Windeatt (1989) established, the resources and materials used in the classroom, are in concordance with a method and an approach, that go with attitudes towards teaching, learning, and the role the professors have.

Resources can be distinguished between bibliography and digitals. Bibliographic resources are, according to Prince George’s Community College. (n. d.) it is “a list of works on a subject or by an author that were used or consulted to write a research paper, book or

article. It can also be referred to as a list of works cited. It is usually found at the end of a book, article or research paper”. An example of a bibliographic resource could be this document itself. On the other hand, a digital resource is, according to Dukare, D. A. (2020), is “a resource that requires access to the computer or any electronic product that provides a collection of data, be it text referring to full-text databases, electronic journals, image collections, other multimedia and media-based products. numerical, graphic or temporal values”.

Based on the nature of Conversation Clubs, here are some resources that could be useful for teaching Conversation Clubs.

Table 25. Suggested resources for Conversation Clubs.

Resource	Type	Rol	Descripción
YouTube	Digital	Teaching & learning	Digital platform with videos and music. Perfect to work on listening and promote speaking.
Kahoot!	Digital	Teaching & learning	A game-based learning platform to create questionnaires around a topic. It can be played in groups or pairs.
LyricsTraining	Digital	Teaching & learning	Digital platform to sign while learning vocabulary. It is divided into different levels and it helps to work on listening.
BBC Learning English	Digital	Teaching & learning	Digital platform to listen to podcasts. Each of them has questions along with the dialogue.
Nearpod	Digital	Teaching & learning	Real-time insights into student understanding through interactive lessons, interactive videos, gamified learning, formative assessment, and activities.
Pearson: Global Scale of English	Digital & bibliographic	Planning	Here you can find the learning objectives for each group and level of the Departamento de Idiomas for the creation

			of every session. <i>Let's make it easy!</i> includes the learning objectives for listening and speaking for each group and level for you to find them easily.
PowerPoint/Google Slides	Digital	Planning & teaching	It not only helps teachers with their presentations, but also, with a good training on it, helps them to create interactive games.
SlidesMania	Digital	Planning & teaching	It has PowerPoint/Google Slides templates for interactive games
Bamboozle	Digital	Teaching & learning	It is a game-based learning platform that brings engagement.
Randall's ESL Cyber Listening Lab	Digital	Teaching & learning	Randall's ESL Cyber Listening Lab has been providing online English listening comprehension activities for ESL and EFL learners since 1998.
Quizizz	Digital	Teaching & learning	A platform to find and create gamified quizzes, lessons, presentations, and flashcards for students.
Peardeck	Digital	Teaching & learning	This platform allows you to create interactive presentations that can be linked to Google Slides or Microsoft Powerpoint. This allows you to ask questions, play games, listen to audios, descriptions or/and instructions, and have a dashboard for each student, and all this while you present.
Actively Learn	Digital	Teaching & learning	It is an award-winning digital curriculum that drives student engagement and equity through deeper learning. You can find Texts and videos for ELA (English Language Acquisition), Science, and Social Studies with scaffolds and higher-order questions.
ESL video	Digital	Teaching & learning	This platform provided videos with quizzes divided by levels including: beginning (A1), intermediate (A2), intermediate low (B1),

III. Assessment: Don't forget to listen to your students!

The assessment is one of the strategies among the ones mentioned in the Documento Maestro (2019). This is used to verify if the learning is being successful in the matter of reaching the proposed goals.

On one hand, assessment has a relation with the methods and the techniques that the teacher applies to gather information about the student's ability. It is important to remember that the Departamento de Idiomas offer Conversation Clubs for students from the Departamento itself, students from the Bachelor Degree in Foreign Languages with Emphasis in English for all the community in general who are part of the UCEVA university. Taking that into account, the number of participants in the Conversation Clubs is not always the same and therefore the assessment could not be the same as the applied in a regular English class.

Assessment has a relation with the methods and the techniques.



Assessment, then, includes a range of activities and tasks that teachers use to evaluate students' progress and growth on a daily basis (Saragih, 2016). While assessing through activities, it can identify the learner's needs and their progress, and it also determines how the teachers are doing as teachers and planners. Therefore, it can be inferred that assessing also carries out reflection on teachers.

