

**Conversation Club As A Strategy For The Strengthening  
Of The Lexical Competence In The Learning Process Of  
English As A Foreign Language Of Iv And V Semester  
Students Of University Of Cauca, Regionalización  
Santander De Quilichao.**

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**Club De Conversación Como Estrategia Para El  
Fortalecimiento De La Competencia Léxica En El Proceso De  
Aprendizaje Del Inglés Como Lengua Extranjera En  
Estudiantes De IV Y V Semestre De La Universidad Del  
Cauca, Sede Regionalización, Santander De Quilichao.**

**Inglés y Francés De La Universidad Del Cauca**



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**Abstract**

This research is based on the implementation of a conversation club as a strategy for the strengthening of the lexical competence in the learning process of English as a foreign language of IV and V semester students belonging to the Modern Language Program (PLLM, I-F) of University of Cauca, Santander de Quilichao. This research followed a quantitative approach, carried out in the year 2018 with a total of 29 participants, which were divided in an experimental group with 10 participants enrolled in 10 session, while the other 19 participants were part of a control group. The methodology used to carry out the session of the conversation club was based in ludical activities developed in different context to classroom, which promoted the active interaction in the second language. In addition of skills as confidence, self- esteem, teamwork and meaningful learning. However, the results of the implemented strategy were not the expected ones, because of several factors which intervened with our conversation club. Notwithstanding, the students belonging to the experimental group mentioned that a conversation club may be a good strategy to strengthen the lexical competence in the learning of a second language.

**Key words:** Conversation club, lexical competence, second language learning.

## **Resumen**

Este trabajo de investigación se basa en la implementación de un club de conversación para el fortalecimiento de la competencia léxica (CL) en el aprendizaje de un segundo idioma en estudiantes de 4to y 5to semestre del Programa de Lic. Lenguas Modernas Inglés y Francés (PLLMI-F) de la Universidad del Cauca Sede Norte. Este trabajo se hizo desde un enfoque Cuantitativo, llevándose a cabo en el año 2018 con una totalidad de 29 participantes donde se dividió en un grupo experimental con 10 participantes haciendo parte de 10 sesiones mientras que los otros 19 participantes hicieron parte de un grupo control. La metodología utilizada para llevar a cabo las sesiones de nuestro club de conversación se basó en actividades lúdicas desarrolladas en ambientes diferentes al aula de clase, las cuales promovieron la interacción activamente en un segundo idioma, además de habilidades como la confianza, la autoestima, el trabajo en equipo y el aprendizaje significativo. Del mismo, los resultados del análisis no fueron como lo esperábamos puesto que se presentaron varios factores los cuales intervinieron con nuestro club de conversación y no contamos con toda la población que sería nuestro grupo experimental. Sin embargo, los estudiantes que fueron partícipes se evidencia que si es necesario la implantación de un club de conversación permiten el fortalecimiento de la competencia léxica en el aprendizaje de una L2.

**Palabras claves:** Club de conversación, competencia léxica, aprendizaje de un segundo idioma.



## 1. INTRODUCTION

Lexical competence is one of the fundamental components in the learning of a second language, as well as the active interaction and the strengthening of the contents of the Educational Project of the Modern Language Program (PEP) during the academic stage for the development of the Listening, Speaking, Reading and Writing skills. However, the modern language undergraduate students lack an appropriate space to interact outside their classroom to foster their communicative competence. We do this research with the general objective to determine the influence of the conversation club as a strategy for the strengthening of the Lexical Competence in the learning process of English as Foreign Language in students of fourth and fifth semesters of the Modern Language Program at the University of Cauca, Santander de Quilichao.

The first chapter is focused on the problem statement. It exposes aspects such as the importance of obtaining new scenarios for the learning of a second language to strengthen the communicative competence, since it is one of the most relevant competences to be achieved, according to the PEP. It also makes clear the need to interact in a L2 outside the classroom to practice the linguistic components of the language in a real context.

The second chapter establishes the relevance of this research project, in the light of the Resolution 18583 issued on September 15, 2017, where it has been determinate that students of Modern Languages Programs must certify a C1 language proficiency taking into account the Standard of Common European Framework (MCER) and the importance of creating scenarios where the students can put into practice and interact in a L2.

The main objective of the research was to determine the influence of the conversation club as a strategy or the strengthening of the lexical competence in the students of fourth and fifth semesters of PLLM, I-F at the University of Cauca, Santander de Quilichao. The methodology used for this research followed a quantitative approach with an experimental design. There was an experimental group composed by 10 participants, and a control group of 19 participants. Before the implementation of the conversation club, a pre-test was carried out in the both groups to diagnose the level of the lexical competence in the students. A 20-session conversation club was implemented and finally a post-test was applied to analyze the progress of the students who participated in the club and the control group students.

Chapter number IV shows a review of articles at an international, national and local level, which were the base to carry out this research. The article of international level refers to the competence in language communication as a center project: challenge, opportunity and exemplification. In the national level, the strengthening of the reading, oral, and writing competence was conducted in students through the creation of the permanent center of reading comprehension, classroom and creative workshop to study the development of the communicative skills. And finally, in the local level researchers found a project about the influence of immersion camps on the lexical competence of Modern Language students.

The following chapter covers definitions used during research work such as conversation club because it is the main concept and in the same way, the concept of strategy, strategies for learning oral skills in foreign language, communicative, linguistic and lexical competence. Theories as constructivism and the socio-constructivism theory are also mentioned as a basis for the design of the conversation club activities.

Finally, the last chapter shows and discusses the results of the data obtained during the pre-test and post-test, as well as the percentage of progress and the highest skill for both the experimental group and the control.

## 2. PROBLEM STATEMENT

In Colombia, the Ministry of National Education (MEN) (2006), in the document of the basic standards of competences in foreign languages English, mentioned that "learning a second language has become a basic necessity of communication in today's society" (p.5) Therefore, the MEN had established the standards for the improvement of the quality in the learning of a L2.

Thus, the MEN through Resolution 18583 of 2017, which adds the specific quality characteristics of the degree programs to obtain, renewal or modification of the qualified registry, established that students of bachelor's degree in Modern Languages must certify a C1 level. However, Colombia has been classified as one of the countries with low English proficiency, which demonstrates that the communicative competence in English has to be strengthened, according to the Index of English Level 2015 of Education First (EF), which analyzed 70 countries. In the case of Colombia, the country was 57th with a score of 46.54, according to the report; it turned out to be very low.

The Educational Project of the Modern Language Program PEP (2017) states that:

The intermediate English course II, for the fourth semester, aims to develop skills in the oral and listening skills to understand dialogues, interviews, conversations or questions with some difficulty and express opinions, tell stories, summarize, describe processes of various kinds of Logic or express agreements or disagreement with clear arguments. (p.75)

However, in the University of Cauca, Santander de Quilichao, there are not enough opportunities where students can practice the language with all these linguistic components

within a real context outside the classroom: immersion camps or conversation clubs where students can strengthen their communicative competence, especially lexical competence which refers to the knowledge of vocabulary and the ability to use it (MCER 2002).

Likewise, in the language learning process grammatical structures are important too, as well as the vocabulary management and the ability to produce written texts as stated by the PEP (2017):

"The Modern Languages Program English - French, in accordance with MEN, complies with the guidelines of generic competence such as: writing, quantitative reasoning, critical reading, citizenship skills, understanding of the environment and language skills, which corresponds to the linguistic field (foreign languages - English and French - and mother tongue); reading and writing ... "(p.20)

Although, the Modern Language Program of the University of Cauca seeks to educate professionals in the English and French languages competent in oral, writing, listening and reading skills, during our learning process, we had showed that some students do not feel free to speak or write elaborated text in an L2 because of a limited vocabulary and the lack of confidence; these shortcomings and difficulties do not allow students to give an opinion generating dissatisfaction with the language level acquired. This could indicate that it is necessary to generate an environment of interaction where students could recognize lexical aspects of the language being learned, and enrich their vocabulary and reliability in themselves when expressing an opinion.

Besides, it has been evidenced inside the career that there are not specific spaces of language practice outside of the classroom, that is, spaces where topics such as grammatical structures, translations, writings listening skills and vocabulary can be reinforced, so students can engage in a foreign language communication between peers and at the same

time identify the linguistic components of the language.

In light of the above, the need to implement a conversation club that seeks to strengthen lexical competence arose, that is to say, aspects such as expressions, idioms, intensifiers, grammatical elements and idiomatic expressions of the English language.

Keeping in mind the aforementioned, the following research question arises:

What is the influence of the implementation of an English conversation club in the strengthening of the lexical competence of the students of IV and V semesters of the Modern Language Program English - French of the Universidad of Cauca Santander de Quilichao?

### 3. JUSTIFICATION.

Nowadays, in the teaching of foreign languages, the development of the communicative competence is essential, since through the competence the students are able to act using especially linguistic means (MCER).

Given that, the Modern Language Program of the University of Cauca, Santander de Quilichao, aims to educate ethical professionals able to work in foreign language teaching based on their understanding of pedagogy, the linguistics among other social and cultural aspects (PEP) (2017), It's important to build up scenarios where the students can put into practice the foreign language, through different activities focused on the lexical components to have an appropriate use of the language. When learning a Foreign Language, it's essential to understand that the language is a tool to achieve different purposes like to adapt the language to a given situation.

This research proposal aimed to strengthen the lexical competence of the English through a conversation club where translation, writing, pronunciation, vocabulary and spelling activities were designed. The activities were developed with fourth and fifth semester students of the Modern Language Program of the University of Cauca, Santander De Quilichao who benefited with this project, since, this proposal generated an interactive L2 learning environment. Currently, the Modern Language Program does not have conversation clubs to practice the foreign language and the development of the linguistics competence is limited to the language classroom.

In addition, the implementation of a conversational club seeks to make students freely participate in no-conventional contexts and interact in the L2, taking into consideration,

grammatical and lexical aspects, the correct use of the expressions, and vocabulary.

This proposal may be a research reference for future studies about the strengthening of the lexical competence, through a conversation club with Foreign Language Students, which could guide the development of interactive learning environments at the University of Cauca. On the other hand, this research proposal aimed at positively impact the students of the fourth and fifth semester, since they had the opportunity of strengthening their lexical competence, as well as the oral and written production. Besides, they were able to speak and produce current cultural and social text, like production and understand properly linguistic expressions in different contexts.

Consequently, not only students of fourth and fifth semesters benefited with this research, which tended to raise awareness of the linguistic context of the foreign language, but also the professors of the foreign language because they could design different strategies for the strengthening of the lexical competence in the students, taking into account the results of this research.

In the same way, this research sought to answer to the requirement of the level of language required in the resolution 18583 issued on September 15th, 2017, where it has been established that students of Modern Languages Programs must certify a C1 language proficiency taking into account the standard of Common European Framework (MCER). In addition, this research is related with the objectives of the Program, which seeks for the integral formation of the students through the development of communicative competences from different linguistic uses of the L2.

Finally, this is an original research since studies about the development of the Lexical Competence in Foreign Language students through a conversation club at the University have not been conducted.

## **4. OBJECTIVES**

### **4.1 General Objective.**

- To determine the influence of the conversation club as a strategy for the strengthening of the Lexical Competence in the learning process of English as Foreign Language in students of IV and V semesters of the Modern Language Program at the University of Cauca, Santander de Quilichao.

