Developing fifth graders' oral fluency through task-based learning at Magdalena

Ortega de Nariño School

Angy Natalia Bohórquez Carlos

Advisor

Diana Martinez Cifuentes

Universidad Pedagógica Nacional

Facultad de Humanidades

Departamento de lenguas

Bogotá D.C., 2021

Acknowledgements

Through the writing process of this research I was blessed with the help and support of amazing people.

I would first like to thank my advisor, Diana Martinez, for her assistance in every step of this project. Thanks to her feedback and support I could overcome each difficulty, frustration and doubt that appeared on my way.

In addition, I would like to express my gratitude towards the UPN, my second home, for allowing me to meet the nicest people, teachers, classmates, and friends, who gave me the opportunity to see the world through different lenses and live uncountable experiences that left a mark on my life.

Finally, I would like to thank my family and friends. My lovely aunts, cousins, my dear grandparents, their love and support were essential in every moment. My adored friends, they were always by my side being my source of energy and joy when I needed it most. And of course, my mother, thank you for everything, for always being my biggest supporter and staying by my side in every step of the way.

CONTENT TABLE

LIST OF FIGURES

LIST OF TABLES

Abstract

This document addresses the impact of implementing three didactic units based on task-based learning (TBL) to foster fifth grade students' oral fluency. The participants of this qualitative, action research were the students of grade 5B at Magdalena de Nariño School. To achieve the objective of describing the impact of the units, data was collected through audio recordings, artifacts and a survey. The analysis of the data through a triangulation and categorization process showed the outcome of implementing TBL on aspects regarding fluency such as technical elements, achieving a communicative goal and students' confidence.

Keywords: Task-based learning, speaking skill, fluency, communicative competence

Resumen

Este documento aborda el impacto generado al implementar tres unidades didácticas basadas en el aprendizaje basado en tareas para fomentar la fluidez oral de estudiantes de quinto grado. Las participantes de esta investigación-acción fueron las estudiantes del grado 5B del colegio Magdalena Ortega de Nariño. Para alcanzar el objetivo de describir el impacto de las unidades, la información fue recolectada a través de grabaciones de audio, las creaciones de los estudiantes y una encuesta. El análisis de la información a través del proceso de triangulación y categorización mostró los resultados de implementar el aprendizaje basado en tareas en aspectos relacionados con la fluidez como los elementos técnicos, el alcance de una meta comunicativa y la confianza de los estudiantes.

Palabras clave: Aprendizaje basado en tareas, habilidades orales, fluidez, competencia comunicativa

CHAPTER I

Contextualization and research problem

Context

Magdalena Ortega de Nariño school is a public ladies' institution located in Engativá, Bogotá. Due to its localization in Las ferias neighborhood, specifically at Carrera 69 B N. 78 A – 36, the school is an accessible location from multiple routes such as avenida 68, calle 80 and calle 68. In terms of access by means of transport, the institution is closely situated to Ferias and Av. 68 Transmilenio stations and several SITP bus stops.

In regards to Magdalena Ortega de Nariño's PEI, its aim is to educate competent women, young people and adults for meeting the demands of the modern world. The mission of the school is to provide the students with an appropriate academic, social and cultural environment for the acquisition of values and competences. In addition, the vision of the school is to be a suitable space, counting with the proper administration and pedagogical contributions, for enhancing the students' integral formation.

Taking into account the current contingency situation due to the COVID-19 pandemic, the academic curses are developed through a remote learning environment. In order to continue with the education of the students during the pandemic, the school has implemented the use of Microsoft Teams. This platform provides the teachers and students with tools for taking synchronous lessons through video meetings, uploading homework, leaving asynchronous activities, giving feedback, and interacting through chat, audio and video. Also, the usual schedule of each subject has been modified in order to give the students a 30-minute break between lessons. All in all, the school has adapted to the current contingency situation with the implementation and use of online tools and platforms.

The population of this project consists of 5B grade students. The average age range of the 35 girls is between 10 and 11 years old. Taking into account some developmental aspects associated to the students age, Tassoni (2016) states that, in terms of communicative development, children between 8 and 12 years old increase the use of coded language with their peers. In terms of social and emotional development friendship becomes very important and there is a growing concern at the opinion of others about them. Regarding intellectual development at this stage children can reason and apply logic to problems, transfer and use information from different situations and the preference for certain subjects increases. Finally, in terms of physical development puberty starts around 10 for girls and it is important to improve the physical skills that have already been developed.

In addition, the space in which the project will take place is the English class. Regarding primary students' classes, there are just a few English as a foreign language (EFL) teachers who are available for giving the English classes. For this reason, many of the EFL classes are taught by teachers with degrees in other areas of knowledge. Also, it must be considered that the English subject is given 1 hour per week. Regarding these aspects, it is important to take into account the difficult situation due to the COVID-19 pandemic and highlight the efforts and the changes done in the curriculum and time of the classes in order to provide the possible conditions to continue with the lessons.

Contextualization of the problem

Different plans and policies have been presented in order to contribute to EFL education in Colombia. One of the most important plans is the *National Plan of Bilingualism 2004-2019.* This plan highlights the development of student's communicative competence as a goal of bilingual education. Also, this policy introduces the document

Basic Standards of Foreign Language Competences: English (2006) which presents the language skills each student must have according to the Common European framework of Reference for Languages (CEFR). In addition, the *Colombian National Development Plan 2014-2018* aims through the implementation *Bilingual Colombia 2014-2018* to reinforce teachers training in EFL teaching and sets as a goal that "only B2 teachers will be hired in the public schools, and native speakers of English will teach in 9th, 10th and 11th grades" (Gómez, 2017, p.148). Moreover, this plan through the document *Basic Learner Rights* (2016) stablishes a communicative approach and presents the key skills students should have regarding writing, reading, listening, monologues and conversation. Finally, recent documents such as the *Distrital Bilingualism Plan 2020-2024* (2021) emphasize on the need of teachers' training, rise of hours per week dedicated to the English subject, development of virtual strategies, and use of resources and materials to foster students' communicative skills. All in all, Colombian plans and policies promote the development of students' communicative competence in English and the creation of proper learning environments for enhancing it.

Based on the adoption of the CEFR and the guidelines presented in the *Basic Standards of Foreign Language Competences: English* (2006) and the *Basic Learner Rights* (2016), it is imperative for students to have experiences that involve the use of all the language skills in order to develop their communicative competence. However, the implementation of plans and policies that promote bilingual education leaves aside the importance of language skills such as speaking and listening. As Gomez (2017) states, there is a tendency to focus only on reading, writing and grammar. In addition, this omission of speaking can be seen in the implementation of national exams such as *Saber 11* and *Saber Pro*, which "only assess students in reading, vocabulary, and grammar disregarding skills

such as listening, speaking, and writing" (Gomez, 2017, p.143). All in all, a mismatch between the policies and their implementation is seen regarding the lack of attention of needed skills for the development of EFL competence.

Furthermore, a current difficulty in students' EFL development is seen due to the lack of attention to the realities and challenges in English classes at public schools. In addition to the mismatch between the policies and the lack of focus in speaking skills during their implementation, a lack of resources and preparation for teaching EFL in primary levels is identified. As Clavijo (2016) states, national educational policies disregard the proper preparation teachers need for teaching EFL to young learners, this can be seen as non-certified English teachers are given the responsibility to be in charge of such classes. This situation, alongside with the low number of hours dedicated to the English subject at public schools, shows the existence of "a limited vision that learning another language is learning isolated and decontextualized vocabulary or, administratively, making a single curricular adaptation" (Clavijo, 2016, p.1). As a result, EFL students face a lack of meaningful experiences and opportunities to develop their communicative skills in the target language.

Statement of the problem

Regarding the proficiency level of 5th grade students, the participants are expected to develop the EFL language skills described in the A2.1 level by the CEFR. According to the stated by the Ministry of Education (MEN) in the *Basic Standards of Foreign Language Competences: English* (2006) some of the standards the students must reach in this level are the comprehension of short texts, such as illustrated stories, taking part in short conversations, talking and writing about familiar situations, using simple sentences, and using vocabulary related with daily activities and interests. Also, regarding the

development of speaking skills, the *Basic Learner Rights* (2016) states that 5th grade students must produce short and simple oral texts of anecdotes and explains causes and consequences using simple sentences. All in all, 5th grade students are expected to comprehend and produce short texts related to familiar situations.

Taking into account the expected language skills of the students, a diagnostic activity was implemented in class in order to see their EFL skills. The topic of the activity was pets, specifically cats and dogs, and how to describe them as the interest of the students for animals was evidenced in previous classes. At the beginning of the activity the students saw some pictures of dogs and cats, focusing on specific physical features in order to know how they can describe them in English. Next, the students read a description of a pet, given by the teacher-researcher and drew it on their notebooks. Finally, they drew their pets and described them written and orally in class, the students who did not have a pet invented one for doing the activity (Annex 1). In general, through the activity the students used different language skills to talk about a familiar topic.

During the activity some difficulties were identified in the students' EFL language skills. Regarding listening, the students seem to have problems understanding vocabulary and making associations with concepts. Regarding writing, most of the students were not used to write in English, as a result there is an absence of complete sentences and a presence of isolated words in their written production. Regarding speaking, the students' oral production was heavily impacted by the lack of experience and confidence talking in English. During the implemented activity most of the girls expressed their fear of talking and constantly apologized for their pronunciation. In addition, in most of the cases the oral production in English was minimum and consisted of isolated words. To sum up, through

the diagnostic activity several difficulties regarding the students' language skills were identified, particularly in their oral production skill.

In accordance with the stated above, a lack of significant experiences that enhance speaking skill was identified in 5B grade English classes. As mentioned before, difficulties such as the low number of hours per week dedicated to the English subject (1 hour), the presence of non-certified EFL teachers and the general focus on grammar, reading and vocabulary influence the absence of the student's lack of experience and confidence talking in English. In this sense, a need of a meaningful and contextualized experienced that promote the students' development of speaking skills is identified in 5B grade EFL classes.

Research Question

What is the impact of implementing task-based learning in the EFL fluency of 5B grade students at Magdalena Ortega de Nariño school?

General research objective

To describe the impact of implementing task-based learning in the EFL oral fluency of 5B grade students.

Specific research objectives

- To identify how task-based activities enhance the students' development of technical aspects of fluency.

- To describe students' strategies to achieve a communicative goal when working with task-based activities.

- To analyze the impact of task-based activities in students' confidence while delivering oral productions.

Rationale

The development of speaking skills in primary levels is crucial for the improvement of the students' communicative competence. As Al Hosni (2014) states in her research, some of the difficulties 5th grade students present regarding speaking are "linguistic difficulties, mother tongue use, and inhibition." (p.28). Furthermore, most of the time students' difficulties in the development of this skill are seen as they lack vocabulary, knowledge of grammar structures, confidence and meaningful use of the language. In this regard, these constant problematics prevent students of the acquisition and production of their target language and improvement of their communicative competence. In this sense, more research and proposals are needed in order to find proper strategies to overcome primary students' difficulties in EFL speaking skills and foment a meaningful use of language.

For this reason, the pedagogical proposal could benefit Magdalena Ortega school primary EFL classes. As stated before, primary teachers in the institution lack of a proper preparation and resources for teaching EFL, this situation can be seen in 5B grade English class. Taking into account this problematic situation, the present proposal aims to provide the school's primary teachers with an available option for teaching EFL and having a set of activities, strategies, virtual tools and materials for future implementations.

Moreover, the use of task-based language (TBL) as a proper approach to implement in class can bring benefits to the development of the students' speaking skills. According to

Rodríguez-Bonces and Rodríguez-Bonces (2010) task-based learning (TBL) promotes the use of the target language for communication and focuses on meaning rather than grammar. This view of language helps to enhance students' EFL learning as "there is less anxiety and learning is more effective if language form perse is not the priority. If task-based instruction takes place, language learning is more meaningful and natural" (p.1). This aspect is crucial as 5B grade students were identified with a lack of confidence and meaningful use of the language in oral situations. In this sense, TBL implementation may contribute in the development of experiences in which the students can use the language in a purposeful way.

Furthermore, the proposal will bring an institutional view of the outcomes following the methodologies and approaches encouraged by the Ministry of Education (MEN). According to the *Pedagogical principles and guidelines. Suggested English curriculum, transition to 5th grade booklet for teachers* (2016b) task-based learning offers adequate methodological principles in order to learn the language in significant communicative experiences "The methodological principles described in this section aim to achieve communicative language learning goals. This means that they favor the use of English in a determined context using language functions that promote communication with others" (p.39). In this sense, students' speaking skills will be enhanced and the goal of meaningful communication will be achieved. In this regard, the proposal presented in this document will contribute to the stated by the MEN and future implementations following the Ministry's suggested approaches and methodologies.

CHAPTER II

Theoretical framework and Literature review

The purpose of this study is to identify the impact of implementing task-based learning in the EFL oral fluency of 5B grade students. In order to carry out this research four constructs were taken into consideration: communicative competence, speaking skill, fluency and task-based learning (TBL) approach. These constructs will establish the foundation of the study and will present a framework for developing the proposal. In this section their definitions and principles will be presented, along with previous studies addressing them.

Literature review

In this section, some national and international studies that address topics related to this project will be presented. These studies portray the results of research processes around the constructs mentioned above.

Regarding the first construct, Buitrago (2016) in her qualitative research study *Improving 10th Graders' English Communicative Competence Through the Implementation of the Task-Based Learning Approach* presents the conclusions of an action-research project concerning the development of EFL students' communicative competence. The participants of the study were 34 10th grade students at a public school in Medellín, Colombia. Also, the data was collected through field-notes, interviews, surveys and student's artifacts regarding the implementation of four thematic units which used different tasks to talk about topics such as music, movies and tv series, love, and sports. As a general conclusion, Buitrago perceived some improvement in her students' communicative competence. Even though a development in the students' writing skills was

presented, vocabulary, accuracy, fluency and pronunciation were the main aspects in which an improvement was identified. Moreover, Buitrago's study is relevant for this research project as the author highlights the importance of tasks focused on students' opinions and interests to develop communicative competence. In addition, the study presents a series of factors that can affect the implementation of these type of projects, such as the students' anxiety and fear of talking in English and the lack of experience teachers may have for providing enough opportunities to produce oral and written texts in English.

