

**TASK-BASED SPEAKING ACTIVITIES FOR THE DEVELOPMENT OF ORAL
FLUENCY FOR 11TH GRADE PUBLIC SCHOOL STUDENTS**

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**UNIVERSIDAD DEL VALLE
FACULTAD DE HUMANIDADES
ESCUELA DE CIENCIAS DEL LENGUAJE
LICENCIATURA EN LENGUAS EXTRANJERAS
SANTIAGO DE CALI 2017**

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**Submitted as partial requirement for the degree of Bachelor of Arts in Foreign
Language English and French—Education**

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Approval Sheet

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Santiago de Cali, Septiembre 10 de 2017

Acknowledgements

I would like to thank my family for supporting me throughout my studies. For them it is a big motivation to see their first one to earn an undergraduate degree. I would also like to thank Professor Argemiro Arboleda for always being patient and willing to help in the completion of this project. Thanks are also extended to Professor Carlos Mayora and Professor Diana Patiño for their valuable suggestions.

Vanessa Bermudez U.

Abstract

The purpose of this research study was to analyze the effect of Task-Based Instruction on the oral fluency of students of eleventh grade in a public school in Cali. A quantitative analysis of information related to the oral production of the students before and after the implementation of a Didactic Unit tailored under the Task-Based Instruction was used. The findings show that after the implementation of this Unit students increased their oral fluency, as reflected in a syllable count analysis.

Keywords: Task-Based Instruction, Oral Fluency, Task.

Resumen

El objetivo de ésta investigación era analizar el efecto de la Instrucción Basada en Tareas en la fluidez oral de estudiantes de Grado Once de un colegio público de Cali. Se realizó un análisis cuantitativo de la información relativa a la producción oral de los estudiantes antes y después de la implementación de una Unidad Didáctica basada en la enseñanza por tareas. Los resultados muestran que los estudiantes mejoraron su fluidez oral, según el conteo de sílabas.

Palabras Claves: Instrucción Basada en Tareas, Fluidez oral, Tarea.

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CHAPTER 1. INTRODUCTION

In recent years, the importance of speaking in English has been emphasized and given more relevance, especially because of technological advances and the strengthening of the globalization phenomenon. Thus, people are not only expected to learn how to read and write but they are also expected to speak the language fluently for communicative purposes. However, in the case of most public schools in Colombia, there is still a language teaching approach based mainly on reading and writing, with the rare inclusion of listening. Although most schools claim to follow the communicative approach in which the importance of developing oral fluency is stressed, most teachers are held back when dealing with this skill, for different reasons. They do not feel comfortable with their own oral speech; they do not find ways to teach it; they have large classes, and they do not find themselves in an English speaking community.

The aim of this study was to test the effectiveness of the Task-Based Instruction in language teaching, specifically in the development of oral fluency of eleventh-grade public school students.

1.1 Justification

There are different reasons that justify the carrying out of this study. First, the need to emphasize the importance of helping public school students develop oral fluency skills for real communicative purposes. Second, along the development of her practicum the researcher noticed that the students of Alvaro Echeverry Perea they had difficulties in speaking. Third, this study sought to help them gain confidence in speaking while developing strategies to foster independent learning. Fourth, add to the scarce literature on research on the use of the TBI in the

development of oral fluency in the public schools sector in Colombia, in order to help dismiss the belief that it is impossible or extremely difficult to include speaking activities in public school English classes. The final reason is a personal one having to do with the author's professional growth as a public school English teacher: How can she best go about teaching speaking to teenagers who are expected to use the language fluently for communicative purposes?

1.2 Problem Statement

This study sought to answer the following question:

What is the effect of implementing Task-Based Instruction in the development of oral fluency of eleventh-grade students from a public school in Cali?

1.3 Objectives

1.3.1 General objective

Determine the effect of Task-Based Instruction in the development of oral fluency of eleventh grade students at a public school in Cali.

1.3.2 Specific objectives

- Establish the students' current level of oral fluency.

- Design a Didactic Unit based on the Task-Based Instruction and test its effects on the development of oral fluency in eleventh-grade public school students.

CHAPTER 2. REVIEW OF RELATED LITERATURE

2.1 Speaking and Oral fluency: The Institutional Context

Several studies carried out at the local level have dealt with the development of speaking skills. Jaramillo (2011) conducted a study that focused on developing speaking skills through games with young adults at high school. The motivations for the study were the importance given to speaking in the current world, the need to update communicative speaking teaching strategies in high school classrooms, and the need to help students develop skills for real communicative situations. The author observed different English classes which served as a basis for him to propose different games-based activities which were used and analyzed. Based on the results he obtained, Jaramillo concluded that games were an important tool for teachers to help their students develop oral fluency.

Another local study concerning speaking is Melo's (1996). She looked at the theories, methods and techniques to efficiently develop listening and speaking skills in the EFL classroom, within the Communicative Approach. Her objectives were to determine the importance of designing EFL courses that meet students' needs and find out how listening and speaking are treated in these methods. In order to do this, she made an extensive bibliographical analysis. She discovered that the emphasis each method gave to speaking and listening varied, so she concluded that is better to have an eclectic approach to teaching these two skills and that teachers should provide an optimal environment, trying to use real communicative situations that learners would most likely encounter in real life.

In the same line of thoughts, Archico & Ceballos (2011) evaluated six textbooks for teaching English in public schools and analyzed how each one handles the speaking skill. Three

of these books were published before and three were published after the issuance of the Colombian standards for English learning. The objective was to see how the book selection had changed with the new government policies. The authors particularly investigated the treatment of speaking skills, concerning aspects of fluency and accuracy, type of activities proposed, and the development of the standards for monologues and conversations. They concluded that the textbook designs were actually undergoing transformations to comply with current legislation aimed at improving English teaching and learning.

Escobar & Gómez's (2004) have as well a study in the area of teaching the oral skills. These authors' main purpose in conducting their study was to create an instructional unit using pop songs as a tool to help a large group of eighth-grade public monolingual school students, in Cali, improve their listening and speaking skills. The didactic pop music unit is made up of thirty songs, with their corresponding activities. These activities were created following the pre-listening, while-listening, and post-listening cycle. Such activities were implemented after being meticulously-planned discussion sessions. Escobar and Gomez concluded that the use of music and songs is a useful tool to raise students' interest in learning a foreign language and to improve their listening and speaking skills in this language. Finally, the authors recommend teachers to design lessons that include listening and speaking activities that motivate students to want to be involved in meaningful communicative exchanges.

2.2 Speaking and Oral fluency: National Context

The importance given to the development of speaking in the language school setting has gone beyond the local frontiers, with relevance given to the use of the Task-Based Learning Instruction (TBI), an approach focusing on learning by doing whose aim is to learn through the

performance of a series of tasks done in the target language that relate to real communicative needs. For example, Peña & Onatra (2009) conducted a nine-month action research in order to document and test the implications of using speaking tasks within the Task-Based Learning Instruction (Willis, 1996). They had noticed that the students were less confident when speaking in the class, so they designed lessons within the TBI in order for the students to improve in this area. Their subjects were four seventh-grade groups in a public school in Bogotá. The tasks were analyzed using audio recordings and field notes. The results of this study let them analyze the different demands of transactional and interactional activities among beginning EFL speakers and mainly how students carried out the task. From this study, the authors found out that the students' mistakes were a necessary step in the learning process, that learners used empirical strategies to keep on talking, such as word invention, transfer, transparent words and overgeneralization to help them communicate better. They also identified cooperation as a helpful tool to have better fluency during task completion, since they kept communicating regardless of the interlocutor's mistakes. The authors state that they found it interesting to realize that in short turn presentations, memorization favored fluency but it worked against speaking naturally. On the other hand, the researchers noticed that in long turn conversations there was an increase in pet words, longer pauses, expressions of hesitation and a bigger effort to use the target language all the times, although students spoke more naturally. They further attest that letting learners observe a model during the task development cycle also helped students better understand the purpose and possible outcome of a task.

Other local studies point at the methodological procedures that can be followed when using the TBI. One of these studies, which highlights the importance of oral language assessment, was carried out by Restrepo et al. (2003). They worked with 30 teachers from

different school levels to explore what their beliefs and practices concerning oral assessment were and establish similar oral evaluation criteria. To do this, they first interviewed the 30 teachers. They transcribed the data in order to understand why teachers had a widely-extended view of oral assessment as merely an evaluation of grammar and pronunciation and analyzed the data collected using a grounded approach. These authors found that most of the teachers they studied had a weak knowledge of oral assessment as they used it for summative purposes only. In addition, the authors observed that assessment was done un-systematically, without much regard to planning; there were multiple activities used to assess different aspects of oral skill. Based on their findings, the authors propose that oral assessment should focus on both instructional objectives and real life communicative situations where students are likely to perform the task and called for the need for educational programs in the area of assessment and the creation of an oral assessment system, so that teachers can better meet their students' interests and needs. This study helps us realize that when working with tasks, evaluation is an important consideration for successful TBI lesson planning.

2.3 Speaking and Oral fluency: International Context

Interest in using the TBI in teaching speaking has gone internationally. In a study conducted in Thailand (Thanghun, 2012), the researcher used Task Based Learning to develop the English speaking ability of six students at Piboon Prachasan School. She created Task-Based activities in five lesson plans. Additionally, Thanghun created an English speaking assessment system, including charts and rubrics, a teacher's log to record students' gradual process, Pre Speaking Test, a Post Speaking Test, and a T-test for dependent samples. After having collected the data and statistically analyzed it by means and standard deviations, she concluded that the

English Speaking ability of the students when using TBI was significantly higher than it was before.

A similar study was conducted in India by Deepa (2012), aimed at describing the application of the TBI to teaching oral communication in the ESP context. His participants were graduate Management students at a private business school. He wanted to explore the possibility and feasibility of the Task-Based approach for the teaching of oral communication in different social situations. After designing and implementing his lessons, Deepa realized that the tasks were well received by most of the students. Additionally, Students found the experience rewarding, intrinsically interesting and educationally beneficial. They got involved in the tasks using real life situations which resulted in their improving their performance.

Also in India, Rahman (2010) tested the effectiveness of the Task-Based Instruction in developing the oral communication skills of engineering and technology. His aim was to assess the role of speaking in the academic context and world use, and seek possibilities to use the Task-Based Instruction in teaching oral communication skills. With this purpose in mind, he created tasks using debates, discussions, role plays and oral presentations. After implementing his lessons, he found that the students' oral skills improved but there were limitations in the initial stage, where they had difficulties in carrying out the task. Based on these findings, he suggests that additional data is needed in order to draw any conclusion concerning the effectiveness of this approach.

The Task-Based Instruction has not only proven to yield good results in the teaching of English but also in other languages. A study done by Mosquera (2012), in Virginia, York Country School Division, with students learning Spanish as a second language, demonstrates this. The students were from 7th to 8th grade, with ages ranging from 11 to 14 years old. The aim

of the study was to test the feasibility of using TBI in the teaching of Spanish, since most of the other studies conducted had focused mostly on English. He concluded that the TBI had a positive effect on these students' learning process since they were more motivated and interested in performing the tasks.

The studies reviewed here reveal the effectiveness of TBI in foreign language teaching. Yet, few of them deal specifically with the teaching of oral fluency to teenagers.