### **4.2 Specific Objectives.**

- To diagnose the Lexical Competence in the students of IV and V semesters of PLLM I-F at the University of Cauca, North Site.
- To design a series of activities to develop a Conversation Club focused on the strengthening of the Lexical Competence.
- To implement a conversation club to strengthen the Lexical Competence of students of IV a V semesters of the Modern Language Degree at the University of Cauca, Santander de Quilichao.
- To evaluate the influence of the Conversation Club in the strengthen of the Lexical Competence.



## **5. HYPOTHESIS**

### **5.1 Hypothesis of The Work.**

The Conversation Club improves the Lexical Competence of the students of IV and V semesters at the University of Cauca, North Sites compared to a control group.

### **5.2 Null Hypothesis.**

The Conversation Club doesn't improve the Lexical Competence of the students of IV and V semesters at the University of Cauca, North Side.

## 6. CONCEPTUAL FRAMEWORK

### 6.1 Speaking Club

A speaking club is a place for languages learners to use an L2 in a casual setting. it allows to have more opportunities to use and increase their pronuntation, intonation, fluency, accuracy, vocabulary and also their knowledge through topics that engage students to talk (Fattah, 2006).

In those words, we understand that the conversation club is a key strategy that could be developed in different places according to the level of students such as age, environment, and their tastes to have a pleasant atmosphere when learning.

The conversation club was also seen as an educational alternative that generates learning tools. Almeida (2016) states that:

The Speaking Club as an educational alternative could be used as a tool in the learning process, because it facilitates oral interaction through activities and interactive tasks that contribute to improve some aspects that are necessary to obtain a quality education; Among them, there are very useful nuances when evaluating speaking in English as they are: fluency, vocabulary, grammatical structure, reading and writing; because it would improve the cognitive peculiarities of the students in relation to this language that is meaningful at present day (p.10).

In conclusion, speaking club was a communicative tool that not only helped to develop fluency, vocabulary, and grammatical aspects, but it was also a space of cultural interaction, where students could produce and understand linguistic expressions in different contexts of use, as social and cultural aspects of the language.

## **6.2 Teaching Strategy**

The concept of teaching strategy was relevant for our research project given that According to Díaz (2002) the teaching strategy refers to “procedures that the agent of teaching uses in reflexive and flexible form to promote the achievement of the meaningful learnings in the pupils” (p.4). This allows us to understand that the strategy is vital for the process of teaching in the creation of constructive activities to acquire meaningful learning in the students, so it a joint construction emerges between teachers and learners, where there was a way of learning in an autonomous and meaningful way in the different curricular contexts.

In the same way, a definition of teaching strategy according to Díaz (2002) is:

Teaching as a help process adjusted according to how learning progress occurs in the constructive activity of the students. That is, teaching is a process that aims to support or, if the term is preferred, "scaffolding" the achievement of meaningful learning. (p.3)

According to the above mentioned teaching is defined as a process of support for the teacher within the classroom, the activities that are generated in that environment for meaningful learning in the student. For this reason, it concluded that it is difficult to

consider a single strategy for meaningful teaching. In the same way, teaching strategies are an authentic creation of the teacher that allow him/her to take ideas and interpret them as reflection objectives to find better ways of teaching the different ways in which students learn.

Moreover, the relation knowledge- teacher- student generates those needs to create and implement these strategies for a meaningful learning. Regarding this Diaz (2002) says:

“The teacher must have a wide knowledge regarding strategies recognizing their purpose and the way they can be appropriately used or developed. These teaching strategies are complemented with the strategies or motivational principles and cooperative work.” (p.5)

In the light of the above the teacher is regarded as the main generator of the implementation of creative ideas to get new strategies, since students will learn in a fun way and the knowledge they acquire will be meaningful. Therefore, the teacher must have knowledge and skills to design learning strategies according to the context and the way students learn.

In the same way, for the teaching-learning process, the result of these learnings are given from alternatives of action in an adequate form to reach teaching objectives. For that reason, it is necessary to take into account some guidelines to know what type of strategy is the correct to apply at certain times of teaching. Therefore, Diaz (2002) proposes five essential aspects, the consideration of characteristics such as level of cognitive development, motivational factors, and prior knowledge of students, the type of domain of general knowledge and particular of the content of the area to be worked on. A third component is the goal to be achieved and the pedagogical and cognitive activities that the student must

develop to obtain the goal. A fourth component, on the part of the teacher, consists of constant vigilance of teaching and learning process of students the fifth and last aspect makes reference to the determination of the context and knowledge already shared by the students during the classes.

According to these aspects, teaching strategies are necessary to interact within the classroom, in order to reach meaningful learning. Each of these aspects is an argument to decide how to use a strategy, the guide that the teacher can use for the creation of a strategy. According to Díaz (2002) the learning strategies have 3 episodes that are "diverse teaching strategies that can be included at the beginning (preinstructional), during (co-instructional) or at the end (post-instructional) of a session, episode or sequence of teaching-learning or within an instructional text "(p.12).

Therefore, a classification of the teaching strategies is made, in which the teacher can use a facility in the meaningful learning of the students. According to Díaz (2002), the pre-instructional strategies are those that prepare and guide the student in the way in which they will learn, that is, how. Co-instructional strategies focus on supporting curricular content throughout the development of the teaching and learning process. Among its functions is the improvement of attention and identification at the main information, of the contents to be addressed, as well as recognizing the structure and interrelation of the same, and thus ensuring that the student improves attention and motivation towards the process. Finally, the post-instructional strategies correspond to the final phase of the learning contents. They represent the vision and global perspective of the student, which facilitates a reflection of the contents treated as for example the self-evaluation of learning. That is why the final summaries and concept maps are included within these strategies.

To conclude, the functions of this classification of learning strategies are really helpful

since the teacher can create ideas for the development of meaningful learning in an innovative and fun way. Thus, when the teachers teach, the student will be enriched by the curricular contents in the classroom.

### ***6.2.1 Oral Ability Learning Strategy***

Kremers (2000), in his article, the use of learning strategies in oral expression gave a definition of oral skill learning strategy as the communicative tool for the improvement of the oral expression.

In this way, Kremers (2000) says that:

A more open exercise encourages students to introduce more knowledge of their own and also to be creative, apart from saving the conversation at the moment when it tends to stagnate due to problems. These can be caused by lack of vocabulary or comprehension and can be solved using compensatory strategies. And the use of these strategies is just one of the tools that students should know how to use when talking, because they are necessary to keep a conversation alive. Outside the classroom, the dialogues are not pre-structured or prescribed and you have to be flexible and creative. (p.463)

This means that the learning strategies within the oral skill should be focused on the communicative aspects since they are the stimulus or the need of the act of speaking, the Kremers proposes that the strategies for the oral expression should be generated without scripts and pre-structures, on the contrary they must be creative and flexible, thus, these strategies can be used in the classroom by teachers since they are essential for the learning process.

On the other hand, Canale & Swain (1980), (as cited in Kremers 2000) Made a communicative frame for the teaching of the second language based on the communicative competence in order to analyze the strategies of oral expression. Thus, they consider important the interaction of all competences for the development and construction of strategies of teaching and the oral expression skill (p. 462)

Another important definition is the one from the Common European Framework of Reference for Languages which “leads the process of foreign languages teaching and learning for those countries which are members and it is useful for the curricular guidelines in that field” (p.29). It means that the oral production is the skill that teachers and learners have to work on the most, since two fundamental factors stand out which are the interaction and the oral expression, they are the base for the development of the communicative competence.

### **6.3 Communicative Competence**

The Common European Framework of Reference (2002) mentions that “the Communicative Competence has several components such as linguistics, sociolinguistics, and pragmatics. It assumes that every component has knowledge, ability, and skills” (p.13).

It means that the communicative competence is essential for education, since it is divided in various components that help students to strengthen that competence, without putting aside the dimensions developed in every component. Likewise, the communicative competence uses different strategies to acquire a meaningful knowledge in the teacher - student relationship.

According to Hymes, (1971) the communicative competence was defined as a set of skills and knowledge that allows speakers of a linguistic community to understand each other. This concept has an important influence in the linguistics field, especially with the acquisition of a language (native or foreign). In turn, the communicative competence divides into several competences. MCER (2001) "Such competence contains the knowledge and the skills that are necessary to deal with the social dimension of the use of language" (p.116). It means, the ability to adapt words and expressions in a specific context where communication exists.

On the other hand, the National Education Ministry (Colombia) establishes in the basic standards of foreign language skills: English (2006) that "the set of knowledge, skills and individual characteristics that allow a person to perform some activities in a certain context is what defines the competences" (p. 11). That is to say that the communicative competence would be worked according to the meaningful knowledge that a person can acquire inside and outside the context they are, to know and to characterize in which that person can show their skills, to improve the above mentioned competence.

In conclusion, the communicative competence seeks to emphasize in the linguistic and communicative uses that allow a suitable utilization of the diverse linguistic and linguistic codes that are presented in different contexts, which are formalized in the different types of production (orally-written).

#### **6.4 Linguistic Competence**

The Common European Framework of Reference for Languages (2002) affirms that "the linguistic systems were enormously complex and that the language of a society is



diversified and advanced never manages to be denominated by any of his users” (p.106).

According to the above mentioned, the linguistic competence has not been organized yet within a complete system that includes the expression of meanings in a language. This is generated because the linguistic components are of great dimension and with a high degree of complexity, since the language of a society has constant changes, therefore it never manages to be completely dominated.

On the other hand, the Department of National Education (2006) refers to the linguistic competence as:

The knowledge of the formal resources of the language as a system and to the capacity to use them and convey well-structured and significant messages. It includes the knowledge and the lexical, phonological, syntactic and orthographic skills, among others. This competence implies, not only the theoretical managing of grammatical, orthographic or semantic concepts, but its application in diverse situations. (For example, to make associations to use the well-known vocabulary in another context or to apply the grammatical rules learned in the construction of new messages (p.11).

According to this the linguistic competence refers to the system of concepts and meanings of the language of a society, where factors interfere as the knowledge of the grammatical rules and the use of the vocabulary in different contexts for the construction of a sentence, where it is classified in grammatical, lexical, phonological, syntactic and orthographic or semantic components.

On the other hand, one of the great authors who broadly studied the Linguistic Competence was Noam Chomsky, who brought up the generative grammar concept that as cited in Bustamante (2009) “refers to a combination of theoretical frameworks for the study of the syntax of the language” (p.82).

This competence from this point of view is focused on internalized grammatical operations of speakers. According to Chomsky, the speaker figures out that the same meaning can be built in different ways.

This means that the linguistic competence is the capacity that a person has to relate sounds with meanings of an automatic and unconscious way to respond to the grammatical rules of the linguistic competence, as well as this allows the speaker produce and understand linguistic elements (Bustamante, 2009).

## 6.5 Lexical Competence

The Common European Framework of Reference for languages (2002) defined the lexical competence as, “the knowledge of vocabulary of a language and the capacity to use it” (p.108).

Within the linguistic competences, the Lexical Competence is an essential factor which is based in lexical components and grammatical elements. The Common European Framework of Reference classifies this as:

The lexical components:

- A. Fixed expressions, consisting of several words, which are used and learnt as wholes. Fixed expressions include:
- Sentential formulae, including:
    - Direct exponent of language functions such as greetings, e.g. How do you do? Good morning! Etc.
    - Proverbs, etc.
    - Relict archaisms, e.g. Be off with you!

- Phrasal idioms, often:
  - Semantically opaque, frozen metaphors, e.d.:

*He kicked the bucket* (i.e. he died)

*It's a long shot* (=unlikely to succeed).

*He drove hell for leather* (i.e. very fast).