Concerning EFL speaking skills, the action research study *Fostering the speaking skill through task-based learning in EFL with third graders* by Laverde (2016) from Universidad Libre, has the objective of developing the speaking skills of 35 third grade students through task-based lessons. The author designed and implemented 4 tasks about the student's context (their neighborhood and classroom) and collected the needed data through a teacher journal and students' videos with their respective transcriptions. In addition, Laverde focused on 4 aspects to assess the students' speaking skills: rapport, accuracy, pronunciation and fluency. As a result, the author accomplished her general objective and highlighted the importance of ludic activities in order to involve the students in the tasks and develop their EFL skills. This study is useful for my research as it presents some possible results of implementing task-based learning to foster speaking skills. Also, the study highlights relevant aspects when fostering primary students' speaking skills such as the need of tasks "related to rhyming, chanting, repeating patterns, playing, manipulating objects and presenting situational thematic that favor creative environment to contextualize on the topic to be developed" (p.47).

Furthermore, the mixed method action research *The Impact of Information Gap Activities on Young EFL Learners' Oral Fluency* by Ortiz (2019) aims to analyze the implementation of information gap activities and its impact on secondary level student's oral fluency. The participants of the study were 23 eight grade students from a public school in Chile, their ages range from 13 to 14 years old. In addition, the data was collected using a pre-test, post-test, and a focus group questionnaire and analyzed through the SPSS software and a conceptual network. The main conclusion of the study is the development of the students' fluency evidenced through 10 sessions based on "spot the difference" and "information exchange" activities. Also, the students' expressed their satisfaction with the tasks and identified an improvement in their speaking skills.

The previous study is relevant for my project as it presents some possible outcomes when implementing task-based activities in order to foster oral fluency. Firstly, the research identified the students' preference for cued conversations as "they argued that tasks had a clearer objective, the topics were specific, conversations were more direct containing visual cues and written chunks of language." (p.120). In this sense, this result shows the importance of setting goals and cues and fostering conversation for enhancing students' speaking skills. Secondly, the study presents the use of a fluency rubric for assessing the students' speaking performance. The aspects used in the rubric can be taken into account for the assessment of students' fluency in this research-project. Finally, the study showed some solutions to possible difficulties that may emerge such as time limitation and students' low fluency level.

Regarding task-based learning approach, the qualitative study *Fourth Graders' Co-construction of Monologues through Task-Based Learning Approach* by Muñoz (2018)

from Universidad Pedagógica Nacional aims to "analyze how is the students' co-construction of speaking skill through the creation of monologues using the Task-Based Learning approach" (p.100). The population of the study were 30 fourth graders from Prado Veraniego School. In addition, the implementation consisted of 5 didactic units, dealing with topics such as *introducing yourself, what do you do? sports, and hobbies.* Also, the collection of data was developed though field notes, interviews and videos and audios. In general, a development on the students' speaking skills and confidence was identified. Moreover, the author emphasized on the importance of the three main stages of the task-based units (pre-task, task and post-tasks) as it allows the students to recall and learn the information they need, plan their monologues, and assess their performance with the help of their classmates and teacher. Muñoz' study is important for this research project as it shows the possible outcomes of implementing TBL in primary students in Colombia. In addition, the study demonstrates the effective use of TBL for developing confidence, autonomous work, fluency and accuracy, aspects that will be taken into account in this project as well.

In addition, Forero (2018) from Universidad Pedagógica Nacional addresses the use of task-based teacher in her qualitative research *Fostering Oral Skills Through Authentic Task and Materials About Human Values*. The study objective is to foster EFL learners' oral skills using materials about human values following the Task-based teaching approach. The participants of the study were 30 students, boys and girls, from 702 grade at Rafael Bernal Jimenez School. In order to achieve the general objective, Forero implemented during one academic year "authentic tasks and materials related to social values and affairs, as tools to engage students in the foreign language learning and motivate them to express

their opinions, feelings and experiences orally". (p.29). In addition, the implementation was developed during two cycles, the first cycle involved tasks and materials about *Animal Extinction*, the second cycle had as a main topic *Healthy Life Habits*. Moreover, after the implementation, the data was collected through field notes, students' artifacts, and interviews. As a general conclusion, an improvement was identified regarding the students' oral skills through the expression of their thoughts about the topics seen in class. Nevertheless, the students' oral production was limited due to their lack of confidence and experience talking in English.

Forero's action research is relevant for my study as it highlights the importance of the Task-based approach for fostering students' oral skills. As the author mentions, "For this reason, during the implementation phase of this project, it was essential to carry out the three stages of TBT, especially the first one to engage the students to the treated topic." (p.48). In addition, the use of authentic materials was recommended for future research in the same field as the students could identify how the language is used in a real context and how they can use it in their own context. Some materials implemented during the lessons that can be useful in this project are images, articles and comics.

Theoretical Framework

In this section, the definition and characteristics of the project main constructs (communicative competence, speaking skill, fluency and task-based learning (TBL) approach) will be presented.

Communicative competence

Regarding the definition of this construct, Chomsky (1965) presents an important distinction between the *competence* and *performance* of a language user. As Chomsky

explains, the *competence* includes the knowledge of the language, the structures and rules the speaker-listener needs to fully produce and understand the language. On the other hand, the notion of *performance* concerns the use of this knowledge in real situations.

In order to develop the definition of competence made by Chomsky, Hymes (1972) presents some essential characteristics originated from a sociolinguistic point of view. As Hymes argues, the construct of competence presented by Chomsky includes just some linguistic aspects of a language, focusing on the importance of grammar knowledge, leaving out other crucial characteristics the speaker of a language must know to use it in real situations. In this sense, Hymes proposes a broader meaning of the *communicative competence* which includes all kinds of codes the speaker must know to use the language and the ability to employ them in communicative situations.

Taking into account Hymes' definition of communicative competence, further advances have been presented regarding the components of this competence and its use in language teaching. Regarding the use of communicative competence in language teaching and assessment, the Council of Europe (2020), through the publication of the Common European Framework of Reference (CEFR), presented a model including three main divisions: linguistic, sociolinguistic and pragmatic competences. Firstly, the linguistic competence is seen as the knowledge regarding the use of language the learner has, including the way it is organized and how it can be accessed. Furthermore, the main components of this competence are: the general linguistic range, that is the type of language (including phrases, vocabulary, words, expressions, etc.) the speaker commonly uses in communicative situations; the vocabulary range, that is the amount and variety of expressions perceived and used; grammatical accuracy, concerning the use of correct forms

and structures; vocabulary control, regarding the use of appropriate expressions in communicative situations; phonological control, focusing on intelligibility rather than accent and taking into account aspects like sound articulation, prosodic features (stress, intonation and rhythm) and overall phonological control; and orthographic control, that is the "the ability to copy, spell and use layout and punctuation" (p.136)

Secondly, the sociolinguistic competence concerns the social knowledge and skills the learner/user must take into account in communicative situations. The Council of Europe uses the term *sociolinguistic appropriateness* which includes the use of polite forms in the conversations that require it, the employment of neutral register in an appropriate way, the presence of idiomatic expressions, recognizing sociocultural cues and performing appropriately in those situations, and the use of a suitable register depending on the context.

Finally, the pragmatic competence involves the use of the language in real interactions and taking into account the message the learner wants to give. At the same time, this competence is composed of two main competences: discourse and functional competences. Discourse competence involves components such as: **thematic development**, which concerns the ability of organizing and linking ideas in a text in order to give appropriately a message**; coherence and cohesion**, which involves the use of liking elements, paragraphs and cohesive devices in the creation of text; and **turntaking**, that is, the ability of beginning, maintaining, mediating and ending a conversation, using appropriate expressions to do so.

In addition, functional competence involves components such as **flexibility,** which concerns "the ability to adapt language learnt to new situations and to formulate thoughts in different ways" (Council of Europe, 2020, p.38), this can help to change the subject of a

discussion and emphasize certain aspects in a conversation; and **propositional precision**, which concerns "the ability to pinpoint how to formulate what one wishes to express" (Council of Europe, 2020, p.141).

Another important component of the pragmatic competence is **fluency**, which, on the one hand, concerns the ability of maintain long conversations, expressing thoughts spontaneously and communicating the message the learner wants to give despite utterances and pauses. On the other hand, from a holistic perspective, fluency involves some of the previous components such as flexibility and propositional precision and thematic development.

Figure 1

Communicative language competences
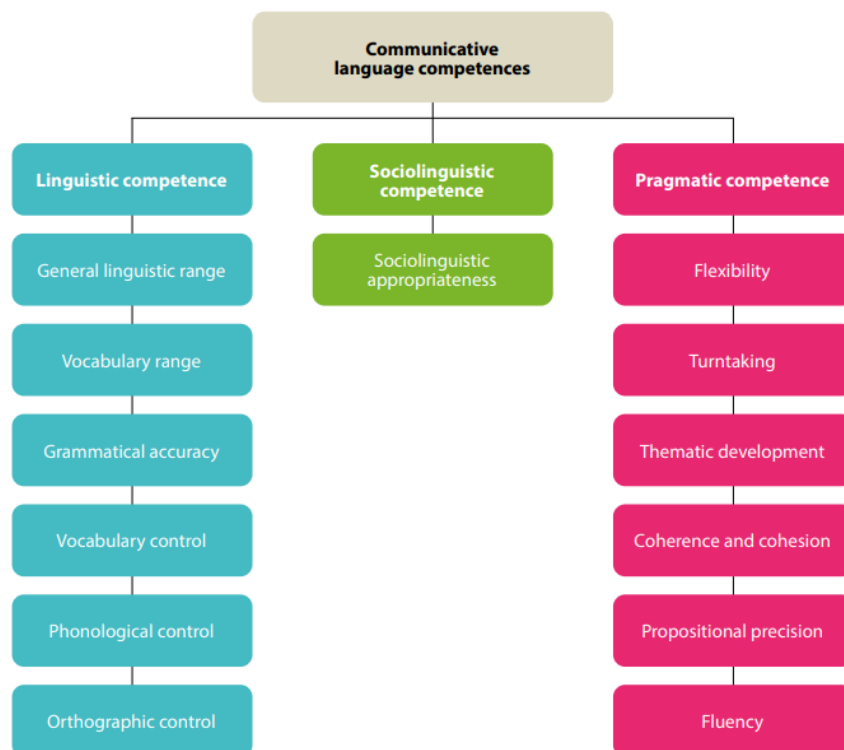
Note. Main components of the three communicative language competences: linguistic, sociolinguistic and pragmatic competences. From *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume* (p.129), by Council of Europe, 2020, Strasbourg: Council of Europe Publishing. Copyright 2020 by Council of Europe.

All in all, the contributions given by Chomsky, Hymes and the Council of Europe benefit the present project as they stablish a foundation of what is understood as communicative competence and give a framework of the main components and characteristics that can be taken into account. Also, this information will be useful for reviewing the students' development in communicative situations and the key features to understand it.

Speaking skill

Regarding the second construct, Spratt et al. (2005) define speaking as "a productive skill, as writing. It involves using speech to express meanings to other people" (p. 34). In addition, the authors focus on interaction, describing it as a communicational situation that involves two individuals, in which a message is being produced and received. In order to achieve this interaction some aspects must be taking into account, like the use of interactive strategies, such as "making eye contact, using facial expressions and asking check questions, clarifying meaning and confirming understanding" (p.34), fluency, accuracy, and pronunciation.

For a further understanding of the skill, Holtgraves (2008) emphasizes on the speaker and his/her ultimate goal, which is to formulate utterances in order to share a message and being understood and recognized by a listener. In addition, focusing on the

pragmatic competence, the author highlights the importance of acquiring different types of knowledge in order to achieve the communicative goals as a speaker. For this reason, Holtgraves addresses low level goals as the production of speech acts and high-level goals as face management and politeness. This perspective of the speaking skills is in accordance with the components that conform the construct of communicative competence and highlights the setting of meaning expression as a principal goal.

> There is basic linguistic competence, of course –the phonological, morphological, and syntactic competencies that are required to use language. However, to use language to communicate successfully requires much more than linguistic competence (Hymes 1972). One must be able to translate intentions into words and do so in such a way that those intentions will be recognized by the recipient. (p.207)

In addition, Brown (2000) presents two types of spoken language: monologues and dialogues. Monologues involve one speaker that gives a message. At the same time, monologues can be planned, e.g. speeches, or unplanned, such as telling a story in a conversation. On the other hand, in order to have a dialogue, two or more speakers are needed. Dialogues can be interpersonal (the goal is to develop a social interaction) or transactional (the goal is to exchange factual information). At the same time, the participants on each type of conversation can be familiar or unfamiliar, which will influence in the type of information and the use of language in the dialogue.

Regarding language teaching, specifically the teaching of speaking skills, Brown (2000) identifies some issues and difficulties that may emerge. Some common issues that may emerge in oral communication teaching are regarding the way to teach conversation

and pronunciation, options to approach aspects such as fluency and accuracy in language teaching and strategies to overcome affective factors such as anxiety in the students' performance. In addition, according to the author, some characteristics that influence the difficulty of the speaking skills are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm and intonation and interaction.

Despite of the multiple issues and difficulties presented during the teaching of speaking skills, Brown (2000) highlights aspects and techniques that can be taken into account to overcome these situations. Firstly, Brown focuses on the importance of both forms and functions of language when teaching students to speak in a foreign language, this can help to develop not just a proper speech taking care of every small aspect such as grammar, vocabulary or phonetics, but also to improve student's communicative skills. Also, the author presents different interactive techniques to foster speaking skills such as using interviews, guessing games, oral journals, role-plays, simulations, among others.

In conclusion, with the contributions of Spratt et al., Holtgraves and Brown a clear description and definition of speaking skill and types of spoken language can be presented. In addition, the importance of a communicative goal is highlighted along with the main difficulties that may appear and techniques that can be used regarding teaching speaking skills.

Fluency

In order to talk about this construct, it is important to recall the definition of fluency presented before. As the Council of Europe (2020) identifies, the literature has presented this construct from two broad points of view: a traditional/technical one, and a holistic one.