CHAPTER 3. THEORETICAL FRAMEWORK

3.1 Teaching Speaking across different methods and approaches

For many years, the written language was the focus of language teaching, for it was the medium through which literature and scholarship were made known. Language was taught through written models and emphasis was put on writing skills; Students could barely practice speaking by creating sentences based on the models and reading them out loud. The written language was first analyzed by grammarians and dictionary writers, so writing rules were more stable. This written language was easier to describe and it didn't change greatly over centuries or over the location where it was written. This came to be known as the *Grammar-Translation Approach* and although there could be some kind of oral production, the teaching of oral communicative skills was not stressed. (Brown & Yule, 1993).

With the advent of globalization and the need for international communication, the focus on speaking in language, at large, and foreign language teaching in particular has been given a major importance over the past decades. New approaches to teaching languages, such as the Direct Method, the Audio-lingual Method, the Silent Way Method, the Community Language Learning Method and the Suggestopedia Method emerged, which have accentuated the importance of oral communication (Bygate, 2001).

By the end of World War II, the teaching of speaking was trendy but soon, emphasis shifted to the correct pronunciation of sounds, first isolated words and later sentences. In the Audiolingual Method, speaking was the result of repetitions of structures and phonological accuracy combined with some fluency. After the 1950's language laboratories were created and students would practice pronunciation and some grammar-translation. (Bygate, 2001)

Audiolinguisism was one of the first approaches to teaching speaking and listening. In this approach the learning cycle would follow the listening-speaking, reading and writing cycle. One of the key factors in the approach was observing models and repeating them. The approach was based on behaviorist theories of learning. (Bygate, 2001) In the Audiolingual Method, most of the time students would listen and repeat vowels, consonants, stress, and intonations patterns. They would first use the texts for pronunciation and later extracts of audios. This way they stopped reproducing so much language from written texts. However, very few times teachers would give the students an opportunity to try the language orally and communicate with other speakers meaningfully (Brown & Yule, 1993).

In the 1970's cognitive and sociolinguistics theories emerged. Researchers realized that the Audiolinguisism approach lacked the connection between language meaning and the social context of communication. Then, the CLT Approach (Communicative Language Teaching developed). This new approach stressed the notional –functional aspect of language; it was more learner-centered, providing for students' communicative needs. (Bygate, 2001)

Many approaches derived from the communicative approach like the Text-Based Learning, Content Based Instruction, Content and Language Integrated Learning, Task-Based Learning and Project Based Learning. However, from all of these approaches the TBI is one of the most oriented towards the speaking skills as shown in recent studies. Since the aim of this present study is to help students develop oral fluency, it will focus on the implementation of such an approach to better serve the needs of the chosen student population.

3.2. The Task Based Instruction Approach to teaching speaking

Before the appearance of TBI, approaches were mostly form-based. They didn't take into account that input doesn't necessarily equal intake, so explaining or giving students a presentation of a long list of language items does not mean students will use them. TBI proposes that in order to have students learn, teachers should provide opportunities to use the language, focusing on meaning rather than just form. TBI aims at using language that is relevant to students, taking into account their interests. Thus, the emphasis is not on a sequence of language items but on a sequence of communicative tasks. Many studies aimed at speaking have been guided by this approach due to real-life communicative functions.

Before defining the general principles of this approach, it is necessary to clarify what a task is. There are many definitions of tasks, but the following one summarizes Nunan's and Willis' definition: *"A task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form ."* (Willis, 1996, p.23; Nunan, 2004, p.4).

Willis & Willis (2007) also consider six questions that can guide teachers in determining whether an activity is a task:

1. Does the activity engage learners' interest?
2. Is there a primary focus on meaning?
3. Is there an outcome?
4. Is success judged in terms of outcome?
5. Is completion a priority?

6. Does the classroom activity relate to real world activities?

Willis & Willis (2007) argue that when planning a TBI class, we should first select the topics suited for learners and identify operations based on these topics. Examples of tasks are listing, ordering, sorting, comparing, problem-solving, sharing personal experiences and creative tasks. The class syllabus is organized by a sequence of tasks. These tasks should define what outcomes can be achieved through the target language rather than an organization based on language items. The criteria for sequencing tasks should take into account both linguistic and cognitive complexity. (Willis & Willis, 2001; Willis, 1996)

Bonces & Bonces (2010) distinguish between *primary or main tasks* and *facilitating tasks*. A primary task may be made up of several facilitating tasks. Facilitating tasks are carried out before the primary task. For instance, if the main task is creating a field trip itinerary, facilitating tasks could include listing the possible places the class would visit, comparing prices, and creating the final budget. Facilitating tasks are an integral part of the task sequence because they prepare the learners for the main task.

It is necessary to stress that during tasks students should practice exchanging meaning in the target language. Learners are free to select whatever language they need and the teacher may provide input such as models but the idea is that students can adjust or adapt their bank of knowledge to create new meaning. (Willis & Willis, 2001; Bonces & Bonces, 2010).

The teacher's role should be one of a facilitator. He needs to make sure that the class is student-centered. He verifies that the task addresses the students' needs and interests and that it promotes real language use. He is a leader, an organizer and a motivator. In the final steps of the task the teacher should provide language feedback. (Bonces & Bonces, 2010)

However, students take the main responsibility in the learning process. They are accountable for their own learning and are a main part of task planning. They may discuss material to be covered with the teacher and can decide what language to use during the task. They should be prepared to work in groups, pairs and sometimes individually. Risk-taking is a demand in this role since students are expected to make mistakes while working on a task. (Bonces & Bonces, 2010).

This present study focuses on Willis & Willis, 2001; Willis, 1998; Willis & Willis, 2007 TBI framework. These authors claim that there are some key factors in language acquisition, including exposure, use of the target language, motivation, and focus on language meaning rather than form. Their framework is made up of three steps or cycles: Pre-Task, Task, and Language Focus.

In the **Pre-Task cycle**, the teacher prepares students for the task, by trying to elicit the use of the target language. Students have access to content and language related to the task to be performed, such as dialogs or sample written texts. In this phase, students should identify key vocabulary and activate previous knowledge. The teacher may provide a model or examples of the task.

The **Task cycle** is divided into the planning of the task and the report or presentation of the task itself. In this phase, the teacher doesn't have to focus so much on accuracy; his role is one of a monitor. While having students perform the task, the teacher may consider factors like time constraints, surprise elements, and learner interaction. The learner may perform the task through individual work, pair work, group work or whole-class work.

The last cycle is the **Language Focus Cycle or “Analysis”**. The function of this cycle is to analyze the language features used in the task. Teacher may give feedback and, if necessary, learners practice specific linguistic features that arose from that task.

These authors classify tasks into six types: listing, ordering and sorting, comparing, problem solving, sharing personal experience, and creative tasks. The following are speaking tasks examples of each type.

1. Listing: Tasks which require to list people, places, things, actions, reasons, every-day problems, etc.

Example 1. Advanced level: Make an oral presentation listing ten people who participated in the creation of the Colombia’s Peace Agreement and give examples of their input to the Agreement.

Example 2 Basic level: Make a list of all the activities you did on your last vacations.

2. Ordering and sorting: sequencing, ranking, or classifying.

Example. 1 Advanced level: Create a rank of Colombia’s main cities from least to most economically influential and report this to the class orally, justifying your choice.

Example 2. Basic level: The students look at mixed up pictures of a daily routine. They have to arrange the pictures in the sequence in which they themselves normally carry out these activities. Then, they present their answer to the class.

3. Matching: Match captions, texts, audio recordings to pictures, or headlines to longer texts etc.

Example 1 Advanced level: Listen to a news report and match it to the best headline title. Justify your answer orally.

Example 2 Basic level: Match the verbs with the pictures; pronounce each verb correctly.

4. Comparing: find similarities and differences. This can be based on texts, pictures, places, events etc.

Example 1 Advanced level: Make a presentation comparing the main aspects of the American culture and the British culture, in connection with food.

Example 2 Basic level: Mention differences in a ‘Spot the Differences’ picture using comparatives.

5. Problem-solving: Students work in pairs or group to solve a particular problem; for example, pollution, relationships, neighborhood problems and so on.

Example 1 Advanced level: Think of a town where there is too much traffic. In groups, think of three alternative solutions to this problem. List the advantages and disadvantages of each alternative. Then decide which alternative would be the cheapest one, the most innovative one, and the most environmentally friendly one. Report to the class.

Example 2. Basic level: Solving a simple crime mystery based on certain clues given.

6. Sharing personal experiences and storytelling: Task where learners are asked to tell about personal experiences or tell stories. These tasks are crucial in speaking activities.

Example 1. Advanced level: Describe which has been the most difficult project you have completed in school, say what the project was and how you did it.

Example 2 Basic level: Talk about your most recent vacation time, giving details of the main activities you carried out and your feelings about them.

Sometimes, certain tasks, like comparing and problem-solving, involve other processes found in simpler tasks, like listing. The criteria for sequencing tasks should take into account both linguistic and cognitive complexity. (Willis J., 1996; Willis & Willis, 2001).

3.3 Developing oral fluency within Task-Based Instruction

Although the importance of oral fluency is always stressed in CLT, and different TBI frameworks addressing it have been developed, we could safely assert that there are no clear cut steps for a teacher to follow when fluency is the focus. Therefore, the way oral fluency should be handled is not explained within the TBL Approach. In addition, no study carried out on this topic at the institutional, regional or national levels is documented. This may have to do with the fact that the term *oral fluency* is not clearly defined, nor agreed on. (Hartmann, 1976; Lennon, 1990; Schmidt, 1992; Chambers, 1997; Council of Europe, 2001; Crystal & Davy, 1975; Koponen & Riggensbach, 2000; Brumfit, 1984; Scarcella & Oxford, 1992; Freed et al. 2004).

In spite of this lack of agreement, as to what it is that we mean by [oral] fluency, ‘fluency’ is widely used in language pedagogy. Thus, the term ‘fluent’ regularly appears in language testing and assessment publications, as though its meaning were a clear one. However, the ways we conceptualize it differ. On the one hand, oral fluency is thought of as being the result or the end point of highest performance in language learning, where language accuracy plays an important role. On the other hand, it is viewed as being the appropriate flow in communication, with or without taking into account the speaker’s learning stage. Nevertheless, in this study a more comprehensive definition of oral fluency is adopted by the researcher. We defined fluency as being the appropriate use of speed, pace, pauses, hesitations and flow. Therefore, although accuracy is important in language learning, we believe that relevance must be given to the student’s efforts to make himself understood, that is, express meaning. Lennon (1990) argues that fluency has less to do with inviting the listener to pay attention to production of speaking, and more with having the listener focus on his interlocutor’s message. So when judging oral fluency, focus should be mainly on the interlocutor’s clear understanding of the

message. It is also important to note that although a high performance favors a greater oral fluency, here we treat oral fluency as a skill that is developed throughout the whole process of language learning and not necessarily something that is dealt with at the very last stages of learning.

One of the emphases of TBI and CLT, in general, is meaningful interaction; so it is the teacher's responsibility to help students overcome common drawbacks or flaws in factors linked to fluency at all stages of learning. Interesting to note is the fact that there are learners who have been studying a language for many years, but even if they know and understand complex grammar rules, have a wide range of vocabulary and expressions, they still have trouble communicating basic ideas fluently, when facing real life situations. In order to illustrate this point, let's consider the example of an immigrant in a foreign country, a speaker of a second language who can communicate fluently when ordering at a restaurant, when communicating at work or even when socializing with friends. Although he is fluent, he might still make mistakes concerning grammar and other linguistic aspects, but on the other hand, he is fully understood when interacting. This is the kind of fluency we aim at in the first stages of learning, one we should encourage our students to attain. Therefore, in the researches opinion fluency can and should be addressed at all speaking levels. Obviously, as the learner progresses, the teacher ought to be more demanding on this matter.