Saragih (2016) also mentions that assessing is much more than a simple language test. Assessing in the English Language is a variety of ways of collecting information about a learner's language ability or achievement. In addition, Saragih (2016) mentions that there are two kinds of assessment known as informal and formal assessment (p.77). Informal assessment (or formative assessment) is designed to elicit students' performance without recording results. It is about evaluating students in their process of "forming" their competences and skills, helping them to continue on their growth process. Meanwhile the formal assessment (or summative assessment) is a systematic, planned sampling technique constructed to give teachers and students a rating of a student's achievement. It is about measuring or summarizing what students have learnt and that typically takes place at the end of a course, such as final exams.

That is to say, assessment plays a important role on Conversation Clubs, since teachers, as the facilitators of the language, should be able to help students to improve in their language competence and also reflect on their own practice, pondering if the methods, strategies and assessment they are using is ideal to reach the objective of the Conversation Club as well as if they are helping students to progress.

Following this, for the Conversation Clubs of the Departamento de Idiomas, it is proposed the following strategies in order to do an effective assessment in these spaces:

- 1) **Enrollment:** First, taking into account that Conversation Clubs has an irregular population, this first proposal aims to have a more concrete population. At the beginning of the semester the students should enroll in at least 2 Conversation Clubs that will have a limited capacity (20 students per club) to ensure that the population is not too large and to facilitate the control and development of the clubs. In this way, the teachers in charge of the clubs will have a greater follow-up to the students, facilitating their evaluation, attendance and progress.



Also, this will facilitate the professors from the regular courses to have a better follow up on the attendance of his/her students to these spaces, their progress and their learning.

Following this enrollment strategy, the following assessment strategies are highlighted that work in a more relevant way once having a more concrete and less changing population.

a) Attendance: Carried out by the professors, this strategy is commonly used in the Departamento de Idiomas. Contrary to the regular attendance rotated among the irregular population to write their names, with the enrollment there will be a concrete list of the enrolled students for them to sign in front of their names and it will be easier for the professors to register the assessment in their record.



b) Self-assessment: Carried out by the students and since the semester is divided in three terms, at the end of each term the professor will provide the students with an assessment rubric with the learning objectives for each skill (listening and speaking) and the students would self-assess. This strategy helps professors both from Conversation Clubs and regular courses in order to have a more close-up view of their student's progress. For the self-assessment it is proposed the following format:



Figure 2. Format for self-assessment for students of Conversation Club.

Student's name:	Date:
Course language:	Course level:

Learning outcome		Self-assessment			Observations
		Can do it 	Hard for me 	Can not do it 	
Speaking	1)				
	2)				
	3)				
	4)				
Listening	1)				
	2)				
	3)				
	4)				

c) **Progress checklist:** Carried out by the professors, they will have a record per each enrolled student in a progress sheet annexed into a folder for a better organization. In the progress check-list, the professors would be able to check if each enrolled student reached the learning objective proposed for the session. For this strategy it is proposed the following format:



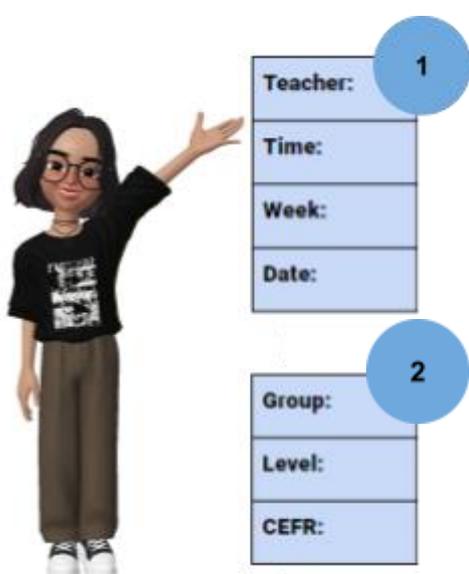
Figure 3. Format for progress checklist for professors of Conversation Club.

Date	Learning objective		Observations
	Listening	Speaking	

Having a more concrete population would give the chance to professors to have a formative assessment and would allow professors to design any other assessment instruments depending on his/her students' necessities. Also, would generate on the professors more assessment strategies into their classes such as: peer feedback, conversation topic per week, grids with a quantity of vocabulary, cadence and fluency so that short monologues can be made (prepared or not) and that the level can be increased as modules progress, and among other strategies that professors could generate.