On the one hand, regarding the traditional/technical point of view, fluency has been related to aspects such as rate of delivery, speed, hesitations and pauses. For instance, Spratt et al. (2005) state that "fluency is speaking at a normal speed, without hesitation, repetition or self-correction and with smooth use of connected speech" (p.34).

On the other hand, from a holistic perspective, the Council of Europe highlights the focus on meaning and the importance of pragmatic features, such as the adaptation of the language depending on the situations, and the production of appropriate utterances taking into account the message the speaker wants to give. In this sense, the core of fluency does not reside on technical aspects, but on the successful communication of the idea, thought or opinion the speaker wants to share. For instance, Jones (2007) states that "Fluency doesn't mean speaking really fast without hesitating. It's being able to express yourself despite the gaps in your knowledge, despite the mistakes you're making, despite not knowing all the vocabulary you might need." (p.18)

Taking into account the characteristics presented above, a suitable definition of the construct, that is apt for language teaching purposes, is presented by Richards (2006), "fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence" (p.14). In this regard, meaning and communication remain as the focus of fluency, however, the importance of delivering a comprehensible message is still present, showing need of considering technical aspects such as hesitation and vocabulary.

Moreover, regarding language teaching, Brown (2000) suggest to maintain activities that let students express freely and, as some difficulties in their utterances are identified,

offer some instruction in specific language aspects. On this matter, theorists have
mentioned useful aspects to assess fluency while maintaining a communicative point of
view. The following chart presents some micro skills of oral communication given by
Brown and components signaled by Jones (2007) that can benefit fluency assessment.

Table 1

Components of fluency in speaking skill

Components of fluency in speaking skill
• Using words and phrases to express meaning
• Speaking clearly at different rates of delivery
• Using an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
• Using hesitation expressions as *uh, um, well,* or *you know…*
• Using various strategic devices-pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
• Articulating easily and comprehensively
• Practicing pronunciation
• Using complete sentences to describe a situation
• Monitoring the oral production

Note. Set of components of fluency in the speaking skill. Adapted from *Teaching by principles. An interactive approach to language pedagogy* (2nd ed., p. 272), by H. Brown, 2000, Pearson Longman. Copyright 2000 by Pearson Education, Inc.

Furthermore, Richards (2006) proposes a series of classroom activities that enhance
fluency. In these activities "students must negotiate meaning, use communication

strategies, correct misunderstandings, and work to avoid communication breakdowns."

(p.14)

Table 2

Activities focusing on fluency

Activities focusing on fluency
• Reflect natural use of language
• Focus on achieving communication
• Require meaningful use of language
• Require the use of communication strategies
• Produce language that may not be predictable
• Seek to link language use to context

Note. Set of useful activities to enhance oral fluency. Adapted from *The Student-Centered Classroom* (p.14), by J. Richards, Cambridge University Press. Copyright 2006 by Cambridge University Press

All in all, the contributions of the mentioned authors help to set a definition of fluency, considering technical/formal aspects such as rate, hesitation and vocabulary but focusing on a communicative goal. In addition, with the emphasis on education made by Brown and Richards, the series of micro-skills and activities previously presented will be taken into account as they offer a clear and useful framework for evaluating and assessing students' fluency. Also, these contributions are beneficial in the making and preparation of the didactic units presented in this project.

Task-Based Learning (TBL)

Regarding the definition of the construct, Ellis et al. (2019) define Task-based language teaching (TBLT) as an approach that focuses on meaning. However, the

importance of form is not left out. In this sense, TBLT refers to a communicative point of view in which through meaningful interaction a foreign language can be learnt.

One of the most important components of the approach is the *task.* Nunan (2004) takes into account previous descriptions provided by experts in the approach such as Long, Willis and Willis, Skehan and Ellis, and proposes the following definition of a task:

Task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. (p.4)

In this respect, it is important to understand that: Firstly, a task is focused on meaning rather than form, even though form can be used when needed. Secondly, a communicative point of view of language is necessary to develop the task. Finally, tasks emphasize on the set of a goal, therefore, meaningful language learning is seen as students' work for achieving the stablished goal.

Regarding the type of tasks, Ellis et al. (2019), based on Prabhu, propose the following tasks:

Figure 2

Types of tasks
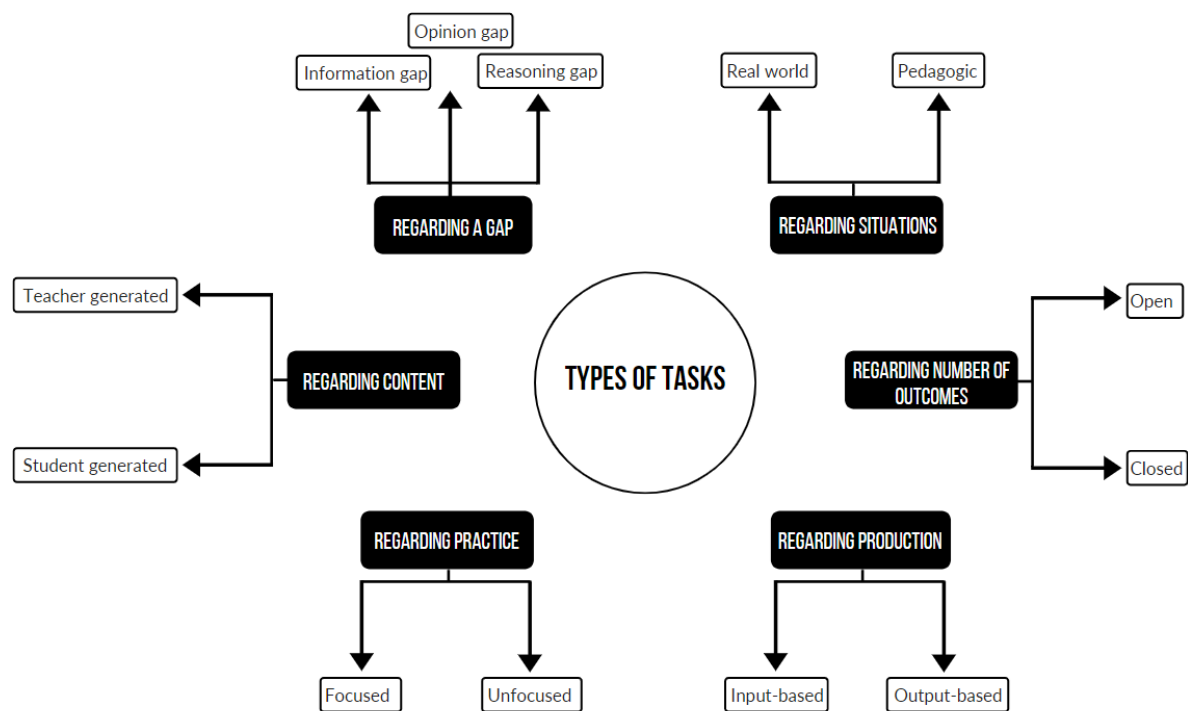
Note. Types of tasks. Adapted from *Task-Based Language Teaching: Theory and Practice* (pp.3-7), by R. Ellis, P. Skehan, S. Li, N. Shintani, C. Lambert, 2019, Cambridge: Cambridge University Press. Copyright 2020 by Rod Ellis, Peter Skehan, Shaofeng Li, Natsuko Shintani and Craig Lambert.

As see on the figure 2, six main tasks are proposed: regarding a gap, the authors signaled the information-gap, opinion gap and reasoning gap tasks, this last one focuses on developing new information based on the one the learner previously had. Also, regarding situations, there is a comparison between real-world and pedagogic tasks, the first one referring to situations that students can experience in their daily lives, and the second one concerning a type of situation that only happens in a classroom environment. In addition, regarding the possible number of outcomes, there can be open tasks, with many outcomes, or closed tasks, with a single or very limited outcome. Regarding production, tasks can be

input-based, in which students only show their understanding of the information given by the teacher, or output-based, in which students need to produce in an oral or written way to develop the task. Also, regarding practice, tasks can be focused, that is, designed to use and produce specific language forms and structures, or unfocused task, in which the students can use any grammatical structure they preferer. Finally, regarding content, this one can be proposed by the teacher or the student.

In addition, concerning the model for planning class lessons, Willis (1996) presents a TBL framework, which has been broadly used in TBL teaching. This cycle is made of 3 main components or phases: The pre-task phase, in which the topic is introduced; the task cycle, in which the students do the task, plan how to show the outcomes of the task to his/her classmates and teacher, and reports the task, receiving feedback from the teacher; and the language focus, in which the language used in the task cycle is analyzed and the teacher makes corrections or explanations if needed.

Based on the three-phase model presented by Willis, Ellis (2003) presents a framework for designing TBL lessons. This framework consists on three phases: the pre-task phase, the task phase (also referred as the during-task or main-task phase), and the post-task phase. First, the pre-task consists of conscious raising activities in which the topic and goal of the lesson are presented, also the main-task can be modelled to show students' how to perform it, and students can have time to prepare the main-task. In addition, a focus on form can be made as the teacher gives the student useful language for the next phases. Secondly, the task phase regards the development of the principal task, here time pressure can be used, or a surprise element can be added in order to show the need of adapting to new situations. Also, an extra help can be seen as the students access to input seen before

and the teacher can explain form related problems if needed. Finally, the post-task phase

consists of focused communication activities, in which students show the results of the task.

Also, there can be a focus on the language used during the task and if needed, the main task

can be repeated. As opposed to Willis framework in which the focus on form only appeared

on the last phase, Ellis maintains a possibility to focus on form in any of the three phases if

the students need it. This possibility does not replace the main goal of the task, that is to

communicate and emphasize on meaning rather than grammatical structures.

Table 3

Implementation options in the different phases of a task-based lesson

Phase	Options	Description
Pre-task phase	1. Modelling performance of the task	Students listen or watch the task being performed by 'experts'.
	2. Pre-teaching language	The teacher presents language that will be useful for performing the task.
	3. Schema-developing	The teacher elicits and extends students' knowledge of the topic of the task.
	4. Strategic planning	The students are given time to prepare to perform the task before they actually perform it.
Main-task phase	1. Time pressure	Students are given only a limited amount of time to perform the task.
	2. Contextual support	Students are allowed to access the input data when they perform the task.
	3. Explicit instruction	The teacher takes time out from the performance of the task to explicitly teach a linguistic feature that is useful for performing the task.
	4. Surprise element	Additional information relevant to the task is provided after the students have started to perform the task.
Post-task phase	1. Repeat performance	Students are asked to repeat the task.
	2. Report	Students are asked to report the outcome of the task to the whole class.
	3. Language work	Students complete language exercises related to linguistic problems that they experienced when performing the task.

Note. Main phases of a task-based lesson and different options for their implementation. From *Exploring Language Pedagogy through Second Language Acquisition Research* (p.142), by R. Ellis and N. Shintani, 2014, New York: Routledge. Copyright 2014 by Rod Ellis and Natsuko Shintani.

All in all, the concepts given by Ellis and Nunan and the Framework developed by Ellis contribute to the creation of the didactic units. In addition, present a broad option of

tasks and ways to develop the lessons and focus on achieving a communicative goal and the enhancement of the students' speaking skills.

In general, in this chapter the literature review and theoretical framework were presented. In this sense, different studies and theories related to the selected constructs (communicative competence, speaking skill, fluency and task-based learning (TBL) approach) were described in order to give this research a solid base and framework to create a proper implementation and realize its corresponding analysis. In the following chapter the methodological design of the study will be presented.

CHAPTER III

Methodological Design

In this section the description of the research paradigm and type of research will be presented to have an overview of the main characteristics and aspects of the project. Furthermore, the data collection instruments and procedures will be described in order to understand the development and organization followed in the process.

Research paradigm

The research paradigm selected for this project is the qualitative research. Firstly, it is important to consider that, as Willis (2007) mentions, a paradigm is "a comprehensive belief system, world view, or framework that guides research and practice in a field (....) it is the application of that entire framework to practice" (p.8). In this case, a qualitative research paradigm was chosen as it focuses on exploring and analyzing social behaviors and situations and, as Creswell (2014) explains, its development involves questions, procedures, data collection in a specific context, and its analysis and interpretation. In this

way, the selection of this paradigm will benefit the objective of the research as it focuses on influences and responses in social interactions.

Type of research

Based on the objectives proposed and the conditions for developing the project action research method was chosen in order to set a specific action flow. As Reason and Bradbury (2008) consider, this type of research can be defined as "a participatory process concerned with developing practical knowing in the pursuit of worthwhile human purposes. It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people." (p.4) In this sense, action research is widely use in the education field due to its focus on developing a participatory process with a group of people in search of solutions to current problems and enhancing understanding of how certain processes can affect a community. As Mills (2018) declares, teacher-researchers often put in practice action research in the classroom to understand why some situations take place and what is the outcome of practices developed to improve student's education.

Following Mills (2018) understanding of action research in the educational field, 4 steps are presented creating what the author defines as *the dialectic action research spiral.*

Figure 3

The dialectic action research spiral
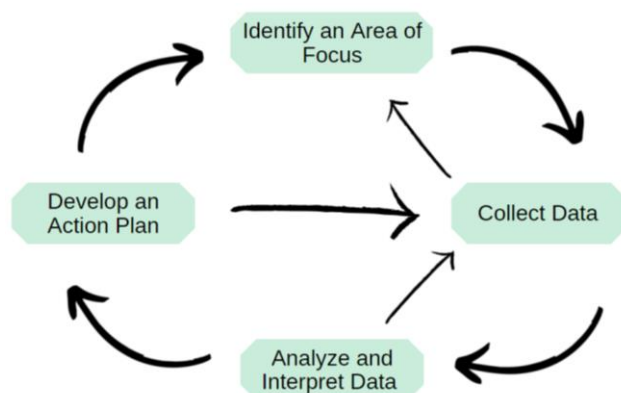
Note. From *Action Research: A Guide for the Teacher Researcher* (6th ed., p.26), by G. Mills, 2018, Pearson. Copyright 2018, 2014, 2011 by Pearson Education, Inc.