Hedge (2000) insists on the importance of fluency development because it creates a comfortable feeling in the students and helps to build up their self-confidence. In addition, speaking fluently increases the learner's motivation to maintain communication, regardless of any undesirable situation he may be faced with.

The teacher should help students use delivery speed to their advantage, use pauses and hesitations efficiently, while giving them feedback not just concerning structural aspects but also greater flow in communication. Learners should learn to repair, clarify and negotiate meaning effectively. The TBI classroom should encourage students to go ahead and make constructive errors. Therefore, teachers must create abundant opportunities for students to practice fluency without neglecting accuracy.

As to assessment or evaluation of oral fluency, some researchers have attempted to identify the longitudinal fluency development, -that is, the study of fluency from the point of view of speech product, to distinguish the fluent and non-fluent language learners, and fluency improvement in learning a language: (Arevart & Nation, 1991; Ejzenberg, 2000; Freed, 1995; Freed et al, 2004; Lennon, 1990; Riggensbach, 1991; Towell, 1987). These studies have analyzed the amount of words articulated per minute: (Binnenporte et al, 2005; Segalowitz et al, 2004), the average pause between different syllables: (Freed, 2004; Lennon, 1990; Temple; 1992), and repetition frequency (Raupach, 1980) . Speech rate, pause and pause fillers are indicators of measuring fluency, since speech rate shows the overall fluency in speaking (Amaya, 2009).

CHAPTER 4. METHOD

4.1 Description of the school

Álvaro Echeverry Perea High School is a public coed institution located at *Calle 4 No. 92-04* in the Melendez Neighborhood, Commune 18, in the city of Santiago de Cali, Valle del Cauca Department, Colombia. This is a four-branch public institution. The branch where the study was carried offers classes to pre-school, elementary, middle and high school students, both in the morning and evening shifts, with a certified teaching staff. In the evening, the school offers classes to eighth, ninth, tenth and eleventh graders, with three eighth-grade groups, four ninth-grade groups, and three eleventh-grade groups, with an average of 40 students per group.

4.1.2 Facilities

The school was recently renovated. It has fifteen classrooms, big enough for the amount of students they house, with an intelligent board and a head projector in each; one teacher's room, one laboratory, one coordinators' office, one principal's office, and a reception office. It also has a soccer/basketball court, a big patio, a big cafeteria, and a parking lot. Each classroom has an interactive board, and there are two computer labs, one for the systems class and one for the English Class. The English Lab has laptops for students to work in pairs.

4.1.3 Mission, Vision and philosophy

4.1.3.1 Mission. Álvaro Echeverry Perea is an inclusive educational institution. It offers multi-stage and accelerated education, with an emphasis on commerce. It was created to meet the needs of the community, with the work of well-qualified committed professionals.

It educates competent people with integrity, creativeness and high entrepreneurial and human spirits. It educates citizens who are capable of integrating themselves into a commercial society as employees or generators of their own businesses. Graduates must demonstrate enough knowledge to pursue higher education.

4.1.3.2 Vision. The school Álvaro Echeverry Perea seeks excellence by optimizing the work and capacity of its managerial, administrative, and academic departments and those of its community to consolidate an image of high credibility.

The commercial orientation is the point of departure in the education of ethical and competitive citizens

4.1.3.3 Philosophy. The educational institution Álvaro Echeverry Perea is oriented towards integral areas of knowledge and tasks, making emphasis on those activities that are necessary and convenient to meet its students' needs.

The school seeks to promote holistic, liberal education that will lead the students to act in society as agents of change, peace, and personal and social development.

The school promotes an education guided towards progress, science, virtue, humbleness, and joy. These values help the students to be valued for who they are, not for what they have. The education is orientated towards critical thinking, commitment, and faith.

The school seeks the constant formation of habits that will lead the students to the reconstruction of their personality. The students are seen as future professionals and multipliers of values who are capable of exercising solidarity and community commitment.

The school cultivates the potentials of human beings and their environment, taking into account their intelligence, willingness, and action. These are basic elements for the dynamism of men since they have different possibilities of fulfillment and each person has originality when fulfilling oneself while conquering their autonomy and liberty.

The institution educates students that respond to a double commitment:

- Recognizing that knowledge is a constant, dynamic and vital construction process.
- Performing efficiently, according to the expectations of one's professional goals.

4.1.4 Teaching and Administrative Staff

The school has fourteen teachers in the afternoon and ten in the evening, for a total of twenty-four teachers. There are, approximately, six hundred students, an administrative staff made up of two secretaries, one coordinator and, the principal. There are also three security guards who are available twenty-four hours. In the evening, there are two English teachers.

4.1.5 Description of the English Curriculum

The English curriculum was designed and updated recently by all the English teachers and is based on the Communicative Approach, with a focus on communicative functions. However, in the moment of the implementation it was under reconstruction.

4.1.6 Description of the students

The participants in the study were 38 students, in Grade 11-3, evening shift, who took a one-hour session, three -times per week. Although they were in eleventh grade, they were currently working on the standards of ninth grade because their proficiency level was insufficient for higher standards. They were using an *Interchange* textbook. The classes were based on general topics and grammar. It is important to mention that even if only twenty-five of the students participated in the data collection process, all of them were involved in the classes taught by the researcher.

4.1.7 Instruments for data collection

At the beginning of the study, class observations were carried out to analyze students' general speaking performance. Later, a **Pre-Test** was given to evaluate students' oral fluency before the implementation of the TBI. After the implementation of some of the lessons in the TBI Didactic Unit, a **Post-Test** was administered. The results of both tests were recorded in the audio transcriptions. (Appendix B)

The researcher had conducted a one-month classroom observation series during her practicum at Alvaro Echeverry Perea High School in tenth grade with the same students who

later participated in this study. These observations allowed her to meet the group, know the school, and learn about the program and the teachers.

In these observations the researcher noticed that students understood basic instructions in English and recognized basic vocabulary. In general, they performed at levels A1 and A2, according to the Common European Framework. The observations showed that most of the students seemed to like their English class because they participated and followed instructions. However, there were a few students that did not seem to like the subject because they would often work on other activities that were not related to the English class and so, they barely participated. The students that had a higher level tended to be more engaged in class activities and participated more, but students whose performance was lower sat on the back of the classroom and barely participated

The researcher noticed that students got distracted easily during class when using their cell phones and when speaking Spanish. Most of the students understood the instructions of the head teacher in English, but most of the time, they spent class time just listening instead of producing orally.

It was noticed that little time was spent on speaking activities, since students mostly worked on writing or listening activities. The fact that there were so many students in the group made working on speaking tasks challenging.

After students changed to eleventh grade the researcher conducted an additional month classroom observation. Here, she observed that oral production was still an issue, which motivated her to focus on the study of oral fluency and the design of a didactic unit as a means to address students' needs.

4.2 Pre-Test

Since the focus of this study was to analyze students' oral fluency, an oral test was chosen as a Pre-Test. This oral test consisted of a one-to-one oral interview. The interview had a set of questions related to the topics of the Didactic Unit created by the researcher.

The interview comprised the following six questions:

- What do you want to study after you graduate? Why?
- If you could study anywhere, where would you study? Why?
- What is a career you would like most? Why?
- Name 3 people in your family and describe what they do.
- What are your main personal qualities?
- In your opinion, what is more difficult, being a teacher or being a Policeman? Why?

Twenty nine students were interviewed; some students were absent the days of the interviews. The purpose of this interview was to see how students would perform when answering a set of questions freely, and measure their oral fluency, based on their answering random questions about a particular topic. Before the interview, the students did not know what questions they were going to be asked and so, they did not have previous knowledge or time to prepare their answers. The students were expected to respond spontaneously to later be evaluated on their oral fluency. The interviews were conducted individually and privately in an adapted office, outside the classroom.

Each interview was audio-recorded and lasted about four minutes. During the interview, the students heard each question and responded as they wanted. The students were told they

should try to speak English as much as possible, but the use of Spanish was not prohibited, so they felt free to use either language when answering.

The researcher asked each question and waited for the student's response. Students were not interrupted. However, because of their little knowledge of English, they were not always able to speak for more than five minutes. The interviewer did not help students with language; she would only repeat the question or showed the written question in case the students demanded it. The students were told they could say that they did not understand the question or skip the question, if they felt they could not answer it. They were not allowed to take notes on the questions or use any other type of aid during the interview.

The Pre-Test interview was recorded from the beginning to the end, starting with the student's names and followed by the questions and the answers. These audio recordings were analyzed through a fluency measurement analysis, recorded on the Audio Transcriptions. (Appendix B).

The Pre-test was carried out from April 19, 2016 to April 26, 2016. t

4.3 Post-Test

The Post-Test was administered after the implementation of some of the activities in the TBI Didactic Unit, from September 20, 2016 to September 27, 2016. The post-test followed the same guidelines and included the same questions in the pre-test. The only difference was that the Post-Test interview was conducted four months after the implementation of the TBI Didactic Unit. The fact that the students had had a school break between July 15 and August 2, made it unlikely for students to remember these questions. Besides, the students were not told they would be answering the same questions on the Pre-Test. Therefore, the students did not know what

questions they were going to be asked and they did not have time to prepare their answers in advance. The purpose of the post-test was to see if the students had improved their oral fluency after the implementation of the TBI Didactic Unit, as shown in their answers to this set of questions.

The Post-Test interviews were also recorded from beginning to the end, starting with the student's names and followed by the questions and answers. These Post-Test audio recordings were also analyzed by means of a fluency measurement recorded on an Oral Fluency Evaluation sheet and later compared with information from the Pre-Test.

4.4 Oral Fluency Evaluation

An Oral Fluency Evaluation helps record quantitative features of oral fluency rather than just “perceptual” features from audio recorded speech. The purpose in using this sheet (This is found in the transcriptions of audios) is to analyze through numerical data status of oral fluency. This sheet records the amount of syllables, hesitations, pauses and repetitions articulated per second. (Amaya, 2009).

An adapted model of the Oral Fluency Evaluation Rubric by Amaya (2009) was used here, because this was a small-scale study. In this study only some key features were taken into account for fluency analysis: *Total syllables in general*, *Total syllables in English*, *total syllables in Spanish*, *Total pauses*, *Total word and syllable repetitions*, *Total repairs*, and *Total filled pauses*. These features were analyzed and counted in the Pre-Test audio transcriptions and Post-Test audio Transcriptions.

- **Total Number of syllables (TNS):** This is the total number of syllables including both English and Spanish. Names, filled pauses, and repetitions were also included in this category. Laughter was not included.
- **Total syllables in English (TSE):** This is the total number of syllables only in English. Proper names and filled pauses were excluded in this category.
- **Total syllables in Spanish (TNSS):** This is the total number of syllables in Spanish. Proper names, and filled pauses were excluded in this category.
- **Total Repetitions (TR):** These included syllables, phrases, and words that were repeated during speech in English or Spanish. Words, syllables or phrases that were repeated more than once were counted as an additional repetition. The filled pauses were excluded.
 - **Example:** *and....and ... and* were counted as two repetitions.
- **Total pauses (TP):** This included pauses which were expressed with ellipsis between syllables or phrases in the transcriptions. The pauses at the end of the speech were not counted.
- **Total corrections (TC):** These included the total number of student's self-corrections of structures, vocabulary or pronunciation.
- **Total Filled Pauses (TFP):** These included filled pauses such as "ah..." "um..." "ay..." , except: "and".