IV. Take a look at the planning!

Following the pedagogical model, the communicative approach, the teachers and learners' role, as well as the different strategies and resources, a planning format is proposed to have a standardized lesson plan for the clubs, easy to understand and to be completed by the teachers in charge of the club. In that way, a record of the plans for the club will be accomplished, with the possibility of being consulted by current and future conversation club teachers looking for ideas. Therefore, the format has five main parts to be filled by each teacher for each conversation club.



The first part of the format is composed by the name of the teacher in charge of the club, the time for the club, the week of the semesters as well as the exact date for developing the club. This will allow the Departamento and other teachers to identify the club and the teacher who was in charge. The next part corresponds to the group that will attend to club, either kids, teens or adults; the level the club is directed to, 1 to 4 for kids and 1 to 6 for teens and adults; as well as the correspondent level according to the Common European Framework of Reference, that is from below A1 to C1.

The third part of the planning defines the learning objective each club will be focused on. Take into account this objective is taken from Pearson's Global Scale of English, and the ones for listening and speaking can be found in this guide in the first chapter. The objectives for Kids in both skills are in the pages from 21 to 50 and for teens and adults in the pages 51 to 93. It is important to always have in mind these learning objectives when later planning

the different activities, these last ones must be directed towards giving the students enough tools for achieving the proposed learning objectives. In this sense, one of the tools is the specific vocabulary that will be worked on in the club, this must be also written in the format. Following, the language functions must be described, referring to how to use the vocabulary in a real context, this will provide the students with a real situation, following the communicative approach.

3

Learning objective
Vocabulary
Language functions



4

Activities			
No.	Time	Activity	Resources
1			
2			
3			



The fourth part of the format deals with the different activities each teacher will use for the club, always having in mind the learning objective. A brief description of the activity will be written. Each activity must have an estimated time for its development as well as the different resources that will be needed. This will give each

teacher a clear path to follow in their clubs. Lastly, there is a part for writing any kind of observations regarding how the development of the club was, if there was any chance or if something different happened in the session.

5

Observation(s)

Conversation Club Planning - Departamento de Idiomas

Teacher:	
Time:	
Week:	
Date:	

Group:	
Level:	
CEFR:	

Learning objective
Vocabulary
Language functions

Activitie s			
No.	Time	Activity	Resources
1			
2			
3			

Observation(s)

Note: Conversation Club Planning created by Manuel Alejandro Salazar Chica, Director of Departamento de Idiomas (2021)

You are also the protagonist!

Listening to what teachers, as protagonists of the conversation clubs, have to say about the space is an important part of the development and progress of the Departamento de Idiomas and its spaces. In this sense, it is proposed a *recommendations and observations format* for professors specifically from Conversation Clubs to have the chance to recommend or observe on any kind of management of these spaces. In this way, there would be substantive comments from professors in direct contact with these spaces and there would be the chance to improve the Conversation Clubs based on these recommendations and/or observations.

Recommendations and observations format

 		Recommendations and observations format	
Date (DD/MM/YYYY)	Language taught:	This is a:	
	<input type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> Italian <input type="checkbox"/> German	<input type="checkbox"/> Recommendation <input type="checkbox"/> Observation	
If this is a recommendation, please explain which it is: (if applies)			
If there is an observation, please write it as much detailed as possible:			
What would be your solution? (if applies)			



Note: recommendation and observations format created by the authors (2021).

V. Reflective community: the more, the better!

An important part of effective teaching is the reflection on the planning and how the clubs were developed, in order to identify aspects to be improved. Reflection is how action is guided through experience. Reflecting thinking on teaching practice is a key element to improve and develop professional practice in order to reduce the gap between the theory and pedagogical practice, and improve teachers' performance. Shandomo (2009) expresses that reflection involves self-examination and self-evaluation that is carried out to improve, in this case, teachers' practices. Reflection is part of learning from one's own experience, leading to conscious acting. Thus, teacher reflection may lead to a change of behavior and finally to professional development and growth. In a similar sense, Tajareh and Rashtchi (2019) state that reflection is associated with thinking about an action in context, hence composed by two main steps, self-observation, considering the needs the students have, the objectives, interests and time; and self-evaluation, where teachers take decisions about their practice.