This process focuses on the research steps used by teachers for educational purposes. Firstly, this process begins by *identifying an area of focus*, this is a certain problem or subject. For this research the problem is related to the development of EFL fluency through TBL Then, a *collection of data* takes place using different instruments and procedures, for instance, in this project audio recordings, artifacts and a survey were used. Next, it is important to *analyze and interpret the data* to understand what is influencing the student's performance or what is the outcome of certain situations. In this case, a codification and categorization of the data was made and used to develop the analysis. Finally, the teacher-researcher develops an action plan to improve the environment or find a solution to a problem. For this project this step is planned for future research. In addition, this action spiral can be adapted and implemented depending on the needs of the teacher

and students, leading to the repetition of some of the steps or following them in a different order.

Data collection instruments

In order to collect the data and information to see the impact of implementing TBL on the students' fluency, three data collection instruments were used: audio recordings, artifacts and a survey.

Audio recordings

One of the data collection instruments used in this research is audio recordings. Burns (1999) defines it as a "technique for capturing in detail naturalistic interactions and verbatim utterances. (…) they are, thus, very valuable sources of accurate information on patterns or interactional behavior which may not be obvious during the actual teaching process" (p.92). In this case, as the focus is on the speaking skill of the students, recordings are one of the most useful resources, they allow to listen students' speech as it was delivered, without having problems remembering what the students said. In addition, recordings allow the interactions of the class to be developed in a proper way without having interruptions to collect the data. Also, this allows students' fluency to be more likely to appear and easier to be perceived and transcript when listening to the recordings (Annex 2).

Artifacts

In addition, other instruments used is artifacts of students. These can be defined as "a product or document that is generated as a part of a course or program. For example, an artifact of a course could be (…) samples of student work completed inside or outside of the classroom" (Yale University, n.d.). One of the artifacts presented in the project is the

students' oral dialogue journals (Annex 3). This type of journal allows students to share their thoughts and share experiences in an oral way. In addition, a teacher's response is given as a way to answer the student's doubts and provide advice when needed. Along with this journal multiple benefits are brought, As Brown (2000) mentions "It offers students a way to express themselves (...) orally, to convey real concerns and thoughts, to practice speaking, and to get feedback from the teacher on both form and content." (p.283). In addition, the other artifact presented in this study is the video recordings made by students during one of the tasks in which they asked a few questions to their families about hobbies and likes.

Survey

Finally, the last data collection instrument is a survey. As Burns (1999) mentions, this instrument involves "predetermined questions presented in written form" (p.127) and focuses on the collection of specific information that can be received in a more precise and individual way. In this case, the focus of the survey is to follow up the students' perceptions of the development of the units and the outcomes involving their speaking skills and tasks-based learning. This was implemented at the end of the study and counted with 7 question that can be seen on the corresponding annex (Annex 4).

Ethical issues

In order to develop the collection of data, the process and participation of students in the project was informed in class. In addition, to implement the data collection instruments and use the information for educational purposes, an informed consent was sent and signed by the students' legal tutors in which the general aspects of the study were described. (Annex 5)

In this section the description of the research paradigm and type of research were presented to have an overview of the main characteristics and aspects of the project. Furthermore, the data collection instruments and procedures were described in order to understand the development and organization followed in the process. In the following chapter the pedagogical intervention will be presented.

CHAPTER IV

Pedagogical Intervention

In this chapter the pedagogical intervention will be described. Three didactic units with topics related to the main topic: *family* will be presented, each one with general information such as the months in which was implemented, the topic and main objective. Also, the class procedure will be described with information of the phase (pre, main or post task), the sub phase, the procedure, the time and the materials used for each task.

Regarding the first unit the main topic was: *family tree.* In this case, two pre-tasks were used to present the topic, recall the students' previous knowledge and see useful language about it (reasoning gap/input-based task). Then, on the main task the students had to use language to achieve the main communicative goal: ask for the family member of the character Copito (information gap task). Finally, on the post task phase the students had to report their experience doing the activity, they could use the grammar structures and lexical units of their choice (open/unfocused task).

Table 4

Unit 1

UNIT 1 Family Tree

Implemented on:	June 2021 – July 2021			
Topic:	Family tree -Members of the family			
Objective:	To recognize the members that are considered as a part of a family.			
Class procedures				
Phase	**Sub-phase**	**Procedure**	**Time**	**Materials**
Pre-task phase	Schema-building	The teacher will ask the students what the members of a family are. In case the students don't know how to say a specific word in English the teacher will say it.	20 min	Whiteboard on teams.
	Pre-teaching language	The teacher will show a video of girl displaying her family tree and its members (mom, dad, grandmother, grandfather, etc.) in order to have a first look of a family tree and its characteristics. The students will recall what was seen in the video and mention the family members they recognized.	20 min	Video https://www.youtube.com/watch?v=3wdM1Rx0HdI
Main task phase	Contextual support	The teacher will show the students a character named "Copito" The students will ask Copito about his family members. Copito will use a Genially presentation to answer the students' questions. The students will make a drawing of Copito's family tree based on the responses given before.	1 hour	Genially https://view.genial.ly/609a90389e7b530d50c5f352/interactive-content-lista-preguntas
Post-task phase	Report	The students will do a self-assessment and talk about their experience doing the activity in their oral dialogue journal. This journal will be uploaded in the platform *Padlet* and the students will have a series of guiding questions to make an audio recording talking about their experience. In addition, the students will have a video showing the step by step of how to create the page on the platform.	2 hours	Video https://drive.google.com/file/d/1CRG0SmnsUBoJOj4iBeVoF0ESHpCiHtPX/view?usp=sharing Guiding questions https://drive.google.com/file/d/1h1SODg2Ofr0k_3eU0qaKuMLy3ErKcmxK/view?usp=sharing

On the second unit the main topic was hobbies and likes. In this case, two pre-tasks

were used to present the topic, see useful language and model the main task (information

gap). Then, on the main task the students had to guess the hobbies of one of their family members (real world/information gap task). Finally, on the post task phase the students had to recall what was done on the main task and share their experience with the class (unfocused task).

Table 5

Unit 2

UNIT 2 What is your hobby/like?				
Implemented on:		July 2021		
Topic:		Hobbies and likes		
Objective:		To guess and ask for the hobbies/likes of a family member.		
Class procedures				
Phase	**Sub-phase**	**Procedure**	**Time**	**Materials**
Pre-task phase	Schema-developing / Pre-teaching language	The teacher will show the students a video about hobbies and likes. The students will recall the situations see in the video and the hobbies of the characters that appear on it.	30 min	Video https://www.youtube.com/watch?v=tgVtVoxzwDI&t=165s
	Modelling performance of the task	The teacher will ask for two volunteers for the activity. The volunteers will say something about them. Their classmates will take three guesses to say which is the hobby or favorite activity of each volunteer. For doing this, the students will write their guesses in a *Menti* document. After choosing some of the options the students give, the teacher (along with the students) will fill a chart with the chosen guesses. They can use questions or affirmative sentences. Then, the volunteers will say if the guesses are true or false.	40 min	Jamboard https://jamboard.google.com/d/1lNpABmqk4Cic8IcosUBZad571sKeYnYTcMtFDt6QbME/edit?usp=sharing Menti https://www.menti.com/2vqhcs4tbd/1 Chart Name Guess True False

Main task phase	Contextual support	The students will choose a family member and guess three of his/her hobbies/likes. This must be recorded in a short video and uploaded to the platform *Teams.*	home work	
Post-task phase	Report	The students will talk about their experiences doing the activity, what did they ask, which family member they chose and what did he/she answered.	30 min	

Finally, regarding the third unit the main topic was: *what makes my family unique?*
Firstly, on the pre-task useful language was seen with an example of the main task (input based task). Next, on the main task, the students had to choose the reason why each one of their families is unique, they could use the grammar structure and lexical units of their preference (open/unfocused task). Lastly, on the post task phase the students had repeat the main task saying the reason they chose and reporting what they did to represent it (open/output-based task).

Table 6

Unit 3

UNIT 3 What makes my family unique?				
Implemented on:		August 2021 – September 2021		
Topic:		What makes each family unique? Characteristics and activities		
Objective:		To determine what is the special aspect or activity that makes a family unique.		
Class procedures				
Phase	**Sub-phase**	**Procedure**	**Time**	**Materials**
Pre-task phase	Modelling performance of the task / Pre-teaching language	The students will read Magda's story, in which she presents her family and the aspects that makes each one of the members unique.	40 min	Story https://www.canva.com/design/DAEhpu3DBHk/439OUsJ0oGHKbWGO79Ug-g/view?utm_content=DAEhpu3DBHk&utm_cam

				paign=designshare&utm_medium=link&utm_source=publishpresent
Main task phase	Contextual support / modelling performance / time pressure	The students will represent in the way they prefer a reason why their families are unique. For doing this, first the students will use the brainwriting technique to think of what makes their families unique. Then, each student will choose one reason and will practice saying it, having the help of the teacher to check problems with vocabulary or pronunciation. Next, they will think of a way to representing the reason, it can be through a drawing, a poster, a picture, a video or even a poem.	2 hours	Instructions https://drive.google.com/file/d/1ghJ-IfwLA6QaX5pEsRxecAQUKV_ySZtk/view?usp=sharing
Post-task phase	Report Language work / Repeat performance	The students will show their representation to the class and explain why makes their families unique. Also, they will update their work to the *Teams* platform.	4 hours	

All in all, in this chapter the didactic units created for the pedagogical implementation were presented. In addition, a brief explanation and description of the procedures was made. Also, aspects such as the type of tasks used were mentioned. In the next chapter the analysis of the data collected from the implementation of the previous units will be presented.

CHAPTER V

Data Analysis

In this chapter the data collected during the implementation of the task-based units will be analyzed. First, a description of the process of analysis will be presented. Then, the categories and sub-categories will be introduced. In addition, the outcomes of the implementation and its influence on the students' fluency will be presented taking into account the categories and the data collected through the audio recordings, the artifacts and the survey.

Procedures for Data Analysis

In order to analyze the data, the process proposed by *the grounded theory* will be followed. This theory is chosen for the analysis in this project as it focuses on the individuals, their interactions with the implemented proposals and continues with an analysis through the categorization and codification of data (Urquhart, 2013). In addition, the findings of the analysis are being constantly compared with the emerging data in order to reach truthful conclusions and generate concepts and theoretical frameworks.

Moreover, for the development of the analysis proposed by the grounded theory, a three-step process of coding were applied, following the characteristics and procedures presented by Mills et al. (2014):

Figure 4

Types of grounded theory coding
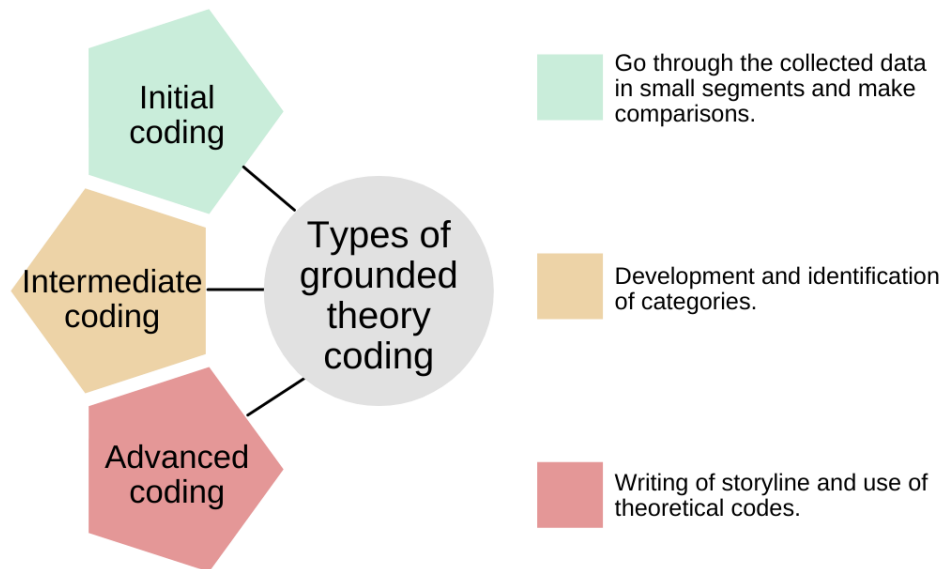
Note. Adapted from "Grounded theory", by J. Mills, M. Birks and K. Hoare, in J. Mills and M. Birks (Eds.), *Qualitative Methodology: A Practical Guide* (pp.114-115), 2014, London: SAGE publications Ltd. Copyright 2014 by Jane Mills, Melanie Birks and Karen Hoare.

Firstly, on the *initial coding* phase the data is fragmented into small sections or segments. In this case, the data was divided taking into account the didactic units implemented and the tasks on each unit. Also, at the same time, the data was separated regarding the oral production of each student or the individual artifacts seen such as every video recording or oral journal.

Secondly, on the *intermediate coding* phase the codes or concepts are obtained after the scanning of the segments seen in the previous phase. Regarding this project, after the division of the segments, specific codes were identified and grouped into three core categories: technical elements of fluency, communicative goal and confidence. At the same time three sub-categories were identified for the first and second core categories: pronunciation, rates of delivery and lexical units (for the first one), and meaning, strategic devices and use of Spanish (for the second one).

Finally, on the *advanced coding* phase the storyline technique is used, and theoretical codes are implemented. In regard to the writing of storyline, this consists on integrating the different codes and categories seen before and finding relationships among them alongside with possible gaps (Mills et al., 2014). In addition, the use of theoretical codes relates to the finding of constructs emerged from the relationship between different data which can help to create a framework to explain the storyline. In this case, different relationships between categories and subcategories were found and are highlighted in the following analysis.

Categories of Analysis

In order to present the analysis of the data and to show the process developed following the grounded theory, the next categories will be presented and used as divisions to portrait the main findings and outcomes.

Table 7

Categories of analysis

Category	Subcategory	Indicators
Technical elements of fluency	Pronunciation	Articulating clearly and having a proper pronunciation of words.
	Rates of delivery	Speaking at different rates of delivery
	Lexical units	Using an adequate number of lexical units
Communicative goal	Meaning	Using words and sentences to express meaning.
	Strategic devices	Using pauses, fillers, self-correction/backtracking to convey meaning.
	Use of Spanish	Using Spanish to achieve a communicative goal.
Confidence	Confidence	Being confident when speaking in English.