Here, the rate of speech was not taken into account, for two reasons. First, the researcher intervened in the recordings when asking questions. Second, the recordings were not too extensive as to serve the analysis rate of speech.

In the Transcriptions, the syllable-count started after the students had said their names (the only purpose of having them say their names was to keep control of the recordings),

followed by researcher's first question and only took into account students' answers. The intervention of the researcher during the interview was not considered, since she limited herself to simply asking or repeating the questions and so, she did not have any kind of interaction with the student.

CHAPTER 5. DIDACTIC UNIT

Based on the classroom observations carried out, the Pre-Test, the Post-Test, and the theoretical framework, a Didactic Unit was designed for the implementation of the TBI approach. The didactic unit consisted in the implementation of a series of speaking tasks focusing on oral fluency. In order to find out whether the TBI Approach was instrumental in helping students develop oral fluency, a set of tasks was intentionally designed for students to perform in class, following Willis' (2007) framework.

The Didactic Unit comprises ten lessons, with a focus on Jobs. This topic was selected because students would soon graduate, so they would have to make one of the most difficult decisions in their life: choose a job. The English program for that year had included this topic, which also appeared in the textbook they were using at the time.

The implementation stage was carried out along a two-month period, for a total of fifteen hours. The researcher taught the participants one-hour session, once a week.

Following the specific information about the Didactic Unit is presented:

5.1 General Objective

Identify and Describe most common careers in Colombia.

5.2 Description of Tasks/Activities

- **Listing** most common professions.
- **Listing** qualities, skills, and requirements for a job.
- **Listing and Comparing** Universities in Cali.

- **Sorting and ordering careers** from lowest to highest paid, least to most dangerous, expensive and difficult.
- **Comparing jobs:** Students select two jobs they liked and made an oral presentation comparing them.
- **Sharing personal experiences:** The teacher shows a video of a person talking about his job and students report on what they listen.
- **Sharing personal experience:** Students interview someone asking them about their job.
- **Creative task:** Students made a presentation about their dream job.
- **Creative tasks:** Students create a role play of a job interview. The main topics to be discussed were personal qualities, skills, and education.

5.3 TBI Lesson plans for the development of oral fluency

Each TBI lesson plan comprises an objective, vocabulary items, Grammar items, Materials, A Task with Pre-task instructions, within task instructions and a Language focus evaluation. At the end extension activities are offered for extra help.

It is important to notice that in the Pre-Task the teacher presents and elicits language that is needed to perform the task. This language is presented through images, and other resources of each lesson. The students can look for key language in the internet or use their paperback dictionaries. The students can also ask the teacher for help with language or instructions.

In the task cycle, the students perform the task individually, in pairs or in groups. They can also use their dictionary and any other resources. It is important to notice that in order to develop and improve Oral Fluency, the students should be allowed to speak freely when carrying out the tasks. During the task, the teacher monitors, takes notes and offers help, but she does not correct

students' language. The teacher only focuses on accuracy at the final stage of the task, which is the language Focus. When planning, students are encouraged to use English. The use of Spanish is permitted in planning but the use of English should be stressed throughout the class, especially in the report phase. Once the task has been completed, the students must prepare a report and present the results of their task to their classmates.

The Language Focus phase is carried out after students have finished the task and report. In this section, the teacher gives feedback. The feedback is related to students' use of the target language, highlighting grammar, vocabulary or pronunciation features. Individual feedback can be given. The teacher provides feedback based on the notes he took during the students' presentation. In order to have students correct their mistakes, different strategies are used, such as written exercises, self-correction, repetition or extra activities. In order to efficiently use time while students are correcting their mistakes, other groups may start their report or work on the extension activities proposed in the lesson plan. The students may repeat the task to correct their mistakes and improve their fluency.

Table 1. Lesson One

ITEM	DESCRIPTION
Main Task	Listing most common professions
School	Alvaro Echeverry Perea
Group	11-3
Homeroom teacher	Isabel Prado
Objective	Create a ranking chart of what are believed to be the 15 most-common professions in your country and what people do in each case.
Level	Eleventh grade of High School (Basic English Level)
Grammar	Simple Present
Vocab:	Professions/ Careers
Time	40 mins
Focal Language Feature(s)	Speaking
Materials	Power Point Presentation of professions (visuals) http://www.mes-english.com/flashcards/files/people_flash.pdf
Pre-task	The teacher shows some power point slides of common professions. She asks the group if there is a friend or a family member that has one of those professions. The teacher also asks the group to come up with jobs that were not included in the power point slideshow.
Task	The teacher divides the class in groups of four students. Each group will come up with a ranking of what they think are the fifteen most-common professions in Colombia, from most common to least common. They gather and share their ideas until they reach a consensus and create a final list. After having created the list, they present it to the class, explaining what the main duties in each job are. Ei: A teacher teaches in school and universities. Language Focus: Give feedback accordingly.
Extension activity 1	Students may come up with a ranking of top careers of the future.
Extension activity 2	The students read an article that shows a ranking of most demanded careers in Colombia. They compare it with their list and see if there are any similarities or and/or differences.
Articles (Extra activities)	http://noticias.universia.net.co/educacion/noticia/2015/12/17/1134832/20-carreras-universitarias-mayor-demanda-mejor-pagadas-colombia.html http://preuniversitarios.universia.net.co/que-estudiar/proyeccion-laboral-carreras/ http://www.guiaacademica.com/educacion/personas/cms/colombia/pregrados/2010/ARTICULO-WEB-EEE_PAG-7842982.aspx

Source: This author.

Table 2. Lesson Two

ITEM	DESCRIPTION
Main Task	Listing qualities, skills, and requirements for a job.
School	Alvaro Echeverry Perea
Group	11-3
Homeroom teacher	Isabel Prado
Objectives	Describe qualities, skills and requirements for a profession
Level	Eleventh Grade (Basic English Level)
Grammar	Have to / Must / need to / May / Be able to
Vocab	Adjectives, Know about, understand, experience
Time	40 mins
Focal Language Feature(s)	Speaking
Materials	List of adjectives / you tube videos.
Video Links	https://www.youtube.com/watch?v=nDuXSVATMYy
	Video: Cabin Crew Requirements
	Video vocab: cabin crew, Recap, applicant, requirements, recruitment criteria, airline, stopovers, qualifications, paperwork, math, health, employment, contract, height, weight, safety, abilities, require, customer service and experience.
	https://www.youtube.com/watch?v=tZEE8c6cmLE
	Video: Personality traits.
	This is a video with images illustrating adjectives. At the end there is a fill in the adjective exercise.
	https://www.youtube.com/watch?v=e8mgZANm9CE
	Video: Character traits.
	This is a video with illustrations representing character traits.
	https://www.youtube.com/watch?v=kskWZSRAoeg
	Video: Steps to becoming a doctor.
	Vocab: step, practices, medicine, restore, diagnosis, injury, disease, patients, treatment, medical care, compassionate, path, residency, specialty, training, science and chemistry.
Pre-task	The teacher shows a video describing the skills and requirements to be a flight attendant and a doctor. The teacher pauses the video and asks questions about the skills and the requirements.

ITEM	DESCRIPTION
	Pre-Task Questions:What are the main requirements for this profession? What is the required age? What type of education is needed? What abilities, skills or characteristics are needed? The teacher can also go over the adjectives in the list and ask if they apply to any particular profession.
Task	Each student will be assigned a profession and they will make a similar presentation with each profession where they list the skills and requirements for it. Then the students share their findings in small groups of four. The group can add extra information to each individual report and finally show the results to the teacher. Language Focus: Give feedback accordingly.
Extension Activity	Describe and list the requirements and skills a teacher needs to have if he/she wants to teach at your school

Source: This author.

Table 3. Lesson Three

ITEM	DESCRIPTION
Main Task	Listing and Comparing universities and technological educational institutes in Cali
School	Alvaro Echeverry Perea
Group	11-3
Homeroom teacher	Isabel Prado
Objectives	Identify and describe the main universities and institutes in Cali
Level	Eleventh grade (Basic English Level)
Grammar	Present perfect/ simple past/ simple present
Vocab	Modern, expensive, old, recognized, etc.
Time	40 mins
Focal Language Feature(s)	Speaking
Materials	Video / English Lab/ Big Cardboard sheet for posters
Videos	Videos: https://www.youtube.com/watch?v=vxAU88LxLis
	Oxford University video
Vocab	Oldest, lives and breath education, leaders, finest, hardest problem, college and galleries.
Pre-task	The teacher shows a video describing a local university; students take notes about where the university is located, when it was founded, the number of students that study there, the careers offered and tuition rate.
Task	The students will work in pairs in the lab. Each pair will be assigned a different university or institute in the city. Students will have to find out the following information about the institution: Location, tuition rate per semester, careers offered, history, experience and recognition. They will later create a stand for their university, imagining that they are promoting the university to attract potential students. Language Focus: Give feedback accordingly.
Examples of Universities	Universidad del Valle, Universidad Santiago de Cali, Universidad Icesi, Universidad Javeriana, Universidad San Buenaventura.
Examples of Institutes	Sena, Bellas Artes, Escuela Gastronomic a, Volar Colombia, IDONTEC, INTECOL, Unicla retiana, Humanisar, etc.
Extension Activity	The same activity as the preceding one, but with information about their school.

Source: The author.

Table 4. Lesson Four

ITEM	DESCRIPTION
Main Task	Sorting and ordering careers from easiest to most difficult.
School	Alvaro Echeverry Perea
Group	11-03
Homeroom teacher	Isabel Prado
Objectives	Describe the advantages and disadvantages of careers.
Level	Eleventh Grade (Basic English Level)
Grammar	Comparatives and superlatives.
Vocab	Adjectives
Time	40 mins
Focal Language Feature(s)	Speaking
Materials	Power Point Presentation / Computer Lab/ list of adjectives
Pre-task	The teacher goes over adjectives related to careers and gives an example comparing two careers (illustrating the comparative).
	Using the list of most common careers (lesson one) the students research the following information about each career: career price, level of risk, level of income, years of education needed, years of practice required and university where it is offered. The students create sentences comparing careers.
	For example, a teacher versus a Policeman; a policeman's job is more dangerous because you have to chase criminals but it is more fun.
Task	After having researched students gather in groups of five students and have a discussion trying to decide which careers are more or less difficult/ challenging to study. When finished, the students will present their list raking the careers from easiest to most difficult. They will present in front of the class their ranking and explain their reasons for choosing that order. Language Focus: Give feedback accordingly.

Source: The author.

Table 5. Lesson Five

ITEM	DESCRIPTION
Main Task	Sharing personal experience
School	Alvaro Echeverry Perea
Group	11-3
Homeroom teacher	Isabel Prado
Objectives	Identify and report about the main idea of videotaped interviews about career choices.
Level	Students of eleventh grade (Basic English Level)
Grammar	Reported Speech (He said that... He asked that...)
Time	40 mins
Focal Language Feature(s)	Speaking
Materials	Video
	https://www.youtube.com/watch?v=0OLS4XjFIKc
	Video: Why did you become a nurse?
	Vocab: Started as, until, realize, nursing, witness, braid her hair, privilege and wish.
	https://www.youtube.com/watch?v=3S-bF8R3kXg
	Video: Top 5 Reasons I Became a Teacher
	Vocab: actually, social work, give back, soul, blood and grow older.
Pre-task	(Directions for the teacher)
	The students will listen to some interviews in which people talk about their professions. Before playing the audio, the teacher will go over the main vocabulary/expressions of the video.
Task	Teacher will ask some comprehension questions and students will report their understanding of the video by expressing their opinions and answering the questions. Language Focus: Give feedback accordingly.
	Sample Questions: Why did this person choose this profession? What did he/she like about it?
Extension Activity	Discuss the following statement:
	<i>Students should follow parents' advice on what they should study.</i>

Source: The author.