Intensifiers. Their use is often contextually stylistically restricted, e.g. as white as snow (= “pure”), as against as white as a sheet (= “pallid”).

- Fixed frames, learnt and used as unanalyzed wholes, into which words or phrases are inserted to form meaningful sentences, e.g.: “please may I have ...”.
- other fixed phrases, such as:
  - Phrasal verbs, e.g. to put up with, to make do (with); compound prepositions, e.g. in front of.
- Fixed collocations, consisting of words regularly used together, e.g. to make a speech / mistake. (CEFR, 2002, p.116).

In this first element the lexical components of a language can be identified, where the expression, which comprises different words and means are established.

The second component contains the grammatical elements, which, according to the Common European Framework of Reference are classified as:

b) Single word forms. A particular single word form may have several distinct meanings (polysemy), e.g. tank, a liquid container or an armed vehicle. Single word forms include members of the open word classes: noun, verb, adjective, adverb, though these may

include closed lexical sets (e.g. days of the week, months of the year, weights and measures, etc.). Other lexical sets may also be established for grammatical and semantic purposes. Grammatical elements belong to closed words classes, e.g. (in English):

- Articles (a, the)
- Quantifier (some, all, many, etc.)
- Demonstrative (this, that, these, those)
- Personal pronouns (I, we, he, she, it, they, me, you, etc.) (CEFR, 2002,p.117).

To have an idea of the importance of the concept of the lexical competence, many authors studied and analyzed not only the concept but also its use:

The interest in the lexical competence is based on the fact that its definition allows: a) analysis of the principles that regulate the acquisition of vocabulary; b) the discover of a systematic order reflected on stages of acquisition of this component (if it exists); c) check if these stages are different in the mother tongue (L1) and in (L2); d) to determine if certain contextual and individual factors, such as the type of input, the teaching mode, age, sex, motivation or linguistic aptitude influence such learning ( Catalan, 2002, p.150).

According to the aforementioned, the lexical competence not only defines a large dimension of linguistic components in the use of language, but also focuses on analyzing the acquisition of vocabulary and the ability to use it where many aspects such as gender, age and motivation play a key role in the development.

## 7. Contextual Framework



The university of Cauca was founded on April 24, 1827 in Popayan city, by the general Francisco de Paula Santander. Years later, the university was protected by the law 65 of 1964, which affirms that the University of Cauca, historically and juridically has been and it is currently a national teaching institution. Therefore, it will be supported with national funds given every year in the respective budget. (Congress of Colombia). This means that the University of Cauca is a public institution, since it is supported with national funds. In 2013, the high accreditation was granted to the University according to the Resolution 3218 issued on 2013, placing it in the 10 position among the most prestigious universities of Colombia and in the 124 position of Latin America's Universities. In the same way, having

a positive impact, the university came to Santander of Quilichao, as a new opportunity to study for many young people from Quilichao and other places of North of Cauca.

Currently, Santander de Quilichao has 97.965 residents, according to DANE (2018). It is located in the north of the Cauca department bordering in the north with Villa Rica, Jamundí, Puerto Tejada, in the east with Caloto, Miranda, El Palo, and Jambaló, and in the south with Caldono and Mondomo. The University of Cauca of Santander de Quilichao has 4 professional careers (during the day and night), Bachelor in Modern languages English - French, Civil Engineering, and Agroindustrial Engineering) with a total of 1500 students. Likewise, the program of Modern Languages has 240 enrolled students up to the moment, according to the database of University of Cauca.

Currently, students attend classes in two places, Campus Carvajal shared with the University of Valle that has 18 rooms, 3 audiovisual rooms, and 80 audiovisual equipment. The other campus is “La Casona” with 6 class rooms with 2 audiovisual rooms, and 5 audio-visual equipment. Nevertheless, it is important to clarify that some more equipped scenarios are needed to practice a L2, thus to develop the lexical abilities in the students.

## **8. LITERATURE REVIEW**

As a conceptual support for our work which goal is to create a conversation club for the strengthening of the lexical competence in the students of IV and V semesters of the Modern Languages Program, different researches and articles were consulted to elaborate our research proposal. These referents are presented below:

### **8.1 International Studies**

La competencia en comunicación lingüística como proyecto de Centro: retos, posibilidades y ejemplificaciones.

Author: Fernando Trujillo Zaes. Year: 2008 and 2010.

According to this article the development of competence in linguistic communication should not only be presented inside the classroom, but also in each school context. The design of this linguistic project would allow to highlight the spaces where the competence in linguistic communication is important. The objective of this linguistic project center focused in four areas: Integrated Language Curriculum, Diagnosis of Evaluation, Integrated Content and Language Learning, and Attention of Diversity. These four points refer to the needs that are presented in the school of which the project looks for contributing to a linguistic education of good quality for all students. Trujillo's project addressed ideas of authors such as Jorba, Gómez y Prat who manifested the language to allow the interaction and construction of knowledge in the classroom and it was an engine of the organization of the mind.

This research was useful because it highlighted the importance of the linguistic competence as a key element in the learning process of a Foreign Language. It establishes the reasons why it should be implemented in all school contexts and not only in the classroom.

## **8.2 Study Review at National Level**

The Development of Communicative Competence through the Critical Lecture, Creative Written, and Oral Expression.

Authors: Jose Mauricio Sanchez & Nuris Esther Brito Guerra. Year: 2015

The objective of this research was the strengthening of the reading, oral, and writing competence, in students of first semester from different programs of the University of the Coast (located in Barranquilla) through the creation of the permanent center of reading comprehension, classroom and creative workshop to study the development of the communicative skills. To reach the objective, research was carried out based on mixed approach. The technique used was the observation (follow up in workshop, activities analysis, student's homework) correspondingly a survey and a pre-test for competence was applied to classify the students that would be the object of study and 62 students were chosen. After this, 20 sessions were developed. Finally, the result was the need of the methodological elements that strengthen the learning of the communicative competence in the classroom. Besides, the weaknesses and strengths in the students in the reading, written, and oral production was shown.

This research was really helpful because it gave us some ideas for the implementation of the conversation club, taking into account the teaching of strategies.



### 8.3 Study Review at Local Level

Influence of English Immersion Camps on the Development of First Semester Modern Languages Students Lexical Competence at University of Cauca.

Authors: Andrés Felipe Astudillo Mosquera, John Styd Borrero Sotelo, Ana María Puyo Quibano, Miguel Santiago Saavedra Daza, Jonhy Hadid Samboni Uribe, Karina Vallejo Cortés & William Jovany Vargas Martinez. Year: 2016

The objective of this research was to determine the influence of English immersion camps on the development of the first semester Modern Language Students Lexical Competence at University of Cauca, to achieve the objective, a proposal of total immersion camps was designed for the development of the first semester students lexical competence, based on the creation of a camp with the intercultural orientation. Likewise, basic concepts were taken into account such as immersion, experiential learning, and theories of learning, constructivism, lexical competence, and rhetorical consciousness.

In the same way, it was possible to establish a theoretical base, the structure of which was constituted of ideas and concepts of authors and specialists in the field of learning. In order to gather information, an instrument called “tests of lexical competence” was created to obtain precise information relating to aspects such as writing, pronunciation, translation, meaning, and its use was adapted in different contexts, based on the vocabulary test of Paul Nation. As a result of the research it was found relationship between activities of total immersion in English and the improvement of the lexical competence of students that suggested to include these activities of immersion in the academic Program of Modern

Languages, because they were elements that promote and strengthen the development of the communicative skills.

The research above mentioned was an essential guide for the design of the methodology of this project, since we applied the instrument the researchers designed to measure the lexical competence of students of IV and V semesters who were part of the population of this study.

Another research that supports our project was an investigation called:

Création et mise en place d'un club de conversation en français dans une perspective interculturelle pour le développement de la compétence communicative chez les étudiants de troisième semestre du programme de langues modernes Anglais-Français de l'Université du Cauca.

Authors: Ángela María Chamorro Santander, Irma Johanna Fajardo Benavides y Felipe López Valencia. Year: 2017

The objective of this research was to promote the development of the communicative competence of French in a group of students of the third semester of the Modern Languages English-French Program of the University of Cauca. In order to reach this objective, a proposal for the creation of a conversation club in French oriented in an intercultural perspective was designed. The methodology used to carry out this research was the qualitative approach with a research-action design, by carrying out eight sessions, observation, interview, and field journal as a technique to research. Finally, as a result, communicative competence was affected by several personality factors such as anxiety,

fear, inhibition, attitude, and self-esteem. The development of the component of intercultural competence in oral production was also showed.

This research is a fundamental guide for the creation of the conversation club, by taking into account the implementation of the sessions, and the design of the activities.

## **9. METHODOLOGY**

### **9.1 Approach and design of the research**

This research used a quantitative approach which consisted on establishing theories and initial question of research, from which hypotheses are prove, by using appropriated designs of research, numerical measurements, count, statistic, surveys and experimentation. Sampieri (2006).

A Quantitative Approach was selected to conduct a statistical analysis with an experimental design. The research has an experimental and a control group, being the independent variable the Conversation Club, and the lexical competence the dependent variable. Thus, an instrument was used “Pre-Test” to be applied to the object of study and a “Post-Text” to measure the influence of the Conversation Club.

This is an experimental study focused on the creation and implementation of a Conversation Club. Consequently, it was essential to have the participation of the students.

### **9.2 Participants**

The participants of this research study were 76 students of 4th and 5th semesters of the Modern languages of the University of Cauca, Santander de Quilichao. The 4th semester population was classified into two groups, Group A composed by 22 students and Group B which was the focus group with 22 students as well. 5th semester population was composed by 32 students, so the total population was 76 students. This population was chosen because of the easy access to the researchers and their English level. According to the academic curriculum, some elements of the communicative competence are included in these semesters which were

intended to be strengthened through this proposal. The students handle a slightly broader vocabulary on topics related to: interculturality, current problems both nationally and internationally and literary genres, for this reason the chosen population for our research work were students of an intermediate level according to the classification of PEP.

### **9.3 Planning of Activities**

To carry out the conversation club, some activities were designed, such as games of words, readings, debates, forums, stories, spelling and role plays. That in order to strengthen the lexical competence of 4th and 5th semester students, in accordance with the referents of the Common European Framework (MCE) for this competence. To carry out these activities, we established 10 sessions, which focused on vocabulary exercises, spellings, lexicalized metaphors, intensifiers, prepositional locutions semantic regime and grammatical elements. This research project was conducted in three moments:

#### ***9.3.1 First Stage***

In the first stage a diagnostic test “pre-test” was applied to the population of this study. This instrument was designed and tested in another investigation.  
Instrument.

The instrument of this research was a questionnaire designed by Astudillo, Borrero, Puyo, Saavedra, Samboni, Vallejo y Vargas (2016) in their research “the influence of English immersion spaces in the development of the lexical competence of first semester of Modern Languages English-French of University of Cauca” (p. 74). Bearing in mind that the

instrument looked for the identification of the level of lexical competence in language students. For the purpose of this research study, the vocabulary was modified, because the objective of the above mentioned research was to strengthen lexical aspects related to immersion fields, while this research seeks to strengthen vocabulary, which according to the PEP (2017) it should focus on the intermediate levels, where a vocabulary related to current affairs, interculturality and social elements are handled. The questionnaire has 40 multiple selection questions and three sessions divided in; out loud reading exercises, pronunciation and writing of words, and finally a written production with at least 20 words, the topics in the questionnaire were verbal tenses, present perfect, future perfect, future progressive, past perfect, past progressive, vocabulary of daily life and current society. (See appendix 1).