1. **Technical elements of fluency**

Considering the different perspectives seen regarding the meaning of fluency and its implementation and analysis on the educational field (Council of Europe, Spratt et al., Jones, Richards, Brown), this first category emphasizes of the most traditional and formal aspects of the construct. As Jones (2007) mentions, working on fluency means to focus on the ability to express our thoughts and ideas successfully, however elements such as pronunciation, vocabulary and hesitation are also involved in the process and influence the way in which we can achieve a communicative goal.

In this sense, taking into account the literature and theories regarding the different aspects of fluency, and the contributions of theorists such as Brown and Jones, this category is divided into three subcategories: *pronunciation*, which involves the articulation and pronunciation of words; *rates of delivery*, which implies the speed and hesitations in the speech; and *lexical units*, which involves the use of an appropriate number of lexical units depending on the situation.

Pronunciation

In this subcategory, the speech of the students, in specific regarding fluency aspects, is analyzed taking into account the clear articulation and proper pronunciation of words. Also, is important to consider that following the communicative goal, pronunciation is also analyzed regarding how it benefits or makes difficult the understanding of the message. As Brown (2000) explains, in the process of teaching English as a foreign language, the goal must be centered on achieving a clear and comprehensible oral production, following a communicative view, disregarding an accent-free goal.

Regarding the collected data, during the implementation of the main task in the first unit, few mistakes in pronunciation were perceived as the students produced short responses. In addition, these responses were focused on the vocabulary seen on the video in the pre-language teaching pre-task, making easier the pronunciation and articulation of words that were practiced before.

S: Cuando terminamos, terminamos con las grandmothers, osea con las abuelas.
SV: Puedo colocar dad, mom, sister, brother?

(Audio Recording – Unit 1 – Pre-task)

However, it was seen that problems with pronunciation arose in moments in which students tried to say more complex and full sentences in English, making difficult the understanding of the message. In the following examples the words in red show the existence of pronunciation problems. Also, moments where the speech of the students was not comprehensible the word *unintelligible* was written in brackets.

Student (S): How old are you? [unintelligible]
Teacher (T): How old?
S: Espérate, How old are old are you?¿Cuántos años tienes tú? No sé pronunciar bien el inglés.

(Audio Recording – Unit 1 – Main-task)

This situation was also noticed during the post-task phase, in which every student delivered a longer and more complex production in the oral journal. In some cases, the difficulties regarding pronunciation of the words made impossible to understand the meaning of the message.

S1: Did you understand what Copito said about his family? Yes, because I knew a lot about what they meant.

S2: I look images of Copito. I do a [unintelligible]… I organize the images in the corresponding place.

(Oral Journal – Unit 1 – Post-task)

Nevertheless, despite problems with pronunciation, in general terms the oral production seen on the student's oral journal achieved the goal of communicating a message and sharing their thoughts and opinions.

S: I did it in my notebook and with the help of my mother we drew it.

(Oral Journal – Unit 1 – Post-task)

During the second unit an improvement was seen on the pronunciation of different words taking into account that, on the one hand, the sentences were well structured but less complex, and on the other hand, the type of sentences used were already seen in the modelling task developed on the pre-task phase.

In this sense, few problems were evidenced regarding pronunciation and articulation. Moreover, on those occasions in which a wrong pronunciation was evidenced, the meaning of the message was not heavily affected.

S1: What food do you like?

S2: What's your name?

S3: [Unintelligible] like some movies?

(Video – Unit 2 – Main-task)

This situation was also seen on the post-task phase, in which the students recalled the main task and shared their experiences and the questions they made. In these cases, the problems with pronunciation were not as significant to make the message or words unintelligible, here the importance of having practiced and used key words and sentences in the main task is seen.

S2: Eh… do you like animals?

S3: Cuando yo le pregunté: do you like music? Ella me dijo que yes.

(Audio recording – Unit 2 – post-task)

During the last unit the students continued to present some mistakes regarding pronunciation of the words, taking into account the presence of longer and more complex sentences. However, despite the mistakes they made, the majority of the messages were understood. This was seen both on the main task and post-task phase.

S1: Eh my family helps me write every ... eh no sé cómo se dice esa palabra ... school and thanks to them I went to quinto B.

S2: We play and we are very active

(Audio recording – Unit 3 – Main-task)

S3: Es que yo puse: My family is unique because we support each…each other.
S4: I know he will never leave me alone

(Audio recording – Unit 3 – Post-task)

The previous examples show a general image of the production of students, in which the main difficulties regarding pronunciation didn't affect complete sentences but specific words inside each one. Most of the time, these difficulties appeared surrounding the pronunciation of specific vowels, such as /i/ as in *me, he* or *each,* /eɪ/ as in play and /aɪ/ as in *my*.

All in all, regarding pronunciation and articulation of words and sentences in English, there were some difficulties and mistakes in the three didactic units seen during the implementation of the project. However, it is important to highlight the positive impact of the pre-task phase, focused in this case on modelling the task and teaching useful language, as it helps the students to have a first contact with the pronunciation of words and sentences.

Also, it is important to mention that even if the students had some problems, they evidenced their willingness to practice and improving their pronunciation, leading to an advance in their oral performance. This can be evidenced in the comments the students made regarding their pronunciation during the tasks:

S1: si he mejorado en el ingles y e practicado mucho
S2: si he mejorado porque ya puedo pronunciar palabras que antes no sabia

In this regard, as Jones (2007) mentions "Another component of fluency is being able to articulate easily and comprehensively (…) Pronunciation practice is an essential way of helping students to become more fluent." (p.18). With the practice made on each task, students' improvement was seen in each unit as in most of the situations, the problems or mistakes didn't affect the communicative goal that was pursuit.

Rates of delivery

Regarding the rates of delivery, following the perspective of improving the students' fluency and focusing on a communicative goal, this subcategory analyses the importance of having a proper rate of delivery to give a message. As Spratt et al (2005) mention "fluency is speaking at a normal speed" (p.34) which has the necessary hesitations and emphasis to make the message understandable.

At the beginning of the implementation of the project, mostly on the first unit, it was evidenced the wide use of a slow speed to deliver the message. This can be seen as it was a new challenge for students to speak just in English without having time to practice and prepare their oral productions. In the following examples the presence of a slow speech with clustering of words and hesitation is represented with the letter (S), a medium speed with less clustering is represented with the letter (M), finally a fast speed in the speech is represented with the letter (F).

S1: Eh profe... what are you moms papas? (S)
S2: What is number eh... son? (S)
S3: Is a well... our... papa mama? (S)

(Audio Recording – Unit 1 – Pre-task)

The use of a slow speech was also found on the post-task phase, in which even if the students had more time to practice and prepare what they were going to say, a slower speed allowed them to speak clearly and focus on each word.

S4: I did it in my notebook and with the help of my mother we drew it. (S)
S4: Did you have problems with …voca…vocabulary? Yes, a lot. (S)
S5: I wrote… the names… of the Copito family (S)

(Oral Journal – Unit 1 – Post-task)

On the previous examples different characteristics of a slow speech can be seen. On the first one, the student took a few seconds between each word in order to focus on the pronunciation of each one. On the second example, the same student continued with the slow speed, however this time hesitation appears regarding pronunciation of difficult words such as *vocabulary.* On the last example, the student used the clustering of words as a way to focus on each group and take time to analyze the pronunciation and composition of the group that followed.

Even though the main speed found throughout the development of the first unit was a slow one, a normal or fast speed was used in short sentences or phrases that are well known and used before.

S6: El papa es Tito, SI?
T: yes!
S6: Ok gracias, thank you! (F)
S7: Thank you so much! (F)

(Audio Recording – Unit 1 – Pre-task)

S8: ... In English I would be a lot difficult for me…Alright, thank you very much for your attention. (F)

(Oral Journal – Unit 1 – Post-task)

As see in the previous examples, short sentences and expressions such as *thank you* or *alright!*, were produced in a fast/normal speed. This was influenced by the short length, their previous use in different occasions and the consequent confidence as both their meaning and pronunciation were well known by the students. On the contrary, as seen on the first examples, when longer, unknown, and more complex sentences are used, a slower speed prevails in order to produce a correct speech.

During the second unit, the majority of the students used a medium or fast speed, mostly on the main task. This can be seen as most of the sentences were short and some words or parts of it were already practiced both on the pre-task phase and on the students' prior preparation for the recording of the video.

S3: ...Hi sister, how are you? (F)
S3: ...[unintelligible] Ask you some questions?
S3: What is your favorite food? (M)
S3: Good! What is your hobby? (M)
S3: Do you like to dance ballet? (M)
S3: Thank you! Bye bye! (F)

(Video – Unit 2 – Main-task)

In this case, the student used a well known greeting and a short sentence (*how are you?*) to begin the video, these factors influenced a normal speed without hesitations or clustering. In addition, the following questions presented key words seen on the pre-task, such as *like, hobby* and *favorite* which, alongside with the presence of a short and well structured sentence, affected in a positive way the flow and speed of the oral production of the student.

Lastly, on the development of unit 3, a slow or medium speed was found on the pre-task as the students were facing new vocabulary. As seen on the previous implemented units, hesitations and pauses were used to focus on the pronunciation of every word. In the following examples it can be seen the presence of pauses and slow speed, mostly on difficult and unusual words in the students' vocabulary, such as *pirates*.

S1: We like to play sports together! (M)
S1: We love to read book about pir… pira… pri...pirates and robots (S)

(Audio recording – Unit 3 – Pre-task)

During the main-task and post-task phases, there was a presence of different rates of delivery depending on the complexity and length of the sentences. On the one hand, when difficulties were found regarding new vocabulary or unknown pronunciation of words, students used a slow or medium speed, with presence of longer pauses and hesitations on the specific words that showcased the main problem.

S1: Yo vivo con aunt, my mom, and grandfather, sister…and dog…pet (S)

S2: My family help me with the…(M)
T: they help you with?
S2: no se cómo se dice profe (shows word written on a piece of paper)
T: most
S2: most…difficult tasks like math or English (M)

(Audio recording – Unit 3 – Post-task)

On the other hand, a medium/fast speed was mostly evidenced in the production of short sentences or the ones that had vocabulary or expressions that had been practiced before. For example, in the following oral production the student used a fast and medium speed when talking about a theme well known for her, as it is her family. Also, most of the

words and expressions were seen in the previous units taking into account the continuous

use of this topic in the tasks. These factors influenced in the speed of speech the student

used.

S1: My mother, my father, I am (M)
I love my family like they love me (F)
I love you mom and dad, sister and dog (F)

(Audio recording – Unit 3 – Post-task)

In general, students used different rates of delivery through the implementation of

the units. A slow speed and hesitations are associated with the first encounter of new

vocabulary and the emphasis the students put in order to pronounce each word correctly. A

medium/fast speed was found mostly on units 2 and 3, specifically on the main and post-

tasks phases, as key words and phrases were seen and practiced at the beginning of the

units and were related to the topic seen in all the pedagogical implementation. This

statement can be evidence in the students' perceptions regarding the presence of a change

in their rates of delivery through the tasks.

S1: Si, por que yo antes hablaba muy lento y me trababa.
S2: Si, porque tengo más práctica.

(Survey: September 28th, 2021)

In addition, is important to highlight that even though the use of a fast speed mostly

shows how comfortable the students were with their oral production, the use of a slower

speed was useful at the moment of communicating the messages in successful way. This

can also be confirmed in the perceptions of some students who claimed the use of a slower

rate of delivery helped them to understand better what they were saying and achieving to

communicate their messages. On the contrary, a fast speed can cause confusion if there are difficulties regarding pronunciation or meaning of words.

S3: si por que ahora lo pronuncio pausado y entiendo lo que digo
S4: No todavía no porque me confundo cuando hablo rápido en inglés

(Survey- Question N°2)

In this regard, it is seen that fast speed generally correlates with a better production, confidence and fast speed. However, it is also necessary to use slow speed and pauses to fully comprehend and say words in order to achieve a communicative goal, aspects that also take a big role in the meaning of fluency. As Jones (2007) mentions "Fluency means speaking slowly and clearly, not speaking fast and unclearly" (p.18).

Lexical units

In this subcategory, the fluency of the students is analyzed based on the lexical units each one used in their speech. As Brown (2000) mentions, one of the micro-skills needed for oral communication is using "an adequate number of lexical units (words) in order to accomplish pragmatic purposes" (p.272). This plays an important role in the achievement of fluency as enables the speaker to produce a comprehensible speech that achieves the communicative goal and let the other understand the message.

Taking into account this, during the first unit a pre-teaching language activity was used in the pre-task phase which allowed the students to recall important vocabulary that may be needed for the development of the main task. In this case, lexical units regarding the family members were seen, such as "mom" "dad" "grandmother" "She is my aunt" etc.

Throughout the main-task the influence of the pre-task phase was seen as students mostly used the lexical units seen before. Moreover, the use of Spanish was seen when there was a lack of words in English to give a full understandable message.

-S: Is hermanos?

S: What is?

-S: Puedo colocar dad, mom, sister, brother?

- S: Y las moms de cada uno?

(Audio Recording – Unit 1 – Pre-task)

Even though there was a wide use of single words and lack of lexical units in English to create full sentences, there was evidence of students' efforts to use more lexical units different from the vocabulary seen before to express what they wanted to say. In the following example, even if the students showed hesitation or mentioned their lack of vocabulary, there was a use of lexical units from their repertoire to achieve the goal and express their thoughts.

-S1: Mmmm… pera profe. Cómo puedo decirlo, voy a pensar porque es que casi no me sé un poquito inglés… What is name dad?

-S2: What is number eh… son?

(Audio Recording – Unit 1 – Pre-task)

During the post-task phase a change was seen with the use of an opinion-gap/unfocused task. In this case, students had more time to prepare full and complex sentences using more lexical units than the ones seen before. This was evidenced as in general; the participants used an appropriate number of lexical units in English to give the intended message.

-S3: I feel fine but word… are hard, for me, to say.

-S4: Fifth question… did you have problems with the vocabulary?

At first, yes, but as the classes went be... I began to understand more the vocabulary.

(Oral Journal – Unit 1 – Post-task)

Regarding the second unit a similar situation happened in which the pre-task phase, focused on a modelling performance of the task, gave the students key lexical units that could be used on the main-task. Also, counting with the time for preparation and the previous advice of using short sentences led to a general use of an adequate number of lexical units to achieve the communicative goal.