Table 6. Lesson Six

ITEM	DESCRIPTION
Main Task	Alvaro Echeverry Perea
School	11-3 Homeroom
Teacher	Isabel Prado
Objectives	Design a video-taped interview with a professional whose career they like.
Level	Students of eleventh grade (Basic English Level)
Grammar Focus	(Wh-) Questions / simple Past
Vocab/Expression	How did you become...? How did you end up...? What influenced your career choice?
Time	40 mins
Focal Language Feature(s)	Speaking
Resources	Cell phone recording device/ Sheet of paper for survey/ interview
Pre-task	The teacher explains how she became a teacher and students must come up with ten possible questions that could have arisen from the information she gave. Ei: when did you become a teacher? Why?
Task	The students will design a ten-question interview for a professional about his/her career. They will ask questions such as:
	How did you decide on that career? What influenced your decision? Where did you study? What's your experience in the field? And so on.
	They might also ask those professionals if they are happy about their choice of career. The Interview could be carried out in English if the interviewee speaks the language. If not, the interview should be translated as a report to the class in spoken English. Language Focus: Give feedback accordingly.

ITEM	DESCRIPTION
Extension activity	The students ask their parents how they ended up in their profession and write a report to the teacher with the same interview questions.

Source: The author.

Table 7. Lesson Seven

ITEM	DESCRIPTION
Main Task	Describing your dream job. (Creative task)
School	Alvaro Echeverry Perea
Group	11-3
Homeroom teacher	Isabel Prado
Objectives	Design a presentation about their dream Job.
Level	Students of eleventh grade (Basic English Level)
Grammar	Simple Present
Vocab	Professions
Time	40 mins
Focal Language Feature(s)	Speaking
Materials	Copies/ Power Point Presentation / Lab/ Cardboard Sheet for poster
	https://www.youtube.com/watch?v=_4F-ylzL-X4
	Video: What do you want to be when you grow up?
	Vocab: bubble, master, stage, Jupiter, a vet, fire woman, spaceship engineer and stressed out.
	https://www.youtube.com/watch?v=7xNGVzIG11o
	Video: Kid talk: What do you want to be when you grow up?
	Vocab: giant, engineer, astronaut, celery and salary.
Pre task	The teacher shows a video of kids describing their dream job (see the above links). The teacher then asks for kids' answers of what they wanted to be when they grow up and their reasons.

ITEM	DESCRIPTION
Task	The students will work on a presentation that can be done using any format (PowerPoint or Poster) about their dream job. The presentation should include information about why they like that career and all key facts people who want to study this career should know. The presentation should take about five minutes. Teacher will assist in planning. Language Focus: Give feedback accordingly.
Guiding questions for the presentation	What is your dream job?
	What activities do these people do daily?
	Why do you like it?
	Where can you study this career?
	What is the most interesting aspect of this career?
	What is the most difficult aspect of this career?
	What are requirements for this job?
	Where can you work?

Source: The author.

Table 8. Lesson Eight

ITEM	DESCRIPTION
Main Task	Interviewing for your dream job
School	Alvaro Echeverry Perea
Group	11-3
Homeroom teacher	Isabel Prado
Objectives	Create a role play about a job interview
Level	Students of eleventh grade (Basic English Level)
Grammar	Simple Past /Present perfect/ Wh - questions
Vocab	Adjectives/ qualities/ personal qualities, skills, and education.
Time	40 mins
Focal Language Feature(s)	Speaking
Video Links	Videos
	https://www.youtube.com/watch?v=7qWysKTS_BA
	Video: Fun English Lesson 35 - Job Interview
	Vocab: Sir, interview, polite, phrases, May I..? Could you..? well...excited, resume, experience, weakness, strength, difficulties, career, chance, look forward, volunteering, camp, you name is and coordinate.
	https://www.youtube.com/watch?v=naIkpQ_cIt0
	Video: Job Interview: I Want to Learn (ESL)
	Vocab: Résumé, have a seat, training, learn and organize.
	https://www.youtube.com/watch?v=kZ7_jPthw_A
	Video: ESL Easy Listening Comprehension 2: The Job Interview
	Vocab: suit, tie, nervous, went to his office, tell me about yourself, graduated, hire, reliable, decision and how it went.
Pre task	Teacher shows the students a video where a job interview is being conducted.
Task	In pairs, the students will have to come up with 12 questions they might be asked when being interviewed for a particular job. They will take turns to alternate the interviewer/interviewee role, so they both get to ask and answer questions. Language Focus: Give feedback accordingly.
Extension activity	Students make a list of the top 10 most common interview questions.

Source: The author.

Table 9. Lesson Nine

ITEM	DESCRIPTION
Main Task	Listing and describing the most dangerous professions in the world.
School	Alvaro Echeverry Perea
Group	11-3
Homeroom teacher	Isabel Prado
Objectives	Identify and report about the most dangerous jobs
Level	Students of eleventh grade (Basic English Level)
Grammar	Simple present, Passive voice and Superlative.
Vocab	adjectives, verbs of actions
Time	40 minutes
Focal Language Feature(s)	Speaking
Video links & Materials.	Video
	Main Video:
	https://www.youtube.com/watch?v=E_rFSeqFYcc
	Video: 15 Most Dangerous Jobs In The World (9:30 min)
	Vocab: security prison guards, firefighters, logger, timber, bull rider, courage, bull, little regard for human life, iron and steel workers, fatalities, danger, fishing boats, heavy machinery, jaw, blew up, capture, kidnapping, war correspondent, bush pilot, waterfalls, oil rigger and smoke jumper.
	Extra videos:
	https://www.youtube.com/watch?v=OqyQJ-Sj-rY
	Video:-The 10 Most Dangerous Jobs In The World (4:30 min)
	https://www.youtube.com/watch?v=fmkNrhoZcuU
	Video: Top 10 Most Dangerous Jobs (12min)
	Extra Readings:
	http://www.bankrate.com/finance/personal-finance/10-most-dangerous-jobs-us-1.aspx
Pre-task	http://time.com/4326676/dangerous-jobs-america/
	http://list25.com/25-most-dangerous-jobs-in-the-world/
	The teacher gives an example of a dangerous profession. She explains what this person does daily, what risk factors these people are exposed to, where they work and what they do to minimize the risk. (For instance, a policeman). The teacher can also show the video listing the most dangerous job in the world.
	Possible listening comprehension questions: Which is the most dangerous job according to the video? Which profession was surprising to find on the list?

ITEM	DESCRIPTION
Task:	The teacher forms groups of four and gives each group a dangerous profession. The students prepare a presentation about the career given, they are supposed to discuss what these people do, where these people work, in what countries or places, what activities they perform daily and why these activities are dangerous. The students report by making a class presentation. Language Focus: Give feedback accordingly.
Extension activity	The students discuss whether or not they like to be this type of professional. (Mention advantages and disadvantages).

Source: The author.

Table 10. Lesson Ten

ITEM	DESCRIPTION
Main Task	Listing most unusual professions in the world
School	Alvaro Echeverry Perea
Group	11-3
Homeroom teacher	Isabel Prado
Objectives	Describe the most unusual professions in the world
Level	Students of eleventh grade (Basic English Level)
Grammar	Adjectives, verbs of actions
Time	40 minutes.
Focal Language Feature(s)	Speaking
Video Links & Materials:	Video and readings.
	https://www.youtube.com/watch?v=NTUpb7BOJ7g
	Video: 10 Most Unusual And Cool Jobs length: 8:40 min
	Vocab: horse rider, bed warmer, bed-ridden subjects, tequila sommelier, mermaid, hug, knowledge, to entail.
	Extra videos:
	https://www.youtube.com/watch?v=PpWCBPkvGZU
	Video: Strangest Jobs You've Never Heard Of (length 4.30 min)
	<u>Extra activity (Readings):</u>
	http://ijr.com/2014/10/179079-221-odd-jobs-probably-never-hear-make-surprising-amount-money/
	https://www.thebalance.com/top-weird-and-interesting-jobs-2060110
Pre-task	This lesson is similar to the previous one. The teacher gives an example of an unusual profession. She explains what this person does daily, what factors make this profession unusual, where they work and how much they earn.
Task	The students prepare a presentation with the career given, they are supposed to research what these people do, where these people work, in what countries or places, what activities they perform daily and also why these activities are strange. The students report by making a class presentation.
Extension activity	The students discuss whether or not they would like to be this type of professional. (Also, the advantages and disadvantages).

Source: The author.

CHAPTER 7. ANALYSIS

7.1 Data Analysis

This study comprised four different phases: the class observations, the Pre-Test, the Implementation of the Task- Based Instruction, and the Post-Test.

In order to analyze the effects of Task-Based Instruction on the improvement of oral fluency in the students of eleventh grade, three aspects were analyzed: The Pre-Test results, the implementation of the Task-Based Instruction results, and the Post-Test results.

7.1.1 Analysis of the Pre-Test and the Post-Test

In order to compare the results of the Pre-Test and Post-Test, the average of students' performance relevant to the Total syllables in general, the Total syllables in English, the Total syllables in Spanish, the Total pauses, the Total word and syllable repetitions, the Total repairs, and the Total filled pauses was evaluated.

This process was carried out by manually counting all of the syllables, pauses, repetitions and repairs in all of the students' answers. This information was registered in a table next to the audio transcriptions. (Appendix B).

The purpose was to find out whether or not the syllables, pauses, repetitions and repairs increased or decreased in the Post-Test, after the implementation of the Didactic Unit. This would reveal the effect of the implementation. The results are summarized in **Table 11**.

Table 11. Syllable Count Analysis.

Student Number	TNS 1	TNS 2	TNS E 1	TNS E 2	TNS S	TNS S 2	TP 1	TP2	TR1	TR2	TC1	TC2	TFP 1	TFP 2
1	89	151	20	92	52	47	13	25	2	3	0	0	6	11
2	142	190	142	187	0	0	3	12	0	1	0	1	1	3
3	163	187	76	144	37	36	13	20	3	1	0	0	9	7
4	181	213	113	164	50	35	21	34	8	3	1	0	11	18
5	130	133	102	107	5	0	16	19	0	1	0	1	8	9
6	64	45	12	18	27	21	13	6	1	0	0	0	9	7
7	102	133	89	130	9	0	10	8	5	2	0	0	10	3
8	81	97	32	84	42	7	9	10	3	3	0	0	5	5
10	33	47	17	35	7	7	10	6	1	2	0	1	8	6
11	0	44	0	38	0	4	0	4	0	1	0	1	0	2
13	109	80	3	36	74	30	14	15	5	2	0	0	12	7
14	108	94	30	47	61	40	16	11	3	3	0	2	16	3
15	47	43	5	25	29	12	8	7	0	2	0	0	1	4
16	105	66	18	6	83	56	6	7	1	2	0	0	3	4
17	110	159	71	143	27	7	18	28	1	5	0	1	9	9
18	198	330	198	320	0	0	17	26	3	0	0	0	11	5
19	24	35	7	11	17	25	2	1	0	0	0	1	1	0
20	8	31	0	29	8	0	0	4	0	0	0	0	0	2
21	30	183	0	25	30	117	2	13	0	1	0	0	0	9
22	14	42	0	37	14	5	0	5	0	3	0	3	0	2
24	191	159	150	146	27	7	23	20	4	1	3	2	4	6
26	102	114	15	68	75	39	19	9	1	0	1	0	10	7
27	30	131	25	88	4	41	0	21	0	6	0	0	1	2
Total Average	89,608 6957	117,69 5652	48,913 0435	86,086 9565	29,478 2609	23,304 3478	10,130 4348	13,521 7391	1,782 6087	1,8260 8696	0,217 3913	0,5652 1739	5,8695 6522	5,6956 5217

Source: This author

Table 11 shows the comparison of the results observed for the following items: TNS (Total Number of Syllables), TSE (Total Syllables in English), TSS (Total Syllables in Spanish), TR (Total Repetitions), TP (Total Pauses), TFP (Total Filled Pauses) and TC (Total Corrections). The Table also depicts the average performance for the whole group. This information is also registered in **Graph 1** where Axis X represents the total number of syllables and Axis Y represents the different categories.