### ***9.3.2 Second Stage.***

In this moment activities of lexical expressions, such as metaphors, sayings, proverbs, idioms, intensifiers or epithets, polysemy and grammatical elements for the conversation club were designed and developed where it aimed at creating exercises that showed evidence, in a broad way.

The activities were written in the format used to plan the lessons of the Pedagogical Practice (OPE) of the University of Cauca. (See appendix 2) with some modifications on it.

### ***9.3.3 Third Stage.***

In the third moment, the conversation club was implemented in Casona in 8 sessions during one hour each, on Tuesdays from 5:00 pm to 6:00 pm.

During the sessions the researchers accomplished an essential role where, two of us were in charge of the instructions another was in charge of monitoring each session and clarifying any doubts or concerns students had, and another one recorded videos and took pictures as evidence.

#### **9.3.4 Fourth Stage.**

In the last stage, the same instrument of the pre-test was applied to the students (post-test) who attended all the session of the conversation club. The data collected were set on Microsoft excel, in which the results were analyzed in statistic charts.

#### **9.4 Aspects to be evaluated**

The indicators evaluate the four aspects of the lexical competence were taken from the research project of Astudillo et al. (2016), because this work contains concepts of every aspect concerning the lexical competence.

<i>Aspect to be evaluated</i>	<i>Definition</i>	<i>Indicators</i>
<i>Meaning</i>	<i>Saussure, defines it as "Concept that when associated with an acoustic image (a psychic imprint in the mind), creates the linguistic sign (the minimum unit of a sentence)".</i>	<ul style="list-style-type: none"> <li>• <i>Associate different ideas with words.</i></li> <li>• <i>Creation of concept based on words</i></li> </ul>

<i>Translation</i>	<i>Pérez and Merino (2010) state that “to express in one language something that has been expressed previously or that is written in a different language” is the translation.</i>	<p><i>Appropriate equivalence between languages</i></p> <ul style="list-style-type: none"> <li>• <i>Conservation of the meaning of the word.</i></li> </ul>
<i>Pronunciation</i>	<i>Brown (1992); Encina (1995); Dieling and Hirschfeld (2010); language investigators state that pronunciation is” the production and reception of the sounds of speaking”</i>	<ul style="list-style-type: none"> <li>- <i>Reception of sounds.</i></li> <li>- <i>Reproduction of phonemes.</i></li> <li>- <i>To internalize the phonemes of a word.</i></li> </ul>
<i>Writing</i>	<i>Daniel Cassany defines writing as the capacity to express in a piece of paper some information in a coherent and understandable way for people.</i>	<ul style="list-style-type: none"> <li>- <i>to write ideas coherently</i></li> <li>- <i>written words with correct orthography</i></li> <li>- <i>to transmit ideas properly</i></li> </ul>



<i>Use /in context</i>	<i>Bautista (2012) defines it as the acquisition of a word with reference to the meaning of other words that accompanies it.</i>	<ul style="list-style-type: none"> <li>- <i>Adaptation of a word according to the situation.</i></li> <li>- <i>Environment of interaction as a fundamental piece for the use of a word</i></li> </ul>
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*Table taken and modified from Astudillo et al. (2016)*

In the data analysis, the gathered information of the diagnosis was synthesized in graphs through the excel program. Then, the information was related to prove the influence of the conversation club in lexical aspects. Then, according to the information collected, the data was classified, analyzed, and interpreted.

## 10. DATA ANALYSIS

### 10.1 Analysis of the Conversation Club Pre-test

With the purpose of creating a conversation club for our degree project research, students were classified in two groups: an experimental group composed by 10 participants (5 men and 5 women), and a control group composed by 19 participants (5 men and 14 women), all of them active students of fourth and fifth semesters of the Modern Languages Program, English and French of the University of Cauca (Santander).

It is necessary to say that the main purpose of this study was to develop a conversation club with 32 people, however due to different factors such as the students' strike which forced to close the University for 4 months, the students' lack of interest because they did not have classes to attend, the academic duties after the strike, (and a subsequent indigenous strike), the conversation club did not have the impact hoped.

Regardless, for the implementation of the conversation club, different virtual tools were used to invite students to participate such as Instagram, and WhatsApp, and we also designed some posters that were on the walls of the university. We made this to catch the attention of students.

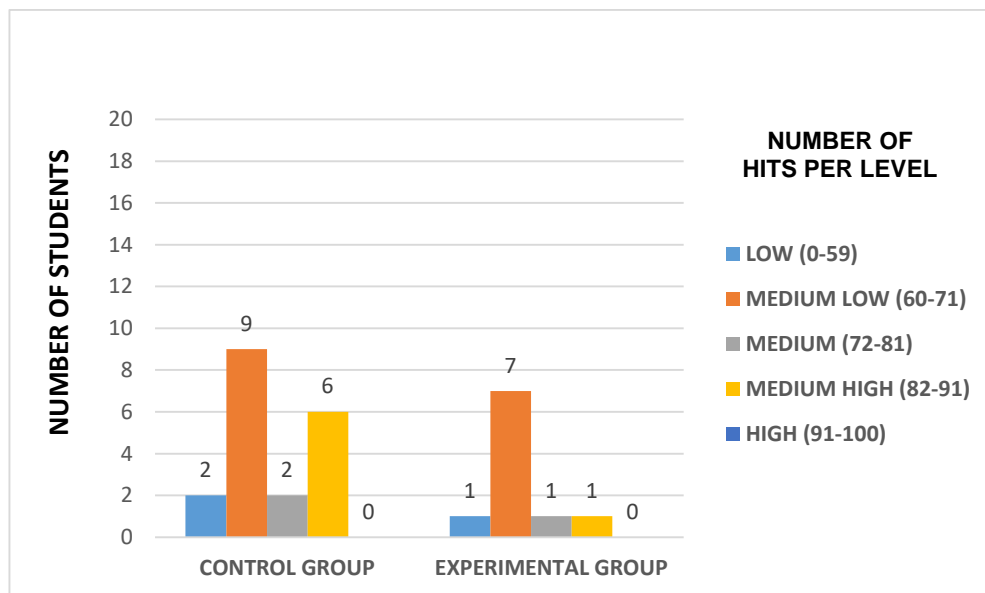
However, as it was already mentioned, there were factors that affected what we hoped for the conversation club. It is important to highlight that the 10 constant members of the conversation club were the ones who were interested in developing every activity of every session of the conversation club.

The results of the pre and post-test were taken into account for the data analysis, and a set of levels of the lexical competence were established: low, medium, noticeable,

significant, and high, this measure was taken from Astudillo et al (2016). Taking into account the numbers good answers of the Pretest total (graph 1).

The following graphs display the results of the groups, to determine the influence of the conversation club as a strategy for the strengthening of the lexical competence in the process of learning English as a foreign language.

*Graph 1. Lexical Competence Level Distribution Of the Experimental And Control Group's Participants (Pre-test)*



From the 10 participants of the experimental group, 1 started with a Low Level, 7 with a Medium Low Level, 1 with a Medium Level, and 1 with a Medium High Level.

From the 19 participants of the control group, 2 started with a low level, 9 with Medium Low Level, 2 with Medium Level, and 6 with a Medium High Level.

Next table shows the statistical data.

Pre-test Experimental Group central  
Tendency Measures.

Table 1

Average	3.1
Standard Deviation	0.5
Mean	3.1
Median	3.25
Minimum number of hits in pre and post - test	2.4
Maximum number of hits in pre and post - test	4.6

Pre-test Control Group central tendency  
Measures

Table 2

Average	3.3
Standard Deviation	0.55
Mean	3.5
Median	3.5
Minimum number of hits in pre and post – test	2.4
Maximum number of hits in pre and post - Test	4.9

According to the statistical data of Table 1, the standard deviation has a low variability, both in the experimental group (0.5) and the control group (0.55), it means that the pretest grades are relatively uniform to the average, whereby the grades are close to the average, with a low dispersion, if the deviation would have been greater than 0.5, the variability would have increased to a higher percentage, so there is a high dispersion, the grades move away from the average of the population.

In the table 2 it can be seen that the experimental group has an average of 3.1 while the control group has an average of 3.3 and, although the difference is not much, it can be evidence that the control group had a higher level of lexical competence before the implementation of the conversation Club.

On the other hand, the median and mean of the two groups are different, those of the experimental group have an average of 3.1 and a median of 3.25 while that of the control group has an average of 3.5 and a median of 3.5, this means that the results of the pretest

were on average higher in the control group than in the experimental group, this is where the question arises: what could have caused this result, to answer this question, we inquired a little about the academic background in English of the students of our population, where it was found that 70% of the control group had participated in English courses before starting the university, while 1 of 10 participants of the experimental group has participated in English courses. This could be one of the influential reasons in this first results. With the information gathered, it can be said that the control group has a higher level of lexical competence before the implementation of the conversation club.

Post-test Experimental Group central  
Tendency measures.

Table 3.

Rating Scale	From 0 to 100
Average	4.0
Standard Deviation	0.61
Mean	3.95
Median	3.78
Minimum number of hits in pre and post-test	2.4
maximum number of hits in pre and post-test	4.9

Post-test Control Group central  
tendency measures.

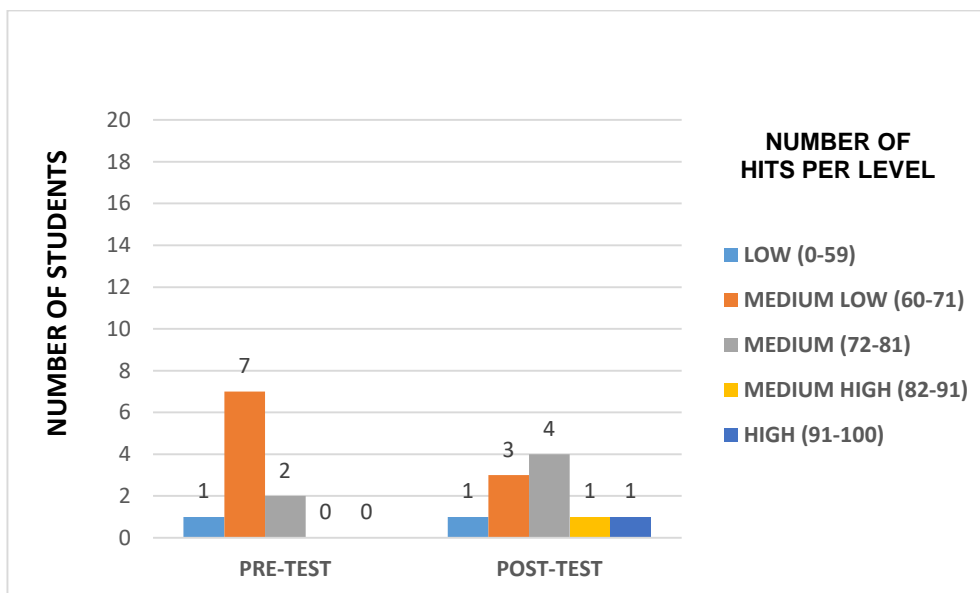
Table 4.

Rating Scale	from 0 to 100
Average	4.3
Standard Deviation	0.43
Mean	4.3
Median	4.2
Mnium number of hits in pre and post-test	2.4
maximum number of hits in pre and post-test	4.9

On the other hand, the statistical data of the table 3 shows that; the standard deviation is

acceptable, in the experimental group, because there is a measure dispersion of the data with respect to the average. According to the statistical data of Table 4, the standard deviation has a low variability, in the control group (0.43) it means that the posttest grades are close to the average. If the deviation would have been greater than 0.43, the variability would have increased to a higher percentage, and a high dispersion.