Each of these levels can be achieved for the language department by the teachers as individuals and as a community.

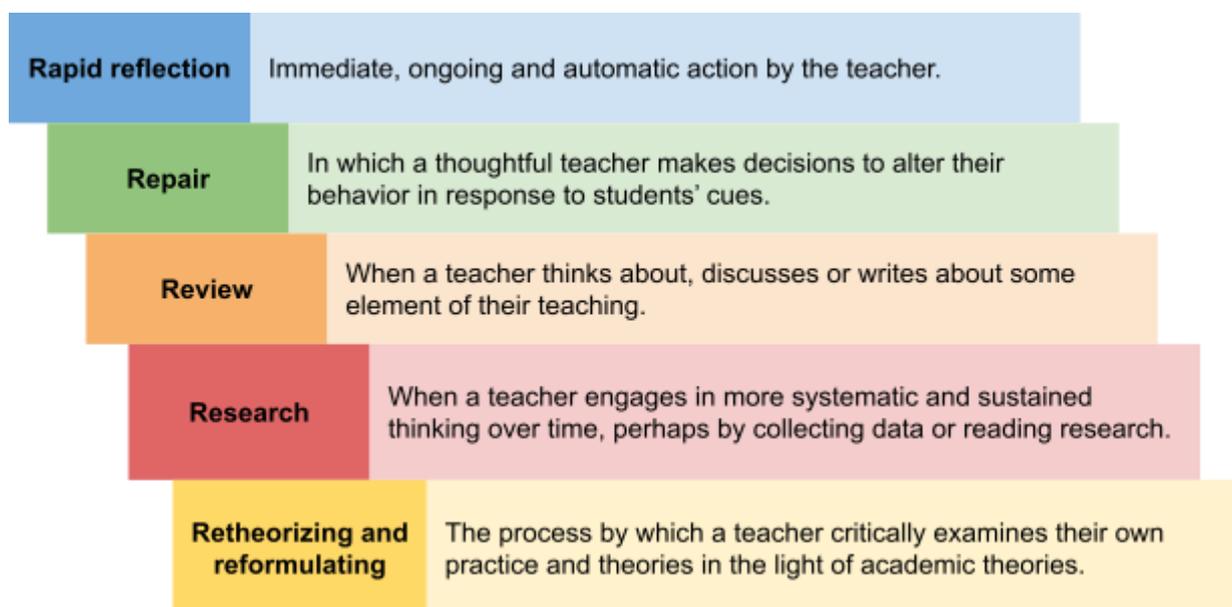
See figure 4



In short words, a reflective practice is 'learning through and from experience towards gaining new insights of self and practice' (Finlay, 2008). It is important to then to have two types of reflection, given by Schon (1983), reflection-in-action and reflection-on-action, the first one being thinking about the club, in this case, while it is being developed, and the latter, thinking about it after the club finished. Both scenarios are necessary for the teaching practice. Similarly, Zeichner and Liston (1996) differentiate between five different levels at which

reflection can take place during teaching:

Figure 4. Five levels of reflection during teaching according to Zeichner and Liston (1996)

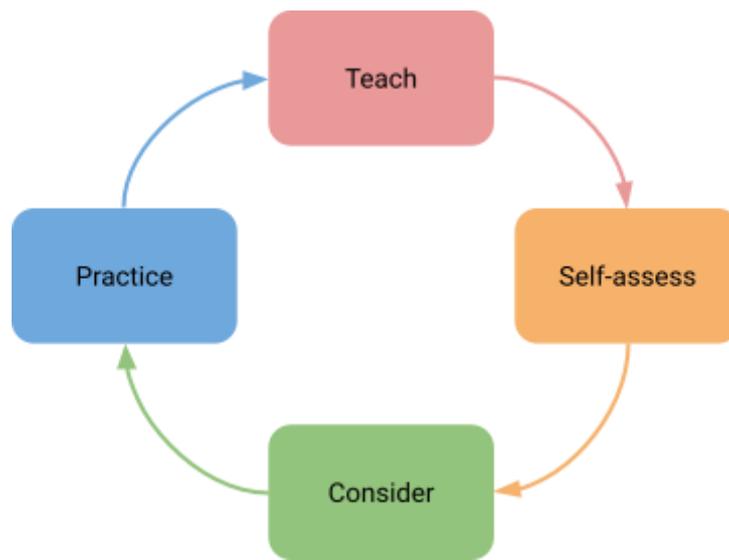


Note: creted based on the stated by Zeichner and Liston (1996)