To compare the results of the Pre-Test and Post-Test, the following percentage of the growth formula was modified:

$$(Present\ Value - Past\ Value) \div Past\ Value = Percentage\ of\ growth$$

This formula was adapted in this study by subtracting the Pre-Test Value (Past value) from the Post-Test value (Present value) and dividing it by the Pre-Test (Past Value).

The formula used was the following:

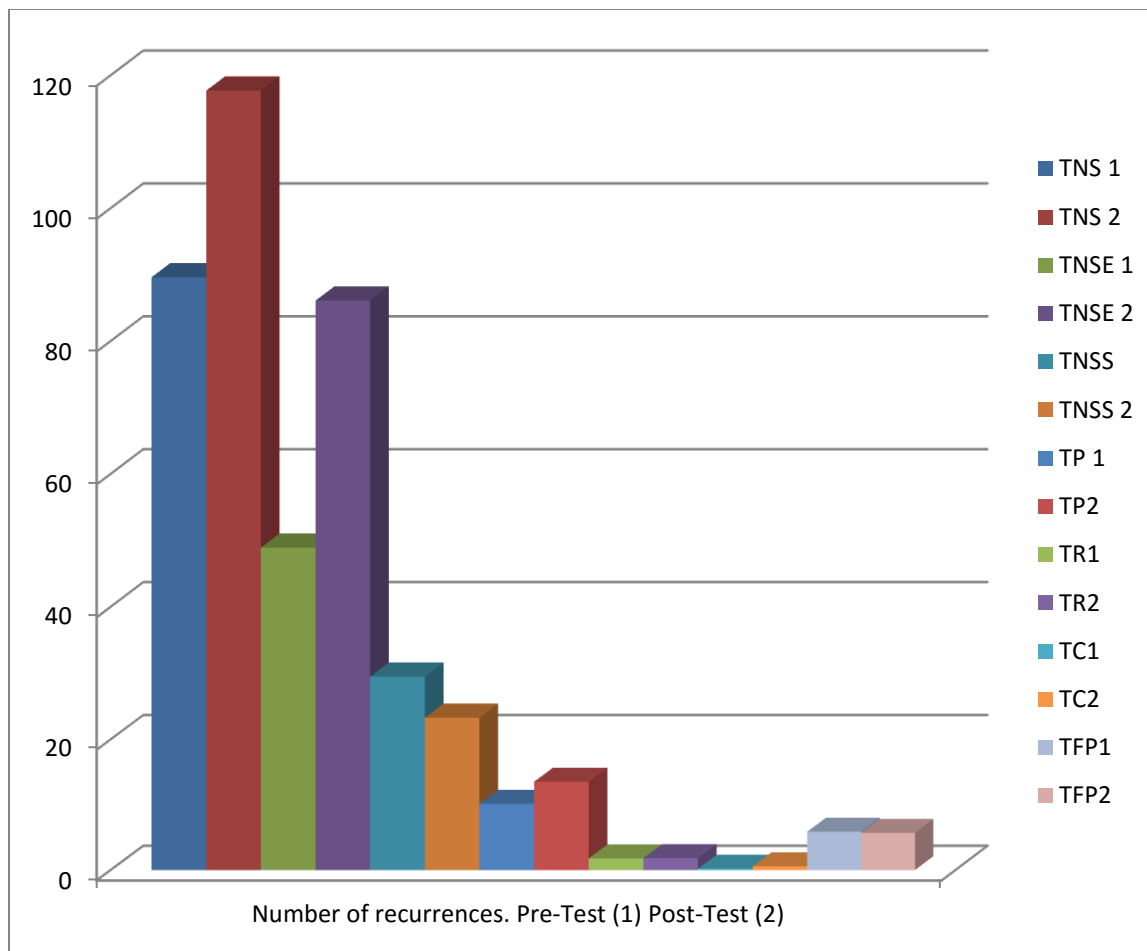
$$\frac{(Post\ test\ total\ number\ of\ syllables - Pre\ test\ total\ number\ of\ syllables)}{Pre\ test\ total\ Number\ of\ syllables} = Percentage\ of\ Growth$$

For instance, if the total number of syllables in the Pre-Test is 89 syllables and the Post-Test 117 syllables, this means that the total number of syllables increased by 31 % in the Post-Test.

Having applied the formula to the average performance of all the students, we noticed that the average total number of syllables increased by 31% , the amount of syllables in English increased by 76%, the amount of syllables in Spanish decreased by 20%; The repetitions, corrections, and filled pauses remained stable and the amount of pauses increased by 33%. **(See Table 11 and Graph 1).**

7.1.2 Study Limitations

The major limitation of this study was the time constraints in the application of the Didactic Unit. The author was able to conduct the Pre-Task, The task cycle and feedback at the end of the class, but there was not enough time to conduct the extension activities proposed. This is why not all of the lesson plans include extension activities.



Graph 1.

Source: This author.

CONCLUSIONS

The evaluation of the oral fluency in the students' before the implementation of the Didactic Unit (*Pre-Task*) showed that although the students were in eleventh grade, their oral performance was weak. Responses to simple questions posed difficulty, and the students tended to hesitate or speak Spanish during the interview. In some cases, they were not able to answer questions accordingly. As seen in the transcriptions, their oral performance could be evaluated as nearly A1.

The analysis of the Post-Task shows that after the implementation of the Task-Based Instruction there was some increase in oral fluency, since the total syllables in English increased and the total syllables in Spanish decreased. The number of repetitions, repairs, and filled pauses remained stable, which suggests that the length of the speech did not affect these aspects. However, the amount of pauses was affected; this may be due to the fact that longer turns inevitably produce more pauses.

Additional research on fluency evaluation based on quantitative data and Task-Based Instruction is needed in other contexts and with larger groups, in order to get more precise information about whether or not fluency increases with this type of instruction. Likewise, giving participants longer turns in interviews can be considered in similar studies to elicit more precise information on other aspects of oral fluency such as pronunciation and intonation.

RECOMMENDATIONS

In this study, the syllable count was made manually, which was a time- consuming process. Therefore, the use a software or additional tool to simplify data analysis is recommended.

It is also recommended that the time elapsed between the administration of the Pre -Test and the administration of the Post-Test be shorter. In this study, the Pre-test was administered on April 19th and the Post-Test was given on September 27th. The implementation stage was carried out from April 26th to July 12th. The students left on vacation from July 15th to August 2nd. The implementation was continued from August 22nd to September 13th. Since most of the implementation was made before vacation time, this might have negatively affected its impact.

Another aspect of the study that could be improved is the Focus on Language or Feedback after the completion of the task. Due to time constraints, the corrections of the tasks were made superficially in class. Thus, there was not enough time to work on follow up activities. Different results might be obtained if the Language Focus or Feedback is expanded and conducted more carefully.

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APPENDICES

Appendix A. Pre-Test and Post-Test interview format

Pre-test Instructions:

The students will be asked the following questions, they will not be interrupted or corrected and it will not have a time limit. The students' answers will be audio-recorded. The interviewer may repeat the question if it is requested by the students but he/she should not aid students responding. If students are not able to answer they should be instructed to say "next question" or "I do not know".

- What do you want to study when you graduate? Why? Which are the requirements for that career?
- If you could study anywhere where would you study? Why?
- What is a career you admire? Why?
- Name 3 people in your family and describe what they do.
- What are your main strengths and weaknesses?
- In your opinion what is more difficult to be a teacher or a Policeman?

Post-test Instructions:

The post-test interview should be given weeks after the implementation. The students will be asked the same six previous questions, they will not be interrupted or corrected and it will not

have a time limit. The students' answers will be audio-recorded. The interviewer may repeat the question if it is requested by the students but he/she should not aid students responding. If students are not able to answer they should be instructed to say "next question" or "I do not know".

Appendix B. Audio Transcriptions

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
Date: April 19th 2016 (Track 002) Student 1 1. Um no entiendo 2. Study?... No no es que no entiendo muy bien. 3. No... 4. Um...pero que es describe? ...RQ quien es de mi familia?... no se que es describe. 5. Eh... la mia no? ...Eh my quality is... is...happy...pero digamos...umm...bueno.. ahí más o menos. 6. RQ. Ah...policeman	Date: September 27th 2016 (Track 056) Student 1 1. eh...eh...is um...eh como se dice de pronto...is maybe doctor, (why?) Como asi why? Is attention...attend in person eh... with difficult eh... physics, (which are...) RQ requirements? no 2. hospital? No paso, no entiendo 3. no entendi 4. que significa, describe? RQ,eh... is mother is... kind...eh...is happy I love is... a...sister is...is... is sister one and...and... is beautiful and happy eh...is father is ...eh... 5. RQ, de mi? eh... is happy and is... 6. is a policeman, why? Es nose que era policeman que significa? policeman que signifcan? Is valient ...is important ...because,,es que pena...	Total Number of syllables : 89 Total syllables in English: 20 Total syllables in Spanish: 52 Total pauses: 13 Total repetitions: 2 Total corrections: 0 Total filled pauses: 6	Total Number of syllables :151 Total syllables in English: 92 Total syllables in Spanish: 47 Total pauses:25 Total repetitions: 3 Total corrections: 0 Total filled pauses:11

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
Date: April 19th 2016 (Track 003) Student 2 1. I want to study languages, why? because I like it and I want to travel to, around the word. Which are the requirements for that career? Umm I don't know 2. Maybe in Canada, why?, because the people in Canada speak French and English 3. I think that every career is admirable but the singers and the actors are the most, why?, because they are	Date: September 27th 2016 (Track 054) Student 2 1. I want to study languages, because it's important to understand other people... and to give your ideas...(questions) um... i have to finish the high school, eh I don't know I have to know many cultures, many languages. 2. I would study in Canada, because they speak in French and English. 3. Being a translator (why?) because I can help people to understand other people and I can help to the society. 4. My mother is a housewife and my sister is a... she works with meditant design.... 5. I am patient ...I am... good with the listening, um... I am... and I like to help people. 6. Being a teacher,(why?) because the teachers has... have... a big ...job, because for their work, depends the	Total Number of syllables: 142 Total syllables in English: 142 Total syllables in Spanish: 0 Total pauses: 3 Total repetitions: 0 Total Corrections: 0 Total filled pauses: 1	Total Number of syllables: 190 Total syllables in English: 187 Total syllables in Spanish 0 Total pauses:12 Total repetitions 0 Total Corrections: 1 Total filled pauses: 3