S5: She likes a cars

She likes a candies

S6: Hello daddy, how are you? (…) Well thank you, I have some questions, what do you like eat?

S7: You like candy? You love animals? You like music?

(Video – Unit 2 – Main-task)

Lastly, on the third unit the presence of contextual and open tasks helped students to recall common and useful vocabulary. In this case, the use of dictionaries and the rehearsing in class of the outcome of the unit was useful to find the proper lexical units to express what the students wanted to say.

S8: My My My family is pura, eh pure (…) my family is curio...curious

S9: …and love dance, cooking, cooking, cooking and sometimes I also draw.

S10: We like to eh to do crafts on Saturday watch movies and spent time with [laughs] time with the family

(Audio recording – Unit 3 – Main-task)

All in all, a proper use of lexical units was seen through the implementation of the tasks. Also, during the development of the units more vocabulary and words were seen and learnt, and this led to a nurture of the students' repertoire and a positive influence in their fluency. This was confirmed in the students answers when asked if the amount of sentences and words had changed with the tasks seen in class:

S1: Si por que he aprendido muchas palabras más
S2: Si aprendí más palabras

(Survey- Question N°3)

In addition, even if it was evidenced the use of Spanish to achieve the communicative goal and a lack of lexical units (mostly articles and auxiliars) and vocabulary in English, in general the students used the necessary lexical units on each occasion and could deliver a understandable message. As Jones (2007) says "Fluency means using simple words to express meaning, even though longer words might be more descriptive" (p.18)

2. **Communicative goal**

This second category focuses on the holistic/communicative perspective of fluency. As seen before, specific and technical aspects such as pronunciation, rates of delivery and lexical units used in the speech are crucial in the fluency of the speaker. However, all the aspects mentioned before are just elements used to achieve the communicative goal of the oral production, a goal that determines if the delivery of speech was successfully fluent or not. This focus and importance put on the communicative perspective is seen in Richards' (2006) definition of fluency" …is natural language use occurring when a speaker engages

in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence" (p.14)

In this sense, taking into account the ongoing studies and research regarding the holistic perspective of fluency and the contributions seen in this area, this category is divided into three subcategories: *meaning,* which involves the use of words and sentences to express meaning; *strategic devices*, which implies the presence of pauses, fillers and backtracking to convey meaning; and *use of Spanish*, which involves the use of words or sentences in Spanish to achieve the communicative goal.

Meaning

In this subcategory, the main focus is on the successful expression of the students' thoughts and ideas using words and sentences to convey meaning. As mentioned before, this is a crucial part of fluency as any difficulty in being understood affects how fluent the speaker can be. As the Council of Europe (2020) mentions, a key in fluency is the ability to construct utterances to express oneself easily and maintaining a regular interaction in English.

During the first unit, specifically the main-task phase, students mainly used the vocabulary seen during the activity to express what they wanted to say. This consisted on words related to families and family members.

S1: Is a well... our... papa mama?
S2: The mom Carla and the father Tito?

(Audio Recording – Unit 1 – Main-task)

As seen in the previous examples, in both cases the students wanted to express their doubts regarding the relationship between the characters seen in the activity. Also, in both examples the use of words and vocabulary such as mom, father, papa, mama and their names (Carla and Tito) was used to mention the subject of the message and try to express the desired meaning even if there was a lack of main verbs and possessive pronouns to create a correct structure to ask the questions.

On the post task phase, the use of more lexical units and sentences was seen to convey meaning. On the one hand, in some cases, even if there was a usage of longer sentences, problems regarding pronunciation and rate of delivery, mostly a fast one, affected the comprehension and deliver of the message.

S3: Yes because I …. [Unintelligible] / No, because I … [Unintelligible]

S4: Hi teacher Angy ok first of all I could not [Unintelligible] in class ok, ok but [Unintelligible] an activity.

(Oral Journal – Unit 1 – Post-task)

As seen in the previous examples, even if a fast speed was managed and there was a presence of different lexical units, a difficulty in pronunciation and articulation made impossible the complete understanding of the message.

On the other hand, this was useful to give a more complex message which included explanations of processes and expression of opinions and feelings. In the following example, the student explained how she did the family tree of the main character in the activity. Even if some words are not completely appropriate (such as *tribute*) the student made complete sentences and the general message was understood.

S: First question, how did you make Copito family tree? I made a drawing of a genealogical tribute. I only put the names of the relatives.

(Oral Journal – Unit 1 – Post-task)

In the second unit the presence of shorter sentences made easier the achievement of the communicative goal. In addition, even if some of these utterances lacked articles and connectors, the message was well expressed. Also, the students used key words to give their message in English, such as the subject they are addressing to, the actions and topics. This can be seen in the following examples:

S5: You like candy? You love animals? You like music?
S6: Do you like sing? (...) Do you like dance?

(Video Recording – Unit 2 – Main-task)

In addition, the application of the pre-task, in which a modelling performance of the task and the presentation of useful language and expressions was seen, gave students an example of which key elements and words are needed to ask someone about their hobbies and likes.

On the last unit, as longer and more complex sentences appeared, in some cases problems regarding vocabulary, structure of sentences and pronunciation made difficult the understanding of the message and the easiness in which it was delivered.

S7: My family is very [UN] not like other families very other [UN] profe no sé cómo decir esta palabra because they don't know [UN] my family because they support other every [UN] things [UN] they support [UN] uy está difícil [UN] in family

(Audio Recording – Unit 3 – Main-task)

In the last example, all the aspects mentioned above made difficult a fully understanding of the message, only allowing the listener to understand the main topic and

some characteristics of the family of the student. However, these types of problems were not as usual or appeared often, in most of the cases the students were able to use full sentences and have proper pronunciation and speed to express what they wanted to say.

S1: I know he will never leave me alone

S1: I love my family like they love me

S1: I will... I will always love my family because they support me

S2: We play, and we are very active

(Audio Recording – Unit 3 – Post-task)

In the previous examples the use of full sentences, with an appropriate number of lexical units and speed, influenced the production of comprehensible utterances and fulfilled the goal of expressing meaning. In addition, the presence of open tasks, which allow students to produce different number of outcomes, and unfocused tasks, which let students choose the grammar structure they prefer, influenced the successful achievement of the communicative goal.

All in all, some difficulties were found in the students attempts to convey meaning using words and sentences. These difficulties were mainly influenced by problems with pronunciation and articulation of words, the presence of an unnecessary fast rate of delivery and the lack of the needed lexical units to express what they wanted to say.

However, even if these problems were seen, in general during all the units, the students presented an advance regarding the use of language to achieve the communicative goal. Also, as mentioned before, this advance was influenced by the employment of tasks that gave students the freedom to choose grammar structures and lexical units to express their thoughts and ideas. In addition, as Ellis and Shintani (2014) mention, setting a clear

outcome of the tasks helps students to emphasize on meaning a communication. This could

be evidenced with the positive effect of modelling the tasks and explaining the topic on the

pre-task phase in the students' achievements of expressing meaning through language.

This outcome of the implemented tasks in the students' ability to express meaning

through language can be confirmed in the students' opinions when asked if they could

display their thoughts easily. Here a comparison can be made between their answers given

on the first unit versus the survey made at the end of the pedagogical implementation.

S1: I feel hard and the things did I can't pronounce the words.
S2: I don't, I don't express my thoughts easily because I am shy (…) I am have very
problems with the vocabulary in English
S3: Yes I has a problem with the pronunciation.

(Oral Journal – Unit 1 – Post-task)

S4: Si me entendieron lo que quería decir
S5: Creo que si trataba de que me entendieran
S6: No tenía dificultades

(Survey-Question N° 4)

As see on the last examples, On the one hand, the students mostly expressed a

struggle to speak and express their opinions and ideas in English during the first

implemented tasks. On the other hand, in the survey made after the implementation of the

three units the majority of the students mentioned it was possible to express their thoughts

during the tasks and being understood by the people who were listening.

 Strategic devices

In this subcategory, the fluency of the students is analyzed taking into account the

use of strategic devices such as pauses, fillers and self-correction/backtracking to convey

meaning. As Brown (2000) mentions, one useful microskill that enhances fluency in oral

communication is to "monitor your own oral production and use various strategic devices –

pauses, fillers, self-corrections, backtracking - to enhance the clarity of the message."

(p.272)

Thorough the first unit, it was evidenced a wide use of pauses and fillers in order to

think about the correct words that could be employed to express what the students wanted

to say and how to pronounce them. In the following examples the use of pauses and fillers

such as *mmm* and *eh...* can be identified.

S1: What is number eh...son?

S2: Mmmm… pera profe. Cómo puedo decirlo, voy a pensar porque es que casi no me sé
un poquito inglés… What is name dad?

(Audio Recording – Unit 1 – Pre-task)

Moreover, the presence of self-correction of words and backtracking, to repeat

something that was already mentioned to emphasize what is being said, was mostly

identified in the post-task as students used more lexical units and longer sentences to

express their thoughts and experiences doing the main task.

S1: She spoke a lot … a lot about its parents and [Unintelligent]

S2: How did you make Copito family tree? I did, I did it in power point… Did you
unders… How did you make Copito family tree? … I did it in power point with… How did
you make Copito family tree? I did, I did [Frustration noise]… Repeats

S3: I did not unders.. unders.. understand. Copito, speak, very fast.

S4: Did you have problems with …voca…vocabulary? Yes, a lot.

(Oral Journal – Unit 1 – Post-task)

On the first and second example the use of backtracking can be seen as the students

made a pause in their speech and repeat expressions or completely full sentences to

organize their productions and achieve a fluent expression of their thoughts. On the third and fourth examples the students made a self-correction of the word they were saying in order to pronounce it correctly.

In the second unit the usage of strategic devices was mostly seen on the post-task phase as a task to report the outcome of the main activity was employed. In this case, the use of fillers, backtracking and self-correction was seen as a help to express what they wanted to say.

S5: What is ... no... what is your favorite color?
S5: y la ultima le dije: mom you jean ... no… mom you like jean?
S6: Do you like to … no, discúlpame, discúlpame profe… do you like dance?

(Audio recording – Unit 2 – Post-task)

On the first and second examples the student repeated what she was saying not only to make a self-correction regarding the structure of the sentence, but also to fully recall what was said on the main task and how to express it in that moment. In addition, on the third example the student additionally used a sentence in Spanish (*no, discúlpame, discúlpame profe*) to let the listener know she made a mistake regarding the pronunciation of the sentence and self-correcting that mistake. All these strategic devices helped students to fully achieve the goal of letting the others understand what they made and said in the previous task.

Finally, on the last unit the students used different strategic devices to express the reasons why each one of their families are unique.

S1: My family helps me write everything su…creo que se dice así... sure and thanks to them I went to quinto B

S2: I will... I will always love my family because they support me

S3: Because we are very closed and we support... ¿si se dice support? … support each o..other in all the circ..cirumstan..circumsta..¿profe cómo se dice? Circumstancia …circunstancias

(Audio recording – Unit 3 – Post-task)

As seen in the previous examples students used fillers such as *eh…,* backtracking and self-correction to organize their ideas and assure the correct pronunciation of every word in order to be understood. In addition, the use of sentences in Spanish and questions to the teacher appeared again when doubts regarding pronunciation and employment of words arise.

In general, it is seen that the usage of tasks that emphasize on the communication of thoughts and ideas leads students to find strategic devices that allows them to express what they want to say. As the students mentioned on the survey, the repetition of words, self-correction/backtracking was the most used strategy when speaking, followed by the use of pauses and fillers, which helped the to communicate their opinions to the others. As Jones (2007) mentions, the application of strategics such as the ones mentioned before are part of achieving fluency and being understood.

Use of Spanish

In this subcategory the oral fluency of the students is analyzed taking into account the use of Spanish to achieve the communicative goal. As Jones (2007) mentions, it is common for students to use their native language during the process of learning English to express their ideas and their knowledge when the foreign language is not enough. Also, it is important to understand that due the students' low proficiency level of English, Spanish is widely present thorough the units.

Regarding the collected data, in the first unit the students used Spanish during the post-task phase to express their doubts, mention their problems with English and pronunciation and create sentences using both English and Spanish to fulfill the communicative goal.

S4: Espérate, How old are old are you? ¿Cuántos años tienes tú? No sé pronunciar bien el inglés.

S5: ¿Me puedes recordar qué es uncle?

S6: Cuando terminamos, terminamos con las grandmothers, osea con las abuelas.

(Audio Recording – Unit 1 – Pre-task)

On the first example, it is identified how the student spoke in Spanish to express her uncertainty about the pronunciation of the words in English and assure the interlocutor received the message. Moreover, on the second and third examples the students mostly used Spanish, with a couple of words in English, to give the full message.

On the post task, it was seen that even if the instruction was to do the activity in English, some students presented it completely in Spanish. However, the majority of the girls did the task in English without including lexical units in Spanish as contrary to what happened in the previous task, showing an attempt of expressing a message fully on the target language. This can be seen in the next example.

S: In the Copito Family activity I did very well and it was fun.

(Oral Journal – Unit 1 – Post-task)

On the second unit the use of Spanish was minimum. On the main task two students did the activity fully in Spanish, which makes a contrast with the 6 students in the last task, achieving the objective of speaking in English to reach the communicative goal. Also, this

can be influenced by the pre-task phase in which a modelling task was used to give students a better understanding of the main-task and the possible ways to ask about other person's hobbies and likes.

On the post-task phase the use of Spanish appeared when the students recalled what each one did on the main task, showing confidence on the lexical units known before and speaking in Spanish to complete the understanding of the message.

S1: (…) Y también le dije: mom you like the [UN]

S2: Cuando yo le pregunté: do you like music? Ella dijo que yes.

(Audio recording – Unit 2 – Post-task)

In the previous examples, the students used Spanish to emphasize their actions when doing the activity and the responses of the family members they were interviewing. The employment of English was present thanks to the practice of certain phrases and lexical units on the main task, such as the questions they asked, and words they already know and have used multiple times, such as the affirmation *yes.*

On the las unit, the use of Spanish is mostly evidenced when the students wanted to express their lack of vocabulary in English or their doubts regarding pronunciation.