Graph 2. Comparison of Initial and Final Competence Level of the Experimental Group



The data analysis shows that the conversation club influences the strengthening of the Lexical Competence, as evidenced in figure 2. Nevertheless, it is important to highlight that although the experimental group strengthened the lexical competence, the control group obtained better results. Therefore the graph 2 shows that a person is still in Low Level in the pre and post-test, from 7 participants who were in Medium Low Level, 3 are still in the same level, and the other 4 went to a Medium Level, 1 participant rose to a Medium High Level in the post test, thus the High Level increased from 0 to 1 participant in the post test. It could be said that the cause of these results were the activities worked in the conversation club, where each lesson plans were focused on

developing a sub competence of lexical competence what is classified by the European common framework of Reference (2002) as:

It attempts to identify and classify the main components of lexical competence defined as knowledge of, and ability to use, the formal resources from which well-formed, meaningful messages may be assembled and formulated. Here, we distinguish:

- Grammatical competence.
- Semantic Competence.
- Phonological Competence.
- Orthographic Competence.
- Orthoepic Competence (pg.109)

This means that in each session, activities were carried out to develop the lexical competence and its sub competences; for example, activities like reading aloud, creating and writing a story with elements such as flowers, glasses, bus, and camera, debating current topics and activities of verbal tense competition such as perfect present and continuous perfect and continuous past among others. Each of these activities create a pleasant atmosphere and leave something meaningful to the participants.

Meaningful learning was something that we seek to generate all the time within the activities, as Ausubel (1963) says that the learning of new knowledge relies on what is already known. Construction of knowledge begins with our observation and recognition of events and objects through concepts we already have. We learn by constructing a network of concepts and adding to them, an example to that was the session

number 3, where we worked different lexical components in one activity. The participants had to be youtuber for a day; they made a video teaching something curious or new to their followers, showing their daily life where they had to use commands and use perfect verb tenses. After that the project managers shared the videos, the videos were very creative, and participants felt comfortable doing it. This session was successful because they used lexical components, also they practiced verbal fluency in English, and the most important thing they got closer and confident with L2.

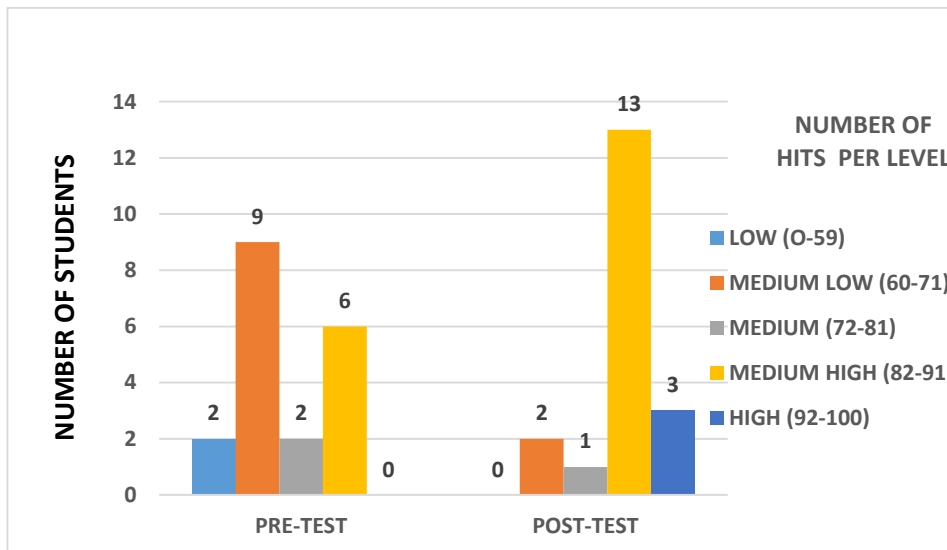
Besides, it is important to mention one of the strategies to get communication and participation among the participants was “Interaction” that the European Common Framework of Reference (2002) defines as:

The processes involved in spoken interaction differ from a simple succession of speaking and listening activities in a number of ways:

- Productive and receptive processes overlap. Whilst the interlocutor’s utterance, still incomplete, is being processed, the planning of the user’s response is initiated – on the basis of a hypothesis as to its nature, meaning and interpretation.
- Discourse is cumulative. As an interaction proceeds, the participants converge in their readings of a situation, develop expectations and focus on relevant issues. These processes are reflected in the form of the utterances produced (pg. 92).



Graph 3. Comparison of Initial and Final Lexical Competence Level of the Control Group.



The control group started with 2 participants in Low Level, while in the post- test no participant was in this Low Level. From the 9 participants that were in Medium Low Level in the pre-test, 2 participants are in a Medium Low Level post-test. In the pre- test there were 2 participants in a Medium Level and in the post-test there is 1 participant in a Medium Level, last of all in the pre- test there were a 6 participant in the Medium Level and in the post-test had a major increase in the Medium Level, in this case 13 participants, in the pretest no participant was in the High Level but in the post test increase to 3 participants in High Level.

The graph showed that in the post-test did a major noticeable in the significant level because the students were in academic unemployment. We realized the post- test to the students after this, the 70% the students of the experimental group that have made English course, also they were attended a conversations clubs. It is possible that many students have a good average in the career. For this reason, the control group got a better result in the

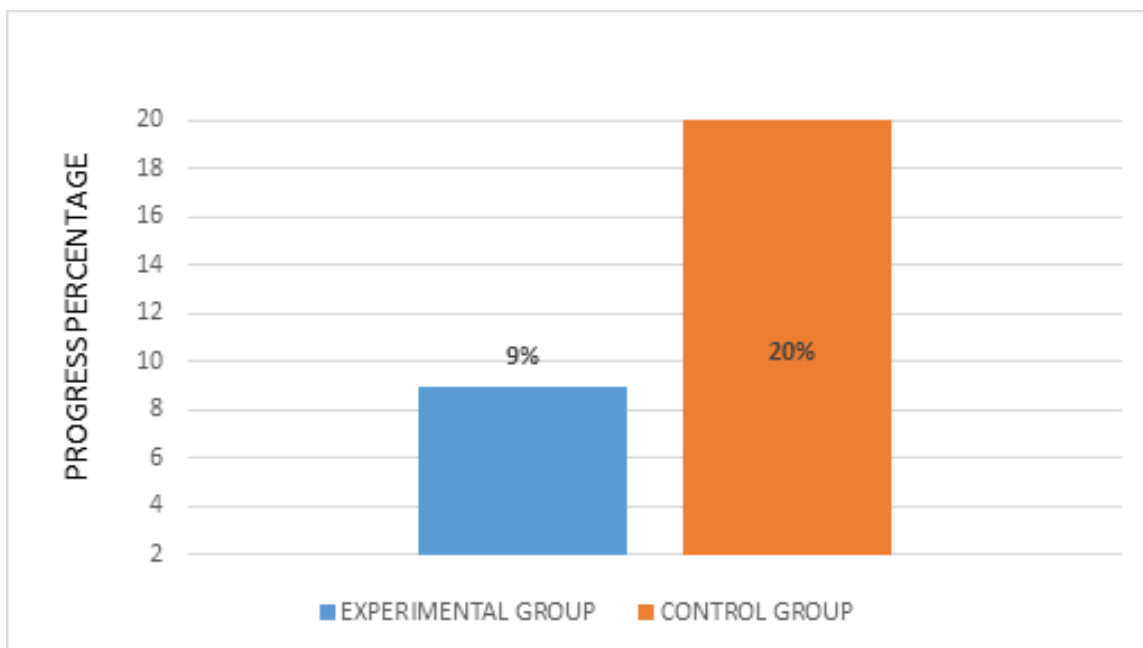
Post- test as it is possible that many students had seen some topic that we were work in the conversation club.

On the other hand, when the conversation club was implemented, there was a strike, and participants of the control group were studying linguistic topics in the English area. According to the PEP (2017), 4 semester has linguistic contents such as; tenses, compound verbs, past and present conditionals, verbs with adverbs and prepositions. Most of these topics were worked on the conversation club, which means that this could be one of the factors that influenced the final results. Although most of the participants were from semester 5, which was expected to have better results for being a higher semester, but the reality is that these lexical topics are worked in 4 semester, which control group had recent knowledge about it.

As a support for our analysis, the averages of the participants' English grades were considered, therefore an informed consent was signed by the participants, to know their grade average, but most of them refused to sign the consent because they felt that we were invading their privacy. However, 3 participants agreed to sign this, of which 2 participants of the experimental group, had an average of 3.4 in the English area, and the other a 3.7 average, while that of the control group had an average of 4.1 although it is not even half of the population. With their averages, it might be said that their academic background could have influenced the results.

The participation of the men during the session was very active and constant, for this reason the result in the post - test for the control and experimental group was better than result of women due to constant participation, while women in the experimental group got an 80%, a difference of 20%. It is important to highlight that all the women that attended the conversation club didn't have a regular attend because at the beginning of the conversation club there were 5 women and in the second session there was an increase in the attendance of women, however by the third session their attendance decreased. Finally, in the 10 last session only 2 women attended, they had an improve in the English as a L2. Indeed, we realized that, the same test pre and post-test, with the same time to do it; experimental group fail the text, it could be for lack attention or bad lecture.

*Graph 4. Average Progress of Experimental and Control Group.*



Based on the graph above, it can be seen that the experimental group showed progress among its participants. However, the control group showed greater progress than the experimental one in the post-test. It does not necessarily mean that the conversation club is not a tool for strengthening the lexical competence, but there were some factors that influenced on these results, among some of those factors we can mention.

We found some sources of invalidation; the strike for more than 3 months, which affected us because many of the participants did not attend during this time, and 70% of the university population did not participate in the activities. Another factor, was the schedule to develop the conversation club, which was organized according to the participants' free time, on Friday afternoon, even though many of the participants at the end of their classes just wanted to go home and start their weekend, which is why the number of participants decreased or some of them attended only half an hour to the conversation club.

### **10. 2 Analysis of the implementation of the conversation club.**

After obtaining the results of the pre and post-test, we can say that the null hypothesis was obtained in the research project, and the possible reasons could be: the intrinsic motivation of the participants, which refers to the reasons why a person wants to do something without any compensation, hence this aspect cannot be controlled in each one of them. One of the strategies we implemented to motivate student's attendance was a contribution in their grades. 0,5 five tenths for their final grade were assigned by the professors of English. Because of that, most of the attendance was from students with lower grades in English. Even so, few students were motivated to participate. The low grades in English may indicate a lower English proficiency level, which could explain the results obtained by the experimental group of the study. A second variable would be the desire to learn. Each person has a singular reason to learn or do something, if the participants preferred to do other activities instead of attending the club, and it is a variable which cannot be controlled.

However, it is important to emphasize that in the "needs test" survey, 100% of the students answered "yes" to the question "Do you think that a conversation club would

improve your level of interaction in English?” it means that students want and need interaction spaces to practice L2 (English), however, 80% of respondents did not attend this space; while 20% of participant attended at conversation club during the 10 session realized in the campus university. The low participation the conversation club could be cause for negative factors mentioned previously.