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
...like they act, they are not who they are. 4. My mother is a... babysitter... my sister is a businesswoman and my stepfather is a driver 5. RQ (personal qualities, student nodded) 6. Being a teacher because a teacher has to listen and understand some students and it's so difficult	future and if they do a bad work the other professions will be bad in the future.		
Date: April 19th 2016 (Track 004) Student 3 1. When you what? RQ,ehh tengo que	Date: September 27th 2016 (Track 058) Student 3 1. Eh...I want to study business management international, why? Why ...I like it, Which are the	Total Number of syllables: 163 Total syllables in English: 76 Total syllables in	Total Number of syllables: 187 Total syllables in English 144 Total syllables in

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
responder en ingles? Eh... I study when my when i gradu gradu business international, why?, because I think ...eh...that ...I can change the world, which are the require..? idk umm 2. Repeat please, RQ, no no entiendo muy bien...where 3. Admire? most? what is...um? 4. Eh...Viviana, elizabeth y laura sofia...eh Viviana is my mom .and she is a ...a...beautiful and my two sisters	requirements? Como se dice no muchos? Not a lot. 2. Repeat please RQ, in the univalle or Santiago, (why?) Why eh... we are... the unique university que lo tiene no se como se dice que lo tiene. 3. Mire? Umm...I dont understand you 4. Eh...RQ, my mom eh...this is... a ...the guardent of their children and my girlfriend is lovely and my bestfriend is... is um...idk... idk 5. My personal qualities? Ohh Intelligent umm...visionary, um...luchador? Como se dice en ingles? hardworking...idk 6. A teacher because the teacher learn or... teach oh... all the students and the policeman.... is ...ay...no se como decirlo.	Spanish: 37 Total pauses: 13 Total repetitions: 3 Total corrections:0 Total filled pauses:9	Spanish: 36 Total pauses:20 Total repetitions: 1 Total corrections:0 Total filled pauses:7

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
eh...Elizabeth and sofia...eh...ay no se como terminarla continue. 5. Cuales son tus qualidades personales? Ehh I am, ja <i>continue?</i> Yes 6. Being a teacher, <i>why?</i>, because you have teach all the future of world.			
Date: April 19th 2016 (Track 006) Student 4 1. I want to study cinema <i>why?</i> Because the cinema it's a beautiful art and I love it, <i>which are the requirements</i>	Date: September 20th 2016 (Track 036) Student 4 1. What ?can you repeat please.. eh... I want to study... visual..visuals arts or cinema, <i>why?</i> Because... I love the art I... 2. Repeat me please, <i>RQ (no resp)</i> 3. Admire? What is the meaning of admire? Admirar?(silence)eh... Idk ehh maybe... eh..um..language?	Total Number of syllables: 181 Total syllables in English: 113 Total syllables in Spanish: 50 Total pauses: 21 Total repetitions: 8 Total	Total Number of syllables: 213 Total syllables in English: 164 Total syllables in Spanish: 35 Total pauses:34 Total repetitions: 3 Total

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
for that carer..? pass 2. Next 3. What? Digo? RQ career? no next, ok profession you admire most? no 4. Eh First my grandmother... it is a..<u>she is a</u> ...um...estoy buscando la palabra...she is a worker ...eh...woman...n o ...no se que mas decir de ella, eh...my mother eh...a beautiful person eh.. .she is really really really intelligent eh... andres eh.. el chico de ahorita, nose	4. Eh...my mom is... a beautiful woman..a beautiful ...young woman eh... and she... jobs in a theater...eh... my ...my best friend he laybs with my family, eh... he is a student ...and he wants to study ...eh...business? and...my grandmother eh... jobs in a spa. 5. Umm I...I am ...very happy everytime, I am...eh... como se decia paciente? Eh... 6. Being a teacher, why?because the teacher eh... have in your, in his hands eh... the future or otra manera de decirlo eh... the teacher eh....se me olvido como se dice enseñar?, the teacher teaches eh...to the students eh... and the students are the future of the world.	corrections: 1 Total filled pauses: 11	corrections: 0 Total filled pauses:18

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
como decirlo,my best friend eh... laibs with my family...eh... one years old?, no se si lo dije , creo que no lo dije bien ... next 5. Ehh mine? Eh... intelligent eh.. .creatib. 6. Being a teacher, why? because the future of the ...the world... is the ...the students			
Date: April 19 2016 (Track 007) Student 5 1. Eh...I want to study odontology why? Because I like it, which are ..requirements for	Date: September 20th 2016 (Track 039) Student 5 1. I want to study... odontologist, why? Because I like all .. .eh... the science that study the ... 2. I like to study in Ecuador, Ecuador , how can I say in Ecuador or here in Colombia.	Total Number of syllables: 130 Total syllables in English: 102 Total syllables in Spanish: 5 Total pauses: 16 Total	Total Number of syllables: 133 Total syllables in English: 107 Total syllables in Spanish: 0 Total pauses:19 Total

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
that career? Ay (nodded) 2. Um...The university icesi, because it's a great university. 3. My father, is a business man, my mother it's a ...ama de casa idk and my brother is a... baby 4. Idk the person eh... no idk 5. I'm intelligent... I am... I don't remember...I don't remember the names...the words 6. I think ...eh...being a policeman, it's more difficult why? Eh...I think	3. What? Idk 4. Eh...My mom is a ..idk a house mother eh...and my father is businessman eh...no...ay.. my uncle is a nurse. 5. Um...I am ..um... responsibility eh... kind...kindness eh...idk. 6. Eh.. for me is more difficult being a teacher, why? Because eh...needed eh... patience and understand all the things or students	repetitions: 0 Total corrections:0 Total filled pauses: 8	repetitions: 1 Total corrections:1 Total filled pauses: 9

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
because... the policeman...eh... is more dangerous..eh...			
Date: April 19th 2016 (Track 008) Student 6 1. (Student nodded she didn't know) 2. No mira. 3. (silence) Eso puede ser características de uno mismo? RQ 4. Eh... marina, sebastian, marcela eh...you are happy eh... bad...ect. 5. Umm ...I'm... umm...happy ...eh beautiful ...um...eh...eh.. nada mas 6. No...eh... no, no	Date: September 27th 2016 (Track 055) Student 6 1. Eh... nose...RQ, eh ...la institucion? Si cierto? 2. No se... RQ, um. 3. No. 4. Eh. 5. Qualities? De my family? Yes? RQ, eh... responsibility, eh... happy, bad,eh...no se mas. 6. No se.	Total Number of syllables: 64 Total syllables in English: 12 Total syllables in Spanish: 27 Total pauses: 13 Total repetitions: 1 Total corrections: 0 Total filled pauses:9	Total Number of syllables: 45 Total syllables in English: 18 Total syllables in Spanish: 21 Total pauses: 6 Total repetitions: 0 Total corrections: 0 Total filled pauses:7

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
se.			
Date: April 19th 2016 (Track 009) Student 7 1. (No answer) 2. In the school? RQ , no understand, RQ 3. No se 4. Ah my mom? Describe? My mom is furious? My dad eh... is pretty and my sister is beautiful. 5. My qualities, personal? I'm smart I am... I am ...so ...very good in sports, I am pretty ...I am mean, mean(laugh) I am extroverted and I am happy 6. Eh...Being a	Date: September 20th 2016 (Track 040) Student 7 1. I want to study dentist because since children I like and I have been interested because I also think is very important a good look at the teeth 2. (No reponse) 3. It's a criminal case, why? because it's the most ..very interesting and...(No reponse) 4. My... father is ...very smart my mother is.. is very... furious my sister is a little crazy. 5. My personal qualities? I'm a person very observant and very...um... smart and creative and cautious. 6. Being a teacher, why? Because the students umm can ..can to be umm ...furious and. (No reponse)	Total Number of syllables: 102 Total syllables in English: 89 Total syllables in Spanish: 9 Total pauses: 10 Total repetitions: 5 Total corrections:0 Total filled pauses: 10	Total Number of syllables: 133 Total syllables in English: 130 Total syllables in Spanish: 0 Total pauses: 8 Total repetitions: 2 Total corrections:0 Total filled pauses:3

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
policeman, why? Because... for me is more difficult ...because... because... no se como decirlo.			
Date: April 19th 2016 (Track 010) Student 8 1. RQ Entiendo que me quiero... quiero seguir estudiando cuando me gradue? 2. No se! 3. No se.. no se. 4. eh... my brother , my sister, my mother eh ...my mother is beautiful and wonderful eh... my brother is... muy bien,	Date: September 20th 2016 (Track 038) Student 8 1. Um... I want to study photography because it is what I love....eh... because I feel that I have a special love for this 2. No entendi 3. Eh...dentist ...eh dentist.. photography. 4. Eh my mother my brother and my brother two, my mother is beautiful, is... wonderful, my brother is... 5. Um..Extrovert..extrovert?extrovert! no se mas 6. It's more difficult being a... teacher, why? For.(no response)	Total Number of syllables: 81 Total syllables in English: 32 Total syllables in Spanish: 42 Total pauses: 9 Total repetitions: 3 Total corrections: 0 Total filled pauses:5	Total Number of syllables: 97 Total syllables in English: 84 Total syllables in Spanish: 7 Total pauses:10 Total repetitions: 3 Total corrections::0 Total filled pauses:5

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
eh... you are twenty-two years old. 5. Eh...es que no... no, no se 6. No se.			
Date: April 19th 2016 (Track 011) Student 9 1. RQ (No repondio) 2. Eh ...Alvaro echevery perea 3. (No repondio) 4. Eh...Alejandro, magnolia, olmedo. 5. (No respondi�) 6. Eh ...(No repondio)	The student did not attend the class the day of the post-test	Total number of syllables: 25 Total syllables in English: 0 Total syllables in Spanish: 0 Total pauses:3 Total repetitions: 0 Total corrections:0 Total filled pauses:3	No information.
Date: April 19th 2016 (Track 012) Student 10 1. Eh... eh ...study...	Date: September 27th 2016 (Track 051) Student 10 1. Medicine, what are the...? umm social um...responsibility and...(no	Total number of syllables: 33 Total syllables in English: 17	Total number of syllables: 47 Total syllables in English: 35

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
medicina, why? Ehh... I love, I love... eh. 2. (No repondio) 3. (No repondio) 4. Eh mom, father, brother eh... my mother is ...eh...eh..no...no. 5. No 6. Teacher, why?	response) 2. RQ,RQ Umm 3. Other, RQ, (no response) 4. Eh ...mechanic and doctor and account...accountant 5. Eh...No other, RQ, (no response) 6. Being a policeman, why? Umm no...no se como decir.	Total syllables in Spanish: 7 Total pauses: 10 Total repetitions: 1 Total corrections:0 Total filled pauses:8	Total syllables in Spanish: 7 Total pauses: 6 Total repetitions: 0 Total corrections:0 Total filled pauses: 6
Date: April 19th 2016 (Track 013) Student 11 1. (No repondio, nodded) 2. (No repondio) 3. (No repondio) 4. (No repondio) 5. (No repondio) 6. (No repondio)	Date: September 20th 2016 (Track 041) Student 11 1. (No repondio) 2. (No repondio) 3. My career is be a footballer and all be the singer? 4. (No repondio) 5. My person..my person.. quality? is..um... 6. Um...Is a policeman? policeman...algo asi why?, why?because...	Total number of syllables: 0 Total syllables in English: 0 Total syllables in Spanish: 0 Total pauses: 0 Total repetitions: 0 Total corrections:0 Total filled pauses: 0	Total number of syllables: 44 Total syllables in English: 38 Total syllables in Spanish: 4 Total pauses: Total repetitions: 1 Total corrections:1 Total filled pauses:2