S1: Yo soy muy mala hablando en inglés (…) Bueno… my mon.. eh no, my family is very … profe, ¿Cómo se pronuncia leal?...loyal

S2: My family help me with the…

T: …They help you with…

S2: no se cómo se dice, profe.

T: most…

S2: difficult tasks like math or English.

On the first example the student used Spanish in order to ask for the proper pronunciation and translation of a word. In addition, she also spoke in her native language to inform of her problems regarding English. On the second example, the student used a question in Spanish to know how is the pronunciation of the word "most".

In general terms, on the third unit the students used Spanish on a few occasions to express their doubts regarding English pronunciation. Also, when asked about their drawings on the post-task phase, some students spoke in Spanish to explain their creations, but after requesting to make those explanations in English, the students used the vocabulary they had to fulfill a complete explanation in the target language. This can be seen in the following example.

S: Es que yo puse My family is unique because we support each...each other
[Explains drawing in Spanish]
[The student was asked to explain it in English]
S: My mother, my father, I am

All in all, the students used Spanish as a strategy to achieve the communicative goal when there was a problem with pronunciation, unawareness of the equivalent of different words in English, and difficulty expressing their thoughts and ideas trough language. This can be seen in the students' responses in the survey regarding the use of Spanish in class.

S1: Si porque como no sabía palabra sobre en inglés como se decían pues me toca decirlas en español.
S2: Si yo una vez use palabras en español y ahora me ayudan y e podido hacer todas mis tareas

S3: Si, cuando yo hablo en inglés y las demás personas no me entiende hablo en español

S4: Si porque que si digo la oración en inglés y está mal la le digo en español también para que me entiendan

S: si por que más palabras no puedo pronunciar bien

(Survey- Question N°5)

In general, the students mention the help of using Spanish to communicate what they want to say. As a summary, even if the use of Spanish gave students an opportunity to express what they wanted to say, it was evidenced that through the pedagogic implementation when the students spoke in English they already had as a support the lexical units and expressions learnt through the units, mainly on the pre-task and main-task phase.

3. Confidence

The last category focuses on the confidence of the students when speaking in English. In addition to the emphasis made on technical aspects, such as pronunciation, rate of delivery and lexical units, and the focus on communication and expressing ideas through language, an important factor that influences oral fluency is confidence. As Jones (2007) mentions "(…) fluency is being able to express yourself despite not knowing all the vocabulary you need, and despite making mistakes" (p.18) In this sense, taking into account the information collected through the different data collection instruments, this category analyses the confidence of students through the development of the tasks and its influence on their oral fluency.

On the first unit a low confidence related to speaking in English could be identified as the students mentioned several times, both on the main and post-task, their difficulties.

S1: Mmmm… pera profe. Cómo puedo decirlo, voy a pensar porque es que casi no me sé un poquito inglés…

(Audio Recording – Unit 1 – Main-task)

S2:I feel nervous talking in English. I had trouble with some word.

S3: I don't, I don't express my thoughts easily because I am shy. I am have very problems with the vocabulary in English.

S4: I feel fine but word… are hard, for me, to say.

(Oral Journal – Unit 1 – Post-task)

On the previous examples the students highlighted their feelings or problems in regards of speaking in the target language. On the first example, the student emphasized her lack of knowledge of words in English and the need of taking time to prepare before speaking. On the second and third examples, the students showed they felt nervous and shy when talking, this being heavily affected by problems with vocabulary. On the last example the student mentioned that even if she felt fine, problems with pronunciation affect how she spoke and represent a hardship.

On the other hand, some students mentioned that, even if some difficulties were experienced concerning vocabulary or pronunciation, overall, this didn't affect the way they felt during the task. On the following examples the students highlighted how their confidence was boosted thanks to their previous knowledge regarding pronunciation and growing exposure to the English language during the task.

S1: [I] Felt more confident because I already knew how to pronounce a lot English.

S2: I felt very strange speaking English for the first time but with the… classes.. went.. [UN] I learnt it more how to speak and I love English, at first it… seemed strange to [UN] later, the later, he became more confident and I felt good.

(Oral Journal – Unit 1 – Post-task)

Regarding the second unit, there is no specific data showing how students felt when speaking in English, however their self-confidence can be perceived based on the positive results related to rates of delivery, pronunciation and use of lexical units and Spanish to achieve the communicative goal. As Rojano (2016) mentions, positive feelings and self-confidence have an important influence on the speaker's oral performance including aspects such as "pronunciation, rhythm, intonation, comprehension and some aspect relate with phonology" (p.75).

In addition, it is important to emphasize that with the implementation of task-based learning, the students were involved in the development of contextual and open-tasks. In this case, during the development of the second unit, tasks related to their families' hobbies and likes influenced their confidence regarding the topic and therefore, also affected their ability to speak fluently about it.

On the last unit, some students expressed their shyness or problems speaking in English, mostly using Spanish to let the teacher know the difficulties with the language. This can be seen in the following examples:

S1: Profe es que no soy tan buena hablando en inglés...
S2: Yo soy muy mala hablando en inglés. Bueno… my mon.. eh no, my family is very …
S3: No sé hablar mucho en inglés pero bueno [laughs] That we super each o...other

(Audio recording – Unit 3 – Post-task)

However, it is important to point out that, on the one hand, the students that expressed their lack of knowledge regarding vocabulary and pronunciation tried to express their ideas in English and could fulfill the communicative goal. We can evidence this on the last example as the student expressed her problems with English, nevertheless, she

continued by laughing about it and speaking in English, emphasizing on her willingness to try even if she is still learning to speak in the target language.

On the other hand, most of the students fulfilled the goal of communicating in English their ideas and thoughts, leaning on the language seen during the tasks and the past units. In addition, the use of post-tasks focused on repeating the task done before gave the students the opportunity to build confidence on their performance with the continued practice being done.

S: I know he will never leave me alone. I love my family like they love me. I will... I will always love my family because they support me. I love you mom and dad, sister and dog

(Audio recording – Unit 3 – Post-task)

On the last example, the student decided to extend her oral production in the post-task phase, expressing her desire of speaking more about her family and the reasons why she considered they are unique. All the factors mentioned before influenced on her speaking performance and fluency doing the task.

In addition, the improvement on the students' confidence can be confirmed based on their opinions about it and analyzing how it has changed with the implementation of the tasks.

S1: bien por que esta aprendiendo palabras que quería conocer

S2: al principio estaba nerviosa por si pronunciaba algo mal pero ahora me siento mejor porque si me equivoco lo corrijo

S3: En la primeras actividades eran para mi muy difíciles / pero ya como las ultimas sí logre pronunciar bien al gunas palabras

S4: En las primeras me sentía un poco insegura pero fui cogiendo seguridad

S5: pues antes mi proceso era bajo pero ahora ya se más cosas para poder hacer mis tareas y ahora mi proceso es alto.

(Survey- Question N°6)

All in all, during the development of the tasks in the three units, an improvement of the students' confidence was seen regarding the use of English to talk about familiar topics. Also, their self-confidence was enhanced by the application of open tasks that allowed the students to repeat their oral productions and use lexical units seen before. In addition, this outcome influenced on the fluency of the students, showing that there is a willingness of speaking even if mistakes are continued to be done. As Jones (2007) says, "Fluency depends on knowing more vocabulary and on confidence – and on not worrying about losing face by making mistakes." (p.18)

In general, in this chapter the presentation of the categories and the analysis of the corresponding data was made. Firstly, three categories, each one with their own subcategories, were presented in order to analyze the fluency of the students after the task-based implementation: Technical elements of fluency, communicative goal and confidence. Secondly, each category was analyzed taking into account the influence of the different tasks on aspects such as the achievement of the communicative goal, the rate of delivery, the pronunciation, the use of Spanish and strategic devices, among others. Finally, based on the analysis it was identified a positive influence of the implementation of the different tasks in the students' oral fluency. In the next chapter the conclusions of the study will be presented.

CHAPTER VI

Conclusions

In this chapter the main conclusions of the study will be presented in order to have a general understanding of the implementation of the task-based approach in the fluency of the fifth-grade students at Magdalena Ortega de Nariño School. In addition, some important aspects that emerged during the implementation of the tasks will be presented as well.

First, is important to take into account that the main objective of the study was to implement three didactic units based on the task-based learning approach and describe its impact on the EFL oral fluency of 35 5B grade students at Magdalena Ortega de Nariño School. In this sense, the research question proposed was:

What is the impact of implementing task-based learning in the EFL fluency of 5B grade students at Magdalena Ortega de Nariño school?

In addition, three specific research objectives were created in order to clarify the main aspects which are going to focus and frame the study. These objectives are to identify how task-based activities enhance the students' development of technical aspects of fluency, to describe students' strategies to achieve a communicative goal when working with task-based activities and to analyze the impact of task-based activities in students' confidence while delivering oral productions.

Regarding the first objective, the first category of analysis *technical aspects* shows the students responses towards task-based implemented units and its influence in their pronunciation, rates of delivery and use of lexical units. Firstly, it was identified that the students made some mistakes during the development of all the tasks and had problems

with specific vowels such as /i/, /eɪ/ and /aɪ/. However, a change in their difficulties was seen during the implementation, identifying a specific influence of the pre-task phase. In this case, the use of tasks in which useful vocabulary was presented and practiced gave students the opportunity to rehearse their pronunciation multiple times. In addition, the presence of modelling tasks allowed students to practice the following tasks and focus on pronunciation of words that could be used in the future.

As a result of the implementation of these tasks through the units, there was and advanced seen as at the beginning most of the students presented problems with pronunciation or their speech was completely unintelligible. However, at the end of the implementation the mistakes were reduced to problems with the pronunciation of a few words.

In regards of the students' rates of delivery in their oral production, an influence was seen as a slow speed was mostly used in the beginning, giving students the necessary time to focus on aspects such as pronunciation and grammar. However, with the use of pre-tasks and main tasks there was a consistent practice of key lexical units and the use of familiar and contextual topics such as the family of each student which influenced their oral performance and the use of a more appropriate speed.

Also, it is important to highlight an aspect of the outcome evidenced in the implementation which was also pointed out by some students. Even though if a faster speed shows the student confidence speaking, the use of a slower speed is also appropriate as it allows students to focus on the expression of their thoughts and on the achievement of the communicative goal.

Regarding the lexical units used by the students, an influence was seen with the use of open tasks as it allowed students to use the vocabulary, expressions, and words they considered necessary. In addition, an increase in their repertoire was seen as the different tasks were related one with the other through the use of a wide and familiar topic: the family of each student. In this sense, every task enriched the students' repertoire and allowed them to use the lexical units in the moment they considered necessary on each of the three units.

In order to achieve the second objective, the category *communicative goal* was created. In this category, its achievement was the focus of the analysis. Furthermore, an improvement was seen as the use of open tasks allowed the learners to express their thoughts using the lexical units they considered necessary in different ways such as the use of both long and short sentences. In addition, the presence of a pre-task in which the topic is explained and practiced gave students a clear focus regarding the topic of the unit and the expected outcome of the following tasks.

In regard to the strategic devices used by the students it was seen that instead of making difficult the achievement of the communicative goal, the use of pauses, fillers, backtracking and self-correction presented a support to students in their oral production. Also, the use of these strategic devices was influenced by the presence of post-tasks in which the students had to recall their performance through the unit and share their experiences with their classmates.

Considering the use of Spanish through the tasks, it was seen that the students used their native language mostly to express their doubts and problems with vocabulary and pronunciation and give detailed explanations of their experience doing the activities.

However, the presence of modelling pre-tasks led to the students use of less words and sentences in Spanish as they already had an example of the possible outcomes of the unit and give them a clear view of the type of language they should use.

Finally, regarding the last objective focusing on the students' confidence, a big improvement was seen with the use of tasks that focused on meaning instead of grammar as students felt free to express their thoughts even if mistakes were made. In addition, the acquisition of vocabulary and improvement of pronunciation influenced on the student's confidence while speaking in English. This could be seen mostly on the main and post-task phases as the pre-tasks were used as a first approach to a new topic and lexical units.

All in all, the use of task based-learning showed a positive influence in the students fluency regarding the development of technical aspects, the achievement of the communicative goal and the enhancement of their confidence when speaking in the target language. In addition, there was a clear positive outcome regarding fluency with the use of pre-tasks that focus on modelling and presentation of the topic and key vocabulary and main tasks and post-tasks that included the repetition of procedures and use of different types of sentences to achieve the communicative goal.

REFERENCES

Al Hosni, S. (2014). Speaking Difficulties Encountered by Young EFL Learners. *International Journal on Studies in English Language and Literature (IJSELL), 2*(6) 22-30.

Brown, H. D. (2000). *Teaching by principles. An interactive approach to language pedagogy*. 2nd edition. Pearson Longman

Buitrago A. C. (2016). Improving 10th Graders' English Communicative Competence Through the Implementation of the Task-Based Learning Approach. *Profile: Issues in Teachers' Professional Development, 18*(2), 95-110. http://dx.doi.org/10.15446/profile.v18n2.48272

Burns, A. (1999). *Collaborative action research for English teachers*. Cambridge University Press.

Chomsky, N. (1965). *Aspects of the theory of Syntax*. The Massachusetts Institute of Technology.

Clavijo, A. (2016). English teaching in the elementary school: some critical issues. *Colombian Applied Linguistics Journal*, *18*(1), 4-10. https://revistas.udistrital.edu.co/index.php/calj/article/view/10408

Council of Europe (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volumen*. Council of Europe Publishing, Strasbourg. https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4

Creswell, J. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches.* SAGE Publications, Inc.

Ellis, R. (2003). *Task-based Language Learning and Teaching.* Oxford University.

Ellis, R., Skehan, P., Li, S., Shintani, N. and Lambert, C. (2019). *Task-Based Language Teaching: Theory and Practice (Cambridge Applied Linguistics).* Cambridge University Press

Forero, L. M. (2018). *Fostering Oral Skills Through Authentic Task and Materials About Human Values*. [thesis, Universidad Pedagógica Nacional]. Repositorio Institucional UPN. http://repositorio.pedagogica.edu.co/handle/20.500.12209/11202

Gomez, M. M. (2017). Review and Analysis of the Colombian Foreign Language Bilingualism Policies and Plans. *HOW Journal, 24*(1), 139-156. https://doi.org/10.19183/how.24.1.343

Holtgraves, T. (2008). Speaking and listening. In G. Rickheit & H. Strohner (Eds.), *Handbooks of Applied Linguistics Communication Competence Language and Communication Problems Practical Solutions.* (pp.207-225). Mouton de Gruyter. https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.457.8462&rep=rep1&type=pdf

Hymes, D. H. (1972). On communicative competence. In J. B. Pride y J. Holmes (Eds.), *Sociolinguistics: Selected readings* (pp. 269-293). Harmondsworth, uk: Penguin

Jones, L. (2007). *The Student-Centered Classroom.* Cambridge University Press.