### **10. 3 Selection of participants for the conversation club.**

For the selection of participants to the conversation club, it was decided to invite the whole university community (modern Languages students) as a strategy to generate participation, we put posters in the two Sites Casona y Campus Carvajal, we sent mails to the teachers and we created a WhatsApp group and Instagram profile when we spread information about the conversation club. At the beginning students were very enthusiastic about this space. Unfortunately, the participation was not as expected because of the strike and some other factor already mentioned.

### **Analysis of the sessions of the conversation club.**

Each session of the conversation club had a lesson plan which aimed at working within the components of the lexical competence, however within these, we worked the lexical sub competencies as orthoepic, phonologically, grammar, orthography, semantic. It is important components of mention emerged; self-confidence; At the beginning of the sessions it could be noted that the students felt afraid or were ashamed of speaking in English, a situation that changed with the course of the sessions, because of the implemented activities, which required the collaboration of everybody. Another component was oral fluency, within the activities of the conversation club the oral skill was one of

The axes developed, when the students expressed an idea or thought either in a correct or incorrect way they ventured to communicate their opinions, which generated in some students a progress in the verbal fluency in English.

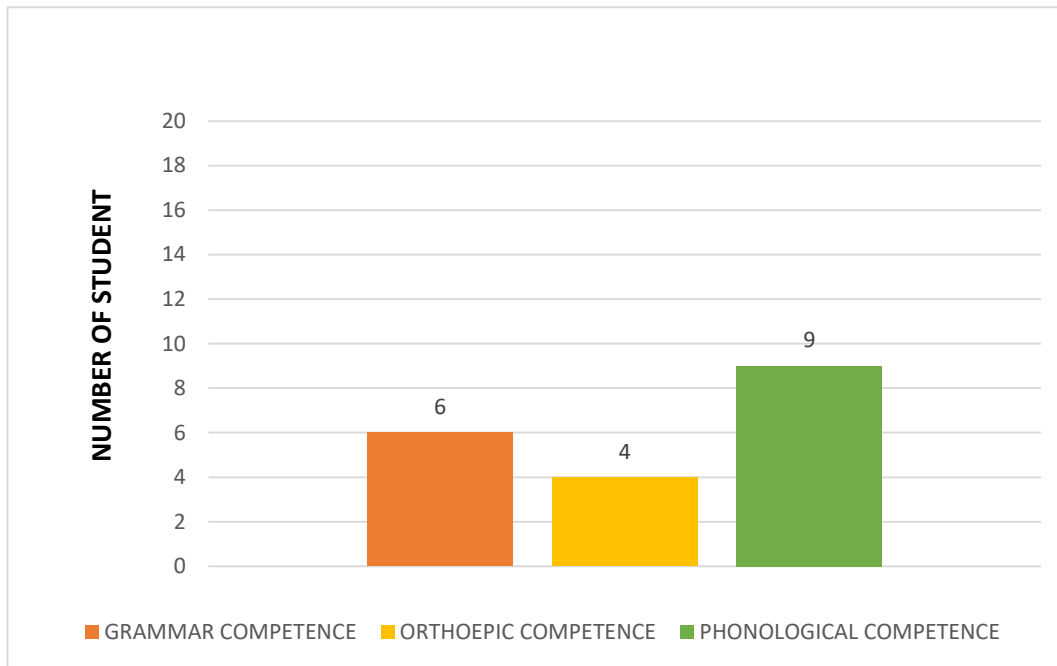
These kind of activities were carried out according with Krashen (1980) the acquisition requires meaningful interaction in the target language - natural communication -in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. (P. 118)

It is important to say that although the participation on the conversation club was not active, during the sessions, there was a positive change in participants' motivation, attitude and participation due to the dynamics of the activities, always in the end of each session we asked to the participants about how they felt, after the session, some of them said, that they liked and enjoyed the sessions of the conversation club.

#### **10.4 Analysis of the implementation of a conversation club for the strengthening of lexical competence.**

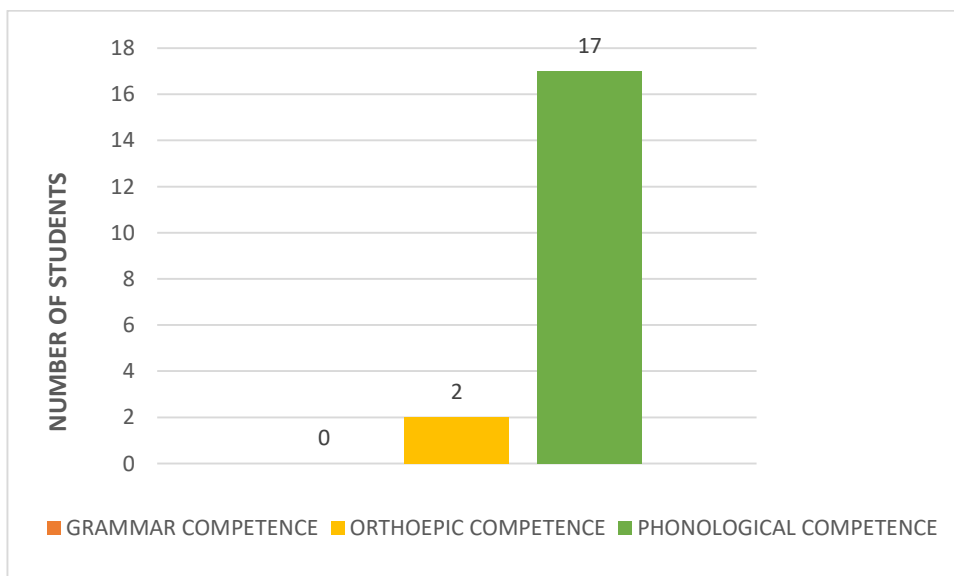
After the implementation of the conversation club, it is important to highlight aspects such as; the importance of having these spaces to interact in English outside the classroom, not only for the practice of the speaking ability in L2, but also for the personal growing, in the conversation club we learned to share ideas, listen to reasons, and most importantly to respect to others, since it was possible to see at the beginning of the sessions the fear in some participants to be judged by their ideas or their pronunciation among other aspects.

Graph 5. Pre- Test Control Group.



The next graph can evidence that the 100% of students who were in control group, 9 participants represent 47% in phonological competence, while 6 participants represent 32% in grammar competence and finally 4 participants represent 21%.

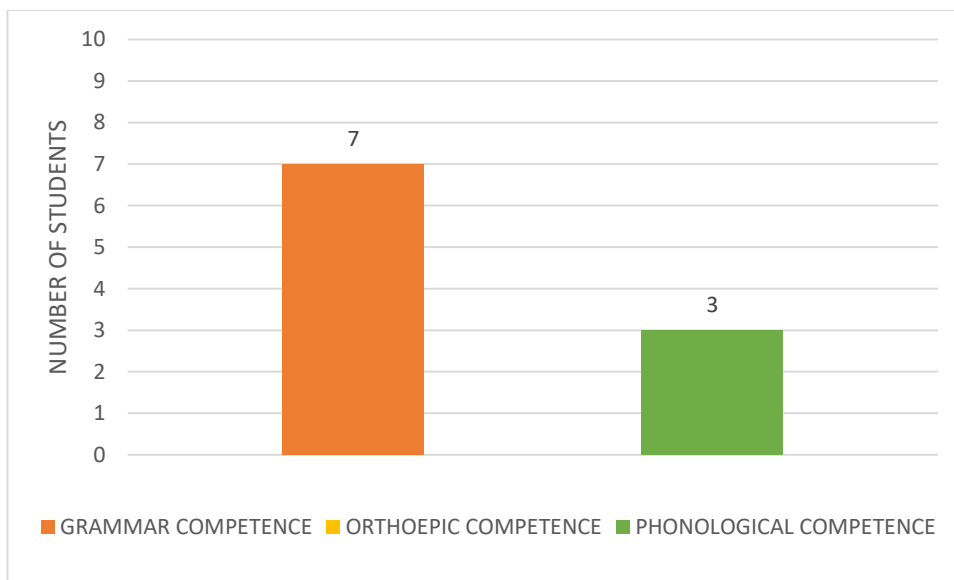
Graph 6. Post-Test Control Group.



This graph showed that in the post-test, Control group obtained a high level in the phonological competence with 89% of the population. Phonological competence represents to 17 participants of this group, in the other matter an 11% in the orthopedic competence that represent 2 participants. On the contrary a 0% in the Grammar competence.

In the pre and post-test, the control group showed that Phonological Competence had major percentage and it increased 42%. On the other hand, Grammar competence decreased in the post-test and finally in the orthopedic competence decreased 10% in the post-test.

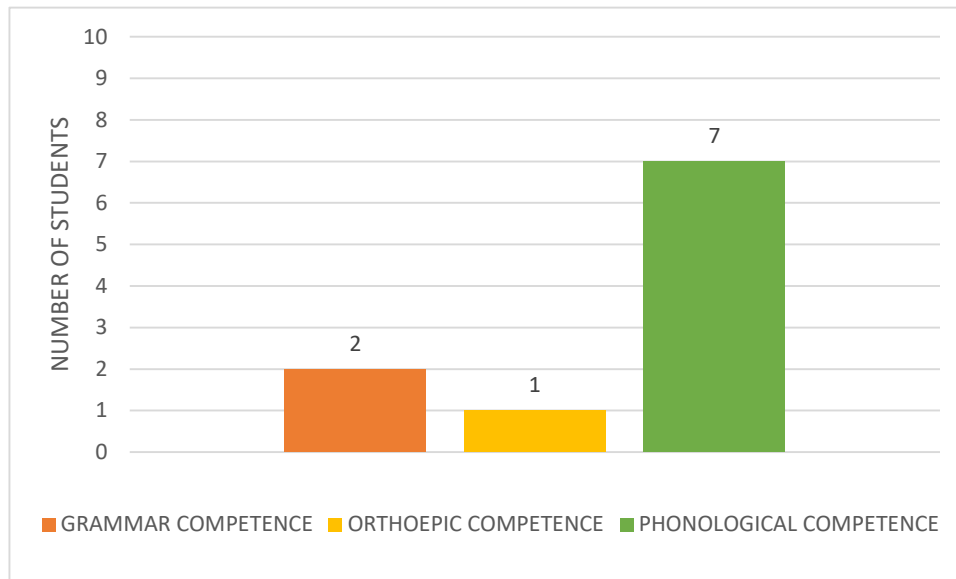
*Graph 7. Pre-Test Experimental Group.*



In this graph it can be evidenced that the 100% participants who were in the experimental group, 7 participants symbolize the 70% in grammar competence. Furthermore, 3 participants symbolize the 30% in phonological competence at different the orthopedic competence that had a 0%. This means that in the Pre-test in the experimental group the major percent was a Grammar competence.



Graph 8. Post-test Experimental Group.



This graph evidenced that 70% of participants increased the Phonological competence which represents 7 participants. On the other hand, it showed a 70% in Grammar competence that was represented by 2 participants. And 10% that represented orthoepic competence.

Nonetheless, the pre and post-test of the Experimental group, it showed that Grammar competence decreased 50% because in the pre-test showed 70% and the post-test 20%. On the other hand, Phonological competence increased 40% and finally orthoepic competence increase 10%.

To strengthen the phonological competence, the highest in the posttest, might be because pronunciation exercises were made through speeches, presentations of current topics, TED videos and vocabulary, since according to Kreems (2000):

A more open exercise encourages students to introduce more knowledge of their own and also to be creative, apart from saving the conversation at the moment when it tends to stagnate due to problems. P (463).