Authors such Núñez and Téllez (2015) state that “reflection raises teachers’ awareness of personal and professional growth by enhancing their discipline knowledge, pedagogical practices, the English Teaching Professional Practice and research projects as well as fostering self-confidence, creativity, and self-esteem” (p. 66). Suggesting that reflecting helps not only to boost the English language instruction in the conversation clubs in this case, but also teachers’ personal and professional life. While reflecting, teachers may start, for example, creating their own materials and transforming their classroom into possible research projects. Hence, reflection becomes a cycle for teachers to carry out in their daily practice, this cycle consists of teaching, self-assessing the effect teaching has had on the learners, considering new ways of teaching to improve the quality of learning, this can be

shown in the planning, trying those ideas in the classroom, that is teaching again and repeating the whole process.

Figure 5. Reflective teaching cycle.



Note: reflective cycle based on Cambridge Assessment International Education (n. d.)

Some key questions teachers may ask themselves to carry out the reflection, based on Johns (1994) about the conversation clubs include:



"What was I trying to achieve?"

"Why did I intervene as I did?"

"How did the student feel about it?"

"How do I know how the student felt about it?"

"How did I feel about this experience when it was happening?"

"What were the consequences of my actions for myself, my students and my workmates?"



Other aspects to reflect on are the possibilities for other scenarios, "Could I have dealt better with the situation?" or "What other choices did I have?" and "What would be the consequences of those choices?". These questions can be put in a cycle, following Gibbs (1998).

Figure 6. Gibb's reflective cycle.



Note: Adapted from Gibbs's reflective cycle (1998)

In each part of the cycle, you can ask you the following questions:

- **Description:** what happened?
- **Feelings:** What were you thinking and feeling?
- **Evaluation:** What was good and bad about the experience?
- **Analysis:** What sense can you make on the experience?
- **Conclusion:** What do you need to improve on?
- **Action plan:** How will you improve?

According to the above expressed, it is important to set a space for teachers to reflect on their practice in the conversation clubs, not only individually but as a community, sharing experiences and nourishing their own practice and improving as a team the development of the clubs with common successful practices, giving ideas for future clubs and in general, building a reflective community, thinking what is done in the classroom, why is it done and sharing whether it is working or not. This will help identify and explore the teaching practice and the beliefs that may be underlying those practices. Reflection will lead to professional

growth. As a result of the reflection, both individually and as a group, the teacher may decide to do something in a different manner, or may just decide that what is being done is the best way. And that is what professional improvement is all about.

Furthermore, reflective practice has different benefits. For instance, it raises confidence in teachers, by developing the ability to understand different learning styles, identifying possible barriers, widening the different approaches towards a learning objective, encouraging innovation. This will also be shown in the students' confidence, creating new challenges for them from that reflection. Another benefit is the better understanding of the way teachers teach, acknowledging the strengths and possibilities of improvement. In general, reflection not only benefits the teacher but the community as a whole.

About the authors

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“It is an honor for me to contribute with this research to the improvement of such an important space as the Conversation Club, where we, as students, were able to practice and strengthen our communication skills.”

- Alejandra Santamaría

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Andrea Johjanna Henao García



“For me it is a great pleasure to go from a regular student coursing a English course at the Departamento to then enroll in the university and be part of the program, taking another view from a teaching perspective and trying to help improving the spaces I once assisted and was part of”

- Andrea Henao

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Manuel Alejandro Salazar Chica



"As the director of the Departamento de Idiomas, I find this research to be a great contribution since it strengthens such an important space in the development of skills as the Conversation Club. I deeply grateful to Alejandra and Andrea for their great commitment and contribution to the academic processes of the Departamento de Idiomas"

- Manuel Salazar

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Notes from the authors



This pedagogical orientation guide, named “Let’s make it easy!”, was created thanks to the research project carried out with teachers of conversation of the Departamento de Idiomas.