Laverde, L. F. (2016). *Fostering the speaking skill through task-based learning in EFL with third graders.* [thesis, Universidad Libre]. Repositorio Institucional Unilibre. https://repository.unilibre.edu.co/handle/10901/9790?show=full

Ministerio de Educación Nacional, MEN. (2006). *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* [Basic Standards of Foreign Language Competences: English]. https://www.mineducacion.gov.co/1621/articles-115174_archivo_pdf.pdf

Ministerio de Educación Nacional, MEN. (2016). *Derechos básicos de aprendizaje de ingles: Grados Transición a 5° de primaria.* [Basic Learner Rights: From Kinder to

5th grade]

https://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/colombiabiling
ue/dbacurriculo/cartilla_dba/Derechos%20Baicos%20de%20Aprendizaje-
%20Tr%20y%20Primaria.pdf

Ministerio de Educación Nacional, MEN. (2016) *Pedagogical principles and guidelines.*
Suggested English curriculum, transition to 5th grade.
https://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/colombiabiling
ue/dbacurriculo/cartilla_orientaciones_docentes/Pedagogical%20Principles%20and
%20Guidelines.pdf

Mills, G. E. (2018). *Action Research: A Guide for the Teacher Researcher*. Pearson
Education Inc.

Mills, J., Birks, M. & Hoare, K. (2014). Grounded Theory. In J. Mills and M. Birks (Eds.),
Qualitative Methodology: A Practical Guide (pp.117-123), SAGE publications Ltd.
https://books.google.com.co/books?id=rjqWAgAAQBAJ&pg=PA107&hl=es&sour
ce=gbs_toc_r&cad=4#v=onepage&q&f=false

Muñoz, L. N. (2018). *Fourth Graders' Co-construction of Monologues through Task-*
Based Learning Approach. [thesis, Universidad Pedagógica Nacional]. Repositorio
Institucional UPN. http://repositorio.pedagogica.edu.co/handle/20.500.12209/9124

Nunan, D. (2004). *Task-based Language Teaching.* Cambridge University Press.

Ortiz, R. A. (2019). The impact of information gap activities on young efl learners' oral
fluency. *Profile: Issues in Teachers' Professional Development, 21*(2), 113-125.
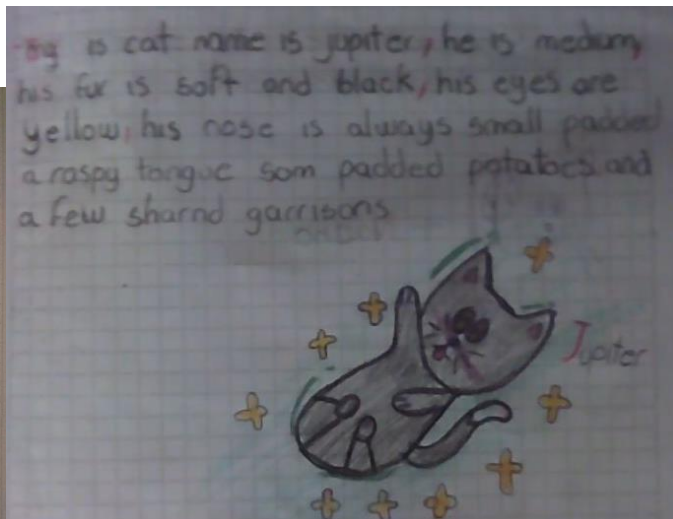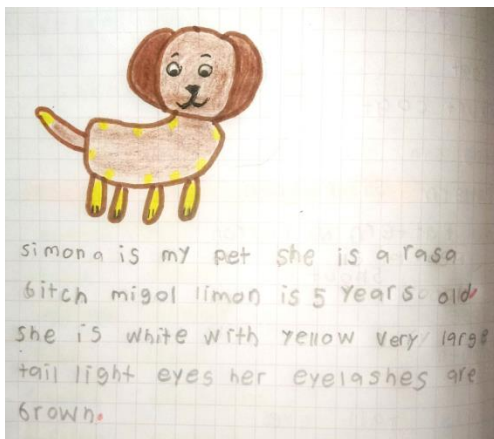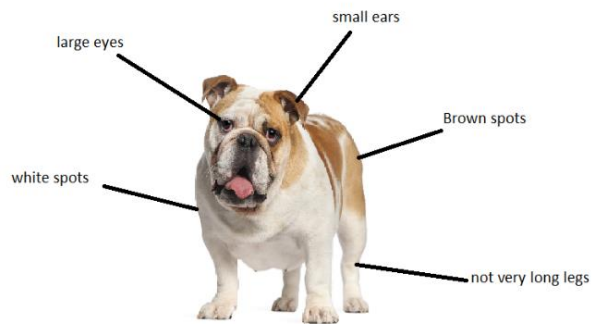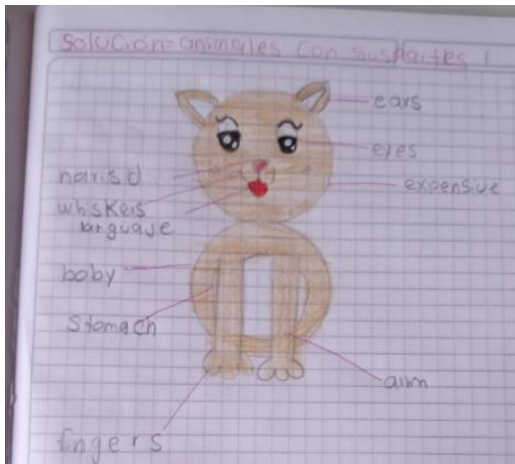https://doi.org/10.15446/profile.v21n2.73385.

Reason, P. & Bradbury, H. (2008). Introduction. In P. Reason & H. Bradbury (Eds.), *Action Research: Participative Inquiry and Practice* (2nd ed., pp. 1-10). SAGE Publications https://books.google.com.co/books?id=2fTlmcue2p0C&lpg=PA5&hl=es&pg=PA11 #v=onepage&q&f=false

Richards, J. C. (2006). *Communicative Language Teaching Today.* Cambridge University Press.

Rodríguez-Bonces, M., & Rodríguez-Bonces, J. (2010). Task-Based Language Learning: Old Approach, New Style. A New Lesson to Learn. *Profile: Issues in Teachers' Professional Development, 12*(2), 165-178. https://revistas.unal.edu.co/index.php/profile/article/view/17691

Rojano, A. (2016). *Enhancing fluency and accuracy in speaking through oral activities in VoiceThread.* [thesis, Universidad Santo Tomás]. Repositorio Institucional Universidad Santo Tomás. https://repository.usta.edu.co/handle/11634/4361

Spratt, M., Pulverness, A. & Williams, M. (2005). *The TKT (Teaching Knowledge Test) Course*. Cambridge University Press.

Tassoni, P. (2016). BTEC National Children's Play, Learning and Development Student Book. Pearson Education.

Urquhart, C. (2013). *Grounded Theory for Qualitative Research: A Practical Guide.* Sage publications Ltd.

Willis, J. (1996). *A Framework for Task-Based Learning*. Addison Wesley Longman.

Willis, J. W. (2007). *Foundations of Qualitative Research: Interpretative and critical*

    approaches. SAGE Publications, Inc.

Yale University. (n.d.). *Data Collection.* https://poorvucenter.yale.edu/Data-Collection

Annexes

Annex 1

Annex 2

Audio Recording Transcription

UNIT 3		
What makes my family unique?		
Task	**Time**	**Transcription**
Main task	1:20	S1: Yo escribí, este … because it is beautiful and we help each other
	3:44	S2: My family is unique because we are unite we love and [UN] we are always sharing movies, play games and have a lot of fun when we go out.
	6:55	S3: My family is very [UN] not like other families very other [UN] profe no se cómo decir esta palabra because they don't know [UN] my family because they support other every [UN] things [UN] they support [UN] uy está dificl [UN] in family
	25:32	S4: My family is unique because we are united
	26:30	S5: We like to eh to do crafts on Saturday watch movies and spent time with [laughs] time with the family
	29:00	S6: Five, four three two one zero!
	38:12	S7: My family is.. ay noo… my family is unique because is stay only in understands me and because they understand me in good and bad times
	39:30	S8: Eh my family helps me write every .. eh no se cómo se dice esa palabra… school and thanks to them I went to quinto B.
	40:54	S9: That way …cómo?...always cuddle
	50:43	S10: We play and we are very active

53:39	S11: Yo soy muy mala hablando en inglés
53:50	Bueno… my mon.. eh no, my family is very … profe como se pronuncial leal?...loyal. (…) My family is very close. (…) My My My family is pura, eh pure (…) my family is curio...curious
	My family is very.. illustrious
	Mi familia is full of of love

Annex 2

Oral Journal

Annex 3

Survey

Mi proceso aprendiendo inglés...

Borrador guarda

Escribe tu nombre completo

Tu respuesta

¿Crees que mejoraste la pronunciación en inglés de palabras o frases con las tareas/actividades vistas?

Tu respuesta

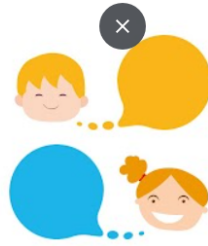¿Ha cambiado la velocidad con la que hablas en inglés? ¿Por qué?

Tu respuesta

Con las tareas/actividades vistas hasta el momento ¿Ha cambiado la cantidad de palabras y oraciones que puedes decir en inglés?

Realizando las tareas/actividades ¿Podías expresar tus opiniones/hacerte entender en inglés?

Tu respuesta

Cuales de las siguientes estrategias usaste en las tareas/actividades cuando hablabas en inglés:

☐ Pausas

☐ Muletillas (palabras, sonidos que repites mucho)

☐ Repetición de palabras/frases

☐ Otro:

¿Usaste palabras/oraciones en español para poder comunicarte o que entendieran lo que querías decir? ¿Por qué?

Tu respuesta

¡Compara tu proceso! ¿Qué tan cómoda/segura te sentías hablando en inglés en las primeras tareas/actividades que hiciste? ¿Cómo te sentías hablando en inglés en las ultimas tareas/actividades que hicimos? ¿Por qué?

Tu respuesta

Annex 4: Informed Consent

	FORMATO		
	CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN		
Código: FOR026INV	Fecha de Aprobación: 28-08-2019	Versión: 02	Página 1 de 3

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley Estatutaria 1581 de 2012 "Por la cual se dictan disposiciones generales para la protección de datos personales" y la Resolución 1642 del 18 de diciembre de 2018 "Por la cual se derogan las Resoluciones Nº0546 de 2015 y Nº 1804 de 2016, y se reglamenta el Comité de Ética en Investigación de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, se ha definido el siguiente formato de consentimiento informado para proyectos de investigación realizados por miembros de la comunidad académica considerando el principio de autonomía de las comunidades y de las personas que participan en los estudios adelantados por miembros de la comunidad académica.

Lo invitamos a que lea detenidamente el Consentimiento informado, y si está de acuerdo con su contenido exprese su aprobación firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Título del proyecto de investigación	Desarrollo de la fluidez oral en inglés como lengua extranjera en estudiantes de grado 5° del colegio Magdalena Ortega de Nariño a través del aprendizaje basado en tareas.
Resumen de la investigación	Implementación de actividades basadas en la metodología del aprendizaje basado en tareas (TBL) para desarrollar la fluidez oral en inglés como lengua extranjera. Las participantes de la investigación son las estudiantes del grado 5B del colegio Magdalena Ortega de Nariño. Este estudio se clasifica en la investigación cualitativa siguiendo el diseño de investigación-acción.
Descriptores claves del proyecto de investigación	Competencia comunicativa, aprendizaje basado en tareas, habilidades orales, fluidez.
Descripción de los posibles beneficios de participar en el estudio	Acercamiento al aprendizaje del inglés con miras de desarrollar la fluidez oral, la adquisición de vocabulario y el uso de herramientas web con fines educativos.
Mencione la forma en que se socializarán los resultados de la investigación	Creación del documento final en el que se consagra el desarrollo, análisis y conclusiones del proyecto implementado en clase.
Explicite la forma en que mantendrá la reserva de la información	Uso de información exclusivamente para fines educativos, respetando la privacidad y el anonimato de cada estudiante.
Datos generales del	Nombre(s) y Apellido(s) : Angy Natalia Bohorquez Carlos
	N° de Identificación: Teléfono

	FORMATO		
	CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN		
Código: FOR026INV	Fecha de Aprobación: 28-08-2019	Versión: 02	Página 2 de 3

investigador principal	Correo electrónico: anbohorquezc@upn.edu.co
	Dirección:

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo :_____

Identificado con Cédula de Ciudadanía_____, en representación de _____ con número de identificación _____.

Declaro que:

1. He sido invitado a participar en la investigación y de manera voluntaria he decidido hacer parte de este estudio.
2. He sido informado sobre los temas en que se desarrollará el estudio, han sido resueltas todas mis inquietudes y entiendo que puedo dejar de participar en cualquier momento si así lo deseo.
3. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.
4. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos.
5. La información obtenida de mi participación será parte del estudio y mi anonimato se garantizará. Sin embargo, si así lo deseo, autorizaré de manera escrita que la información personal o institucional se mencione en el estudio.
6. Autorizo a los investigadores para que divulguen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto y que no comprometan lo enunciado en el punto 4D.

En constancia, manifiesto que he leído y entendido el presente documento.

Firma,   Firma del participante (si aplica),

_____   _____
Nombre: _____
Identificación: _____
Fecha: _____
Con domicilio en la ciudad de: _____
Dirección: _____
Teléfono y N° de celular: _____

Correo electrónico: _____