The experimental group was diagnosed at the beginning with the pretest, where most of the participants were on the Medium Low Level, 1 started with a Low Level, 1 with a Medium Level, and 1 with a Medium High level while 19 participants of the control group, 2 started with a Low Level, 9 with Medium Low Level, 2 with Medium Level, and 6 with a Medium High level, it can be seen that in both groups most of the participants started at Medium Low Level.

Finally, the objective of creating a conversation club was to improve the lexical competence, such as pronunciation, fluency, expressions, grammar and vocabulary, all of these aspects were worked in activities like; songs, play roles, readings, games, spelling among others. Based on the feedback, the students of the experimental group said that the conversation club made of the learning process something interesting.

## 11. CONCLUSIONS

After implementing the Conversation Club, the main objective at which was to strengthen the lexical competence of the learning of a second language in students from fourth and fifth semesters of the Degree Program of Modern Languages of University of Cauca (Santander de Quilichao), we can highlight the following conclusions:

The exposure time; we consider that 10 sessions are not enough to develop the lexical competence.

Additionally, the strategies to implement a conversation club require a big amount of time for planning and executing to obtain the expected results, for example; the lesson plans for each session.

The students who participated in this study did not attend to all of the session.

After analyzing the results of the post-test, it can be concluded that the participants of the control group had a greater increase in lexical competence than the experimental group, since the results of the progress were 9% for the experimental group and 20% for the control group.

On the other hand, one of the possible causes that the participants of the control group obtained better results in lexical proficiency test, without attending the conversation club, is due to their academic background, according to the survey 70% of the population had been in English courses before attending university.

It can be concluded that the null hypothesis is correct because the experimental group did not obtain the expected results compared to the control group.

Taking into account, the variables that affected the results, the participants showed little interest in interaction in spaces outside the classroom like the conversation club, despite the fact that in the survey, 100% of participants said they needed it.

Phonological competence was one of the most increased in both the experimental group and the control group, on the contrary, grammatical competence, was the least increased in the experimental and control group.

According to the results of the pre and posttest, the activities to strengthen phonological competence were the most effective, activities such as spelling, reading, and listening comprehension, were highlighted within the participants.

Finally, we can say that making dynamic activities like; forums, role plays, readings, stories, describe things or situations, which involves the continuous interaction among participants, motivate them to participate in activities like this one, speak more in English and lose the fear to say something wrong and being judged.

This research project made us understand that learning a second language is an enriching experience that helps us to improve our intellectual and cultural aspects.

However, in the daily life as undergraduates, we face the lack of a space to develop our skills, different from the academic ones, it is to say, a space where students feel more comfortable to interact with their classmates without the pressure of teachers or bad grades.

During the research, we perceived the students had a positive attitude, and participated in every session of the English conversation club, what allowed to get positive results. Despite the setbacks such as the Unicauca strike, and the students' schedules, they participated constantly in all the activities planned and monitored by us.

After doing this research, we realized that creating this club of conversation had a positive impact on the learning process of the students, since their abilities were improved in a notable way.

We consider that it is essential to carry on with this practice in the university since it makes students feel more confident about themselves by the time of performing the foreign languages they are learning at Unicauca.

## 12. RECOMMENDATIONS

After the 10 sessions of the conversation club which main objective was to strengthen lexical competence in students in the 4th and 5th semester of the program of bachelor's degrees in modern English and French languages of the University of the Cauca, some recommendations that we consider important for future projects are highlighted within the interaction spaces in L2, such as; the logistic part for the implementation of an interaction space of the L2 outside the classroom. For future projects within the university campus we recommend the following:

First, students must have spaces of interaction in the language that they are learning, spaces such as conversation clubs, immersion camps, debates, among others, which involve the continuous interaction between them.

Second, it is advisable to design activities of reading aloud to fortify the phonological competence, activities of spelling to improve the orthoepic competence, and of writing to improve the grammatical competence and include the communicative method with activities of interaction in L2 for studying the learnt things.

On the other hand, it is highly recommendable that the students of modern languages are more active and participative when these spaces are available since the students can take advantage of them, such is the case of conversation club.

Study of the schedules of the population to work, also a constant publicity work to generate more participation among them, as well as having the support of a teacher.

Another recommendation is to do continuous dynamic activities of interaction to strengthen not only communicative competence but also lexical, they also allowed creating

bonds of friendship between participants, values such as respect and solidarity were developed. The conversation club helped participants get out of their comfort zone, also losing their fear of expressing an idea or opinion in English.

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## APPENDIX

*Appendix A. Encuesta de análisis de necesidades*

Universidad del Cauca

Departamento de Lenguas Extranjeras  
Programa de Licenciatura en Lenguas Modernas



Inglés-Francés

***ENCUESTA PARA ANÁLISIS DE NECESIDADES*****NOMBRE:****CÓDIGO:**

Estimado(a) Estudiante.

Por favor, lea cuidadosamente cada uno de los enunciados planteados a continuación relacionados con la Competencia Léxica en el idioma inglés. Los datos personales aquí consignados serán mantenidos en reserva y las respuestas serán utilizadas para propósitos investigativos en el Departamento de Lenguas Extranjeras de la Universidad del Cauca y en particular los establecidos en el proyecto de grado titulado “Club de Conversación como Estrategia para el Fortalecimiento de la Competencia Léxica en el Proceso de Aprendizaje del Inglés como Lengua Extranjera en Estudiantes de IV y V Semestre de la Universidad del Cauca, Sede Regionalización, Santander de Quilichao” Desarrollado por los estudiantes. Danyela Ginary Betancur Cifuentes, Maira Alejandra Vargas Mejía, Angélica María Mera Machín y Daniela Andrea Vargas Valencia del Programa de Licenciatura en Lenguas Modernas Inglés y Francés de la Sede Norte Santander de Quilichao. Apreciamos el tiempo dedicado para responder el siguiente cuestionario.

1. En una escala de 1 a 5 califique su nivel en cada una de las habilidades. (Siendo 1 el nivel más bajo)

	1	2	3	4	5
Listening					
Speaking					
Writing					
Reading					

2. ¿Con qué frecuencia interactúa en L2 (inglés) dentro del salón de clases?
- Nunca
  - Casi Nunca
  - De vez en cuando
  - Casi siempre
  - Siempre

Justifique su respuesta:

3. ¿Con qué frecuencia interactúa en L2 (inglés) fuera del salón de clases?
- Nunca
  - Casi Nunca
  - De vez en cuando
  - Casi siempre
  - Siempre

Justifique su respuesta:

4. ¿Cree usted que un campamento de inmersión total mejoraría su nivel de interacción en L2 (Inglés)?

SI NO

Justifique su respuesta:

5. Ha estado en cursos de inglés antes de ingresar a la universidad?

SINO

- 6.. Puntúe en una escala de 1 a 5 (siendo 1 el nivel más bajo) su nivel, respecto a los siguientes componentes de la competencia léxica, entendida como la capacidad de un individuo para conocer una palabra, teniendo en cuenta aspectos como escritura con ortografía, pronunciación, traducción, significado y su uso adecuado en diferentes contextos.

	1	2	3	4	5	
Pronunciación						
Traducción						
Escritura						
Reconocimiento						
Uso en contexto						
Significado						

*Appendix B. Prueba de Competencia Léxica*



Universidad del Cauca  
 Departamento de Lenguas Extranjeras Programa de  
 Licenciatura en Lenguas Modernas  
 Inglés – Francés  
**Prueba de competencia Lexical para evaluar la  
 influencia del club de conversación en el  
 fortalecimiento de la competencia léxica**

Fecha:		Código:	
Nombre:		Edad:	

Estimado(a) Estudiante.

Por favor, lea cuidadosamente cada uno de los enunciados planteados a continuación relacionados con la Competencia Léxica en el idioma inglés. Los datos personales aquí consignados serán mantenidos en reserva y las respuestas serán utilizadas para propósitos investigativos en el Departamento de Lenguas Extranjeras de la Universidad del Cauca y en particular los establecidos en el proyecto de grado titulado “Club de Conversación como Estrategia para el Fortalecimiento de la Competencia Léxica en el Proceso de Aprendizaje del Inglés como Lengua Extranjera en Estudiantes de IV y V Semestre de la Universidad del Cauca, Sede Regionalización, Santander de Quilichao” Desarrollado por los estudiantes. Danyela Ginary Betancur Cifuentes, Maira Alejandra Vargas Mejía, Angélica María Mera Machín y Daniela Andrea Vargas Valencia del Programa de Licenciatura en Lenguas Modernas Inglés – Francés de la Sede Norte Santander de Quilichao. Apreciamos el tiempo dedicado para responder el siguiente cuestionario.

**I.** En esta sección encontrarás una serie de palabras con tres opciones de equivalencia en español marca con una X según tu criterio la opción más adecuada

**1.** ¿Qué estarán haciendo toda la noche?

- a. futuro simple
- b. futuro perfecto
- c. futuro progresivo

**2.** yo había estado trabajando para mi tío.

- a. pasado perfecto continuo
- b. pasado perfecto simple
- c. presente perfecto progresivo

**3.** Tú habrás dormido por más de catorce horas

- a. futuro simple
- b. futuro perfecto
- c. pasado perfecto continuo

**4.** Yo he ido a Francia 3 veces.

- a. presente simple
- b. presente perfecto
- c. futuro simple

**5.** Ellos fueron a nadar al río.

- a. pasado perfecto
- b. presente simple
- c. pasado simple

**6.** Él habrá leído el libro que me diste ayer

- a. Futuro
- b. Presente Perfecto
- c. Pasado Perfecto

**7.** He estudiado este concepto gramatical un montón de veces y sigue siendo difícil.

- a. presente perfecto continuo
- b. Pasado perfecto
- c. Presente Perfecto

**8.** No estoy triste.

- a. Pasado
- b. Presente
- c. Presente Continuo

**9.** Acabo de oír las noticias. ¡Es increíble!

- a. presente simple
- b. Presente perfecto
- c. Futuro perfecto

**10.** Yo he leído 5 libros diferentes.

- a. Pasado Simple
- b. Futuro Simple
- c. Presente Perfecto

**11.** Estaré trabajando toda la noche en el restaurante, así que por favor cuida a los niños

a. Pasado Perfecto Simple

b. Futuro Perfecto Progresivo

c. Futuro Perfecto

d. Futuro Progresivo

**12.** Mañana iremos al parque.

a. Pasado

b. Futuro Perfecto

c. Futuro Simple

**13.** Yo habré olvidado todos mis problemas

a. Pasado Continúo

b. Futuro perfecto

c. futuro Simple

**14.** Estoy viendo la nueva película de Avengers.

a. Pasado Continúo

b. Pasado Perfecto

c. Presente Simple

**15.** Estaré viendo televisión cuando llames hoy a la tarde

a. Presente Continuo

b. Futuro Progresivo

c. Futuro Simple

**16.** Ella estaba leyendo el libro que compro.

a. Pasado Perfecto

b. Pasado Continúo

c. Pasado Simple

**17.** Nosotros tenemos el proyecto listo para entregar.

a. Presente Perfecto

b. Futuro Simple

c. Pasado Continúo

**18.** Ellos estarán comiendo en la noche.

a. Futuro Perfecto

b. Futuro Simple

c. Futuro Continúo

**19.** Hoy almorcé comida italiana.

a. Pasado Simple

b. Presente Simple

c. Futuro Simple

**II.** En esta sección encontrarás una serie de palabras con tres opciones de equivalencia en inglés marca con una X según tu criterio la opción más adecuada:

**1. Sneakers** are:

1. Shoes for running
2. Bars of chocolate
- or
3. A Kind of pants

**2. Staff** means:

1. A famous way to prepare food
2. The people who work in a company  
place of work
3. Person who helps the chef in the  
kitchen

**3 come across** means:

1. You find
2. You explore
3. You walk to the front

**4. Dumb** means:

1. A person who is lost
2. An instrument to make music
3. Not very intelligent

**5. To set up** is:

1. To invite  
for all the
2. To organize
3. Everybody has to jump  
only for

**6. Thanksgiving** means:

1. Celebration is to give thanks  
good things in life
2. Celebration is to give thanks  
the food
- 3 A way to say thank you.