We would like to invite you to read “Pedagogical orientation guide design for the conversation club teaching process at the Departamento de Idiomas of Unidad Central del Valle del Cauca based on teachers’ conceptions” to see the process behind the creation of this magnificent guide based on teachers’

conceptions for teachers.

We would like to thank all teachers who participated in the process to conclude the creation of “let’s make it easy!” as well as profoundly thanks to the professors Claudia Rivera and Olga Salamanca that encouraged, guided and advised us for making this possible.

Finally, we would like you to continue researching in the field taking into consideration teachers from the different processes since they are the ones more in face to face with students and the environment, and they help processes to improve and get better.

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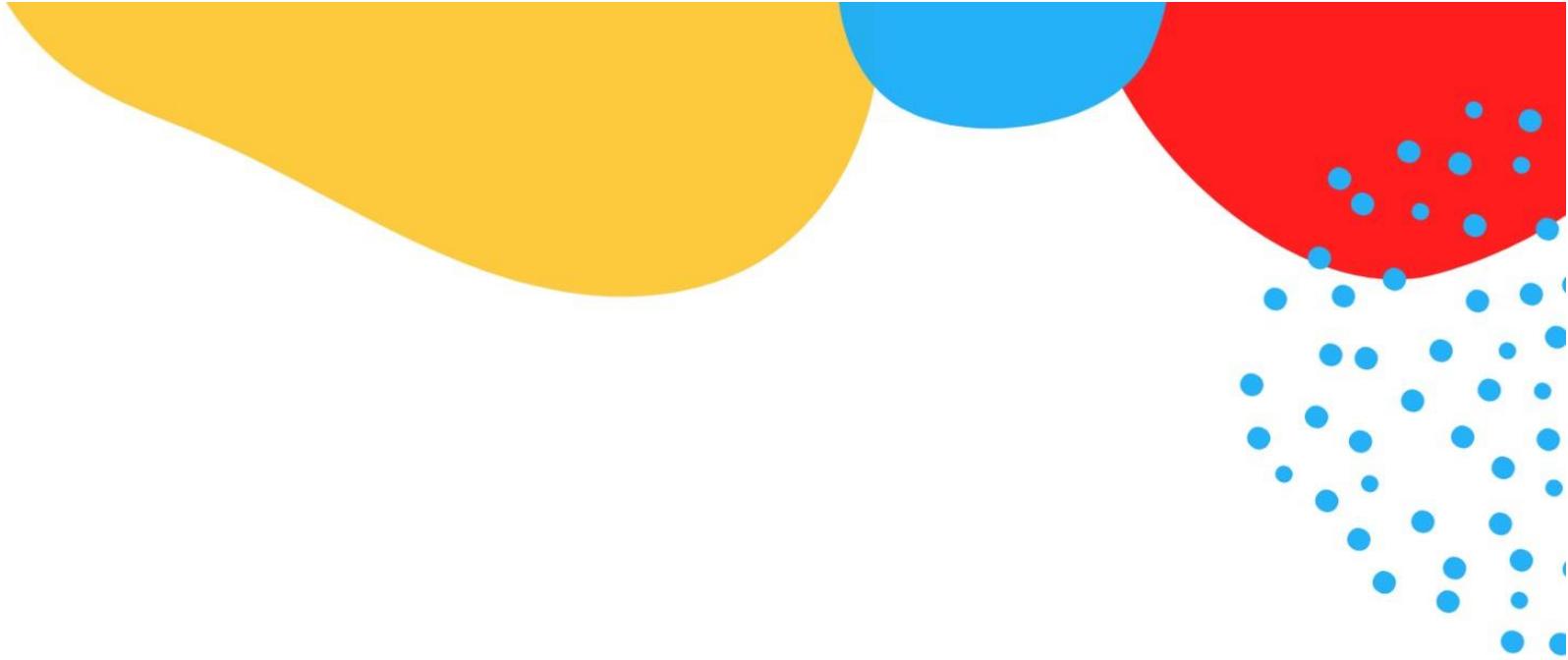
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