7. A synonym of “**! Break a leg**” Is:

1. Take it easy!
2. Good luck!
3. Shoot the breeze!

8. **Circle up** means:

1. Go round
2. Make a circle
3. Circulate

9. A meaning for **tempted is**:

1. A person who goes on a journey for religious reasons.
1. Persuade someone to do something
2. Person who persuade to do something

10. **Tent** means:

1. Temporary cloth shelter
2. Be tempted
3. Carp

11. **Pollute** is:

1. A person who doesn't care the planet
2. To contaminate a natural area
3. The illegal hunting of animals

12. **To call off** means:

1. To eliminate
2. To cancel
3. To call twice

13. **Louder** means:

1. Say something in high voice
2. Whisper to someone
3. Shouting strongly

14. **Pizza man** is:

1. A person who eats many pizzas
2. A person who delivers the pizza
3. A person made of pizza

15. **Selfish** means:

1. You love the fish
2. You are a kind person
3. You care only about yourself and

not about other people.

16. **Syrup** is:

1. Liquid for garnishing pancakes
2. Liquid for brakes
3. Liquid for frying



**17.** A synonym for **Bring up** is:

1. To escape
2. To raise
3. Close the eyes

**18. Crew** is:

1. The actors in a certain movie or play
2. All the working members on a ship  
or plane
3. A large disorderly crowd

**19. An Ice breaker** is

1. A person who breaks the ice
2. A warm up activity
3. A huge ice

**20. Research** (noun) means:

1. To investigate data, sources, material,  
or facts
2. To look for someone or something
3. The information and data gathered  
during an investigation

**III.** Por favor lea en voz alta las siguientes palabras una a una, esperando la orden del evaluador para continuar con la siguiente:

<b>Words</b>			
These	Behind	Cheap	Ship
Stomachache	This	Three	Unfortunately
Walk	Soap	Talk	Table
Juice	Balloon	T-shirt	Those
Marshmallow	Snack	Thirsty	Giant

## Appendix C. Formato Lesson Plan.



Universidad del Cauca  
Facultad de Ciencias Humanas y Sociales  
Departamento de Lenguas Extranjeras  
Programa de Licenciatura en Lenguas Modernas Inglés-Francés  
Comité de Práctica Profesional



### Registro de planeación de actividades del Club de Conversación implementado en los semestres 4to y 5to del Programa de Licenciatura en Lenguas Modernas Inglés-Francés, Sede Sder. de Quilichao

Encargados del Club de Conversación						
Apellidos y Nombres						
Periodo	Semestre	Tema Orientado				
Datos del Grupo						
Universidad	Sede					
Semestre	# de Sesión	Fecha	# de Estudiantes			
Características Planeación Clase						
Lengua Extranjera	English	Habilidad(es) a Desarrollar	Escucha x	Habla x	Escr'tura x	Lectura x
Dimensiones de la Competencia Comunicativa a desarrollar en el estudiante i:						Estrategias a desarrollar en el estudiante i
Competencia Lingüística i		Competencia Sociolingüística i	Competencia Pragmática i			
Competencia Léxica →	<input type="checkbox"/>	Marcadores lingüísticos de relaciones sociales →	Competencia discursiva →	<input type="checkbox"/>	Estrategias Cogn'tivas →	<input type="checkbox"/>
Competencia Gramatical →	<input type="checkbox"/>	Normas de cortesía →	Competencia funcional →	<input type="checkbox"/>	Estrategias Metacogn'tivas →	<input type="checkbox"/>
Competencia Semántica →	<input type="checkbox"/>	Expresiones de sabiduría popular →			Estrategias Socioafectivas →	<input type="checkbox"/>
Competencia Fonológica →	<input type="checkbox"/>	Diferencias de registro →				
Competencia Ortográfica →	<input type="checkbox"/>					
Competencia Ortolépica →	<input type="checkbox"/>					




Universidad del Cauca  
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Departamento de Lenguas Extranjeras  
Programa de Licenciatura en Lenguas Modernas Inglés-Francés  
Comité de Práctica Profesional



Dialecto y acento → <input type="checkbox"/>						
Competencia Lingüística Aspectos a desarrollar	Competencia Léxica	Competencia Gramatical	Competencia Semántica	Competencia Fonológica	Competencia Ortográfica	Competencia Ortolépica
Estructuras y Vocabulario a Aprender						
Aspectos funcionales	Procedimiento Programado					
Hora	Nombre Actividad	Patrón de Interacción	Objetivo	Descripción de la Actividad	Recursos y Materiales	
Evaluación del objetivo de aprendizaje						
Tareas asignadas a los estudiantes						
Referencias						
Relación con los estándares de competencias en lenguas						
(Este formato es una adaptación del						

## Appendix D. Consentimiento Informado #1



Universidad del Cauca  
 Facultad de Ciencias Humanas y Sociales  
 Departamento de Lenguas Extranjeras  
 Programa de Licenciatura en Lenguas Modernas Inglés-Francés  
 Comité de Práctica Profesional

**Consentimiento Informado**

El propósito de este consentimiento es proveer a los participantes de esta investigación una clara explicación de lo que se hará con su información y su rol como participantes.

La presente investigación es conducida por Angélica María Mera, Danyela Betancur Cifuentes, Daniela Andrea Vargas y Maira Alejandra Vargas, de la Universidad del Cauca del programa de Licenciatura en Lenguas Modernas Inglés-Francés. La meta de este estudio es la aplicación de un "pre test" a los estudiantes de 4to y 5to semestre del programa en Licenciatura en Lenguas Modernas Inglés-Francés.

Si usted accede a participar en este estudio, se le pedirá responder preguntas en un cuestionario. Esto tomará aproximadamente 60 minutos de su tiempo.

La participación en este estudio es estrictamente voluntaria. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Sus respuestas al cuestionario serán codificadas y por lo tanto, serán anónimas.

Nombre	Cedula
Maitlan Mafla Rivera	1059935208
Leandro Mino Gaitan	1060419209
Evelyn Johana Castro M.	1062329590
Laura Lizeth Escobar Lasso	1112497470
Lizeth Dayana Otero Casas	1062332900
Angie Yulieth Niño Tez	7113540222
Mónica Jose Alvarez E	1059066904
Oscar Camilo Velasco	1062286471
Geraldine Zapata López	1062333757
Paola Andrea Rodríguez Cantor	1112495407
Natalia Sandoval Angulo	1112498526
July Marcela Herrera Checa	7143875613
Lina Marcela Vera Cortés	1112468859
Jessica García Buitrago	1007685370
Andrés Navia Mosquera	1130949366
Deyalith Rodríguez Gómez	1062327079
Catherine Ipsa Jambuel	1114894951



Astrid Viviana Quintero	70 62 313 340
Johán Cesar Torres O	1004639625
Angie Alejandra Bolaños	1085321249
Jenny Coque	1062312543
Emperatriz Cutervo	1109522091
Johán Sebastián Jerao	1002970436
Lina Vanessa Zapata	1062331763
Darysury Granja S	1007 151 136
Gabriela Rodríguez Díaz	1151970542
Leicy Polindara	101817011762
CRISTIAN SALDARRIAGA	7062327499
Johanna Cabrera	1062319722
Geraldine Jimenez Gonzalez	101817011949
Molises Angulo C.	94439765
Alexa Femenida Saavedra	1001038781
Nereida E Pérez	1062333336
NATALIA MORALES CAICEDO	1002888772
Diana Melissa Mosquera M.	114987910
Natalia Moratón T.	1067539147
Brightte Melissa Zaspilka	1033800860
Yaila María Gómez	1124317389
Heidy Faroly Beltrán Becerra	1062316419
Mabel Otero Osorio	1007476996
Dayan Belgado	100297375
Henio Gutierrez B.	7062330938
Daniela Lasso Chocó	1007.151.300
Juan Sebastián Hernández	1059847288



## Appendix E. Consentimiento Informado #2

Santander de Quilichao, Julio 17 del 2019

Magister  
Aura Patricia Ortega  
Coordinadora  
Programa de Licenciatura en Lenguas Modernas, inglés y francés Sede Norte  
Universidad del Cauca

Cordial saludo,

Por medio de la presente, queremos saber si es posible que nos brinde información acerca del historial académico de los estudiantes de V y IV semestre que en el momento se encuentran cursando IV y VI semestre del programa de Licenciatura Lenguas Modernas, inglés y francés en la sede Norte.

Esto con el fin de poder seguir realizando nuestro trabajo de grado titulado "Club de conversación como estrategia para el fortalecimiento de la competencia léxica en el proceso de aprendizaje del inglés como lengua extranjera en estudiantes de V y IV semestre de la Universidad del Cauca sede regionalización Santander de Quilichao" a cargo de las estudiantes Maira Alejandra Vargas, Daniela Vargas, Danyela Betancur y Angélica Mera.

Es de aclarar que esta información tendrá un manejo confidencial y se usará conforme al propósito de nuestro proyecto de investigación.

De antemano muchísimas gracias por su atención y esperamos una pronta respuesta.

Universitariamente,

Maira Alejandra Vargas M.  
Cód: 101813021387

Angélica M<sup>ª</sup> Mera Machín  
Cód: 101814010831

Daniela Andrea Vargas U.  
Cód: 101813021472

Cod: \_\_\_\_\_



Universidad del Cauca  
Facultad de Ciencias Humanas y Sociales  
Departamento de Lenguas Extranjeras



Programa de Licenciatura en Lenguas Modernas Inglés-Francés  
Comité de Práctica Profesional

### Consentimiento Informado

El propósito de este consentimiento es proveer a los participantes de esta investigación una clara explicación de lo que se hará con su información y su rol como participantes.

La presente investigación es conducida por Daniela Andrea Vargas, Danyela Betancur, Maira Alejandra Vargas y Angélica María Mera, de la Universidad del Cauca del Programa de Licenciatura en Lenguas Modernas, Inglés y francés. Teniendo en cuenta que el objetivo de nuestra investigación titulada "Club de conversación como estrategia para el fortalecimiento de la competencia léxica en el proceso de aprendizaje del inglés como lengua extranjera en estudiantes de V y IV semestre de la Universidad del Cauca sede regionalización Santander de Quilichao". Solicitamos respetuosamente a ustedes se nos permita conocer su historial académico.

La información que se recoja será confidencial y no se usara para ningún propósito fuera de los de esta investigación.

Nombre	Código	Firma
Alexa Fernanda Secue Escue		
Angie Yulieth Niño Tez		
Astrid Viviana Quiñones		
Daniela Lasso Chocó		
Dayan Natalia Delgado Giraldo		
Daysury Granja Sandoval		
Emperatriz Cataño		
Eylin Jhohana Castro		
Gabriela Rodríguez Díaz		
Geraldine Jiménez González		
Geraldine Zapata López		
Henio Alberto Gutiérrez Balanta		
Jessica María García Buitrago		
José David Villa Bustos		
Juan Sebastián Hernández Hernández		
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