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
Date: April 19th 2016 (Track 014) Student 12 1. Eh... my stu...my study eh... is veterinary. why? Cause eh...I like animals. 2. (No repondio) 3. um 4. eh...my family describe is my father is pastor, my mom is eh ...a house, ama... y my brother is architech. 5. (No repondio) 6. Eh... the difficult the English is the...eh...pronunci ation y compression of letters		Total number of syllables: 76 Total syllables in English: 63 Total syllables in Spanish: 5 Total pauses: 10 Total repetitions: 1 Total corrections:1 Total filled pauses: 6	

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
Date: Abril 26th 2016 (Track 015) Student 13 1. umm... no se. 2. Eso es que me gustaría estudiar? RQ, no. 3. Eh...is carreR eh...design graphich ...eh and the eh... police..., policía, why? Because ,because, because I like. 4. umm no, no se. 5. Cualidad ...eh ...eh...happy eh...happy eh...um...como se dice, como se dice enojado en ingles, se me olvido, Bueno y enojado...and	Date: October 6th 2016 (Track 061) Student 13 1. umm... Nose 2. no se. 3. eh...communication social or or... sistemas. 4. Eh... my father eh... my mother ...y and ... and... como se dice tio ...bueno...uncle..I...three,por ahi three.. three! creo que es. 5. Eh....im very happy eh... always 6. ah teacher,why? Eh... because la diifcultation...la dificultad no se.	Total number of syllables: 109 Total syllables in English: 3 Total syllables in Spanish: 74 Total pauses: 14 Total repetitions: 5 Total corrections: 0 Total filled pauses:12	Total number of syllables: 80 Total syllables in English: 36 Total syllables in Spanish: 30 Total pauses:15 Total repetitions 2 Total corrections::0 Total filled pauses:7

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
enojado que no se 6. Una opinion sobre usted...um no			
Date: Abril 26th 2016 (Track 017) Student 14 1. En que grado estoy?...en que grado Estudio?...algo asi... Eh ...once tres, eleven three. 2. no sé 3. no sé 4. describa.. describir a tres miembros de mi familia, eh...my father eh...angry eh... my mother eh... is... como se dice tierna?...angry? 5. cualidades	Date: September 27th 2016 (Track 047) Student 14 1. the study ... no, no entendi. 2. no entendi 3. eh...my career is historian, why do you want to study that?, studio eh...in...in univalle university. 4. no entendi 5. cualidades personales? eh... res...responsa... como se dice... responsa...responsibility algo asi 6. being a ...a...being a que? Being a teacher algo asi RQ ,a policeman	Total number of syllables: 108 Total syllables in English: 30 Total syllables in Spanish: 61 Total pauses: 16 Total repetitions: 3 Total corrections: 0 Total filled pauses:16	Total number of syllables: 94 Total syllables in English: 47 Total syllables in Spanish: 40 Total pauses: 11 Total repetitions:3 Total corrections:2 Total filled pauses:3

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
personales? ...um...Eh ... bodyboven(body movement?), bodyboven eh... self y dancing ah no dancing no eh...health, algo asi, health. 6. no se			
Date: Abril 26th 2016 (Track 018) Student 15 1. no, no sé 2. no sé 3. no sé 4. no sé 5. personal qualities ?...is ..are.. eh...um...bueno, intelligent... and... and...como se dice interacción con las personas?	Date: September 20th 2016 (Track 045) Student 15 1. Um...paso,RQ, I study...um...paso,paso, paso 2. Paso 3. A career... is a pilot, why?(no reponse) 4. Umm... my sister, my uncle my father, 5. Paso 6. Eh...Policeman, why? Is a ...danger	Total number of syllables: 47 Total syllables in English: 5 Total syllables in Spanish: 29 Total pauses: 8 Total repetitions: 0 Total corrections:0 Total filled pauses:1	Total number of syllables: 43 Total syllables in English: 25 Total syllables in Spanish: 12 Total pauses:7 Total repetitions: 2 Total corrections:0 Total filled pauses:4

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
6. No sé			
Date: Abril 26th 2016 (Track 019) Student 16 1. No le escuche RQ study? (silence)...Mas o menos entendi no?, pero no se toca decirlo en ingles?No no, se como decirlo. 2. No tampoco 3. (silence)No yo en ingles soy muy mala 4. Son tres familiares? nombres? o asi?RQ Mi mama, ah toca en ingles no, mother father... como se	Date: October 6th 2016 (Track 059) Student 16 1. RQ, Eh...Pere, pere eh...vaya pa alla...is... es que no se como se dice eso ...no, otra otra. 2. No es que yo soy mala para el ingles 3. Cuál es la carrera que le gusta? 4. RQ Cuanta gente que? Eh. 5. Study 6. Eh..being...Como es.	Total number of syllables: 105 Total syllables in English: 18 Total syllables in Spanish: 83 Total pauses: 6 Total repetitions: 0 Total corrections:0 Total filled pauses:3	Total number of syllables: 66 Total syllables in English: 6 Total syllables in Spanish: 56 Total pauses: 7 Total repetitions: 1 Total corrections::0 Total filled pauses:4 :

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
dice hermana en ingles? 5. RQ, Qualities? Um... My quality is eh...study. 6. Umm... no entiendo.			
Date: Abril 26th 2016 Track 020) Student 17 1. Um...I ...want ...study um... university, why? Because I want working... in... no se mas 2. I don't know 3. Ques? What is the meaning career? What is a profession you admire most? Ahh..Ehh doctor.	Date: September 20th 2016 (Track 042) Student 17 1. I want to study social communications,why? because I like to communicate... a...a person of the. ..of the.. sometimes... 2. Where? In university of... valle. 3. Eh...repeat please RQ eh...i don't know...I don't understand. 4. Eh... name of my family? RQ. Ah ok! My mother is a ...hairstyle...hairstyle! Algo asi ...my father is a... taxista and my sister is ah...ah... ah...my sister is a teacher. 5. My personal qualities? Ah... I am	Total number of syllables: 110 Total syllables in English: 71 Total syllables in Spanish: 27 Total pauses: 18 Total repetitions: 1 Total corrections: 0 Total filled pauses:9	Total number of syllables: 159 Total syllables in English: 143 Total syllables in Spanish: 7 Total pauses::28 Total repetitions: 5 Total corrections::1 Total filled pauses: 9 :

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
4. Ques? Um... my mom, y la describo? RQ ehh ...she is ...she is... um....manicurista.. .no se como se dice manicurista. 5. What is the meaning main? RQ,ah... um I am very special... with the most person. 6. Being a policeman, why?eh ...because is very most ...is very most...difficult	very happy ...I am very intelligent ...im very ...eh...dedicate eh...nose. 6. A policeman, it's more difficult , why? because eh...they... ah... work in the ...in...in ...no se... is more difficult!		
Date: Abril 26th 2016 (Track 021 & 022) Student 18 1. I would like to study ehh... idk at	Date: September 20 2016 (Track 043) Student 18 1. Eh ...at the moment I think ...I want to be a crime scene investigator... do you know what is? Why? Because	Total number of syllables: 198 Total syllables in English: 198 Total syllables in Spanish: 0	Total number of syllables: 330 Total syllables in English: 320 Total syllables in Spanish: 0

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
the moment idk but i like the english language and..and... no more 2. Eh...a place? Ehh ...university, the name of the university? Ehh..the valle university, why? Because it's the most recognized, in this city 3. Profession? <i>RQ</i> , ehh I don't understand the question 4. Eh ..ah...name of the my family? Mother, name or special? <i>RQ RQ</i> I understand... the name of my	since ...since when I was a child to nowadays I have so...in ...I have been so interested to know how they do, to find the guilty person or possible criminal. 2. Eh... I would like to study, its ok? I would like to study... but Its about the city university or country? all eh ...I would like to study in united states, in more opportunities to work to ...to...in this career..(in what university?) I ..really , really don't remember the name of the university , (and in Colombia?)in Colombia? <i>Santiago de cali</i> , yes and in other city that is in bogota but I don't remember the name of the university 3. What is what?RQ Admire? I don't know this question. 4. Um...My mother, my grandmother and ...she is a...a cleaner she work into home ,house my mother is a... idk how do you say... but she work in a machine and only two.	Total pauses: 17 Total repetitions: 3 Total corrections:0 Total filled pauses:11	Total pauses: 26 Total repetitions: 0 Total corrections:0 Total filled pauses: 5

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
mother, she is Adriana, eh...describe her? She is... she work in a company ,is all and my grandmother she's...she is cleaner of a family house and no more . 5. My personal qualities? Ah...I think that..ah... I like draw and ..no more...at the moment no more 6. In my opinion...(silence) eh.. being a policeman because is a work dangerous for every person.	5. My personal qualities? I'm very... curious person ...I'm... I could be very serious person Idk if its a quality or not... but...im good at drawer ...and at the moment idk...what more 6. Eh ...be a policeman... because... because sometimes you have to go out at the street and its very dangerous for bad people and no more.		

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
Date: Abril 26th 2016 (Track 023) Student 19 1. No lo sé 2. No ,no sé 3. No 4. Paso 5. Quality is eh...happy ...y ya, ya no se mas 6. Paso	Date: September 27th 2016 (Track 060) Student 19 1.paso 2-paso 3. la carrera que quiero estudiar? 4. paso 5. RQ, personalidad? Personal quality is... serious 6. paso	Total number of syllables: 24 Total syllables in English: 7 Total syllables in Spanish: 17 Total pauses: 2 Total repetitions: 0 Total corrections: 0 Total filled pauses:1	Total number of syllables: 35 Total syllables in English: 11 Total syllables in Spanish: 25 Total pauses:1 Total repetitions: 0 Total corrections: 1 Total filled pauses:0
Date: Abril 26th 2016 (Track 024) Student 20 1. no se 2. (No response) 3. (No response) 4. (No response) 5. no la verdad no 6. no	Date: Septiembre 27th 2016 (Track 049) Student 20 1. medicine,why? Because ...I like 2. eh... money eh...short free time 3. RQ (no reponse) 4. nurse, teacher and driver. 5. RQ, I... sincere, honest. 6. A police man, why? Because rights?	Total number syllables: 8 Total syllables in English: 0 Total syllables in Spanish: 8 Total pauses:0 Total repetitions: 0 Total	Total number syllables: 31 Total syllables in English:29 Total syllables in Spanish: 0 Total pauses: 4 Total repetitions: 0 Total corrections:0

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
		corrections: 0 Total filled pauses:0	Total filled pauses:2
Date: Abril 26th 2016 (Track 025) Student 21 1. (no responde) 2. no profe... 3. no 4. no yo no sé nada de eso 5. cualidades? No yo no se nada de eso 6. (no responde) RQ No yo no se	Date: September 27th 2016(Track 048) Student 21 1. um.. physiotherapy, why? En la escuela nacional del deporte. 2. Um... no se. 3. cuál es la que? La carrera? Eh.. 4. tres nombres de familiares?, RQ,los decribo? ah... eh um...mi mama? es ...ama de casa, mi padrastro es... administrador y um.. personas con las, con las dos que vivo ...y mi abuela que es ama de casa...in english? Quiere que lo diga en ingles? No se como se dice 5. las cualidades? Intelligence eh... skills ...eh.. como se dice humilde? Humilde como se dice? 6. Eh...Policeman is more difficult? Why? Cuanto? Why? No Is no... no se como decirlo en ingles.. pero si	Total number of syllables: 30 Total syllables in English: 0 Total syllables in Spanish: 30 Total pauses: 2 Total repetitions: 0 Total corrections: 0 Total filled pauses:0	Total number of syllables: 183 Total syllables in English: 25 Total syllables in Spanish: 117 Total pauses: 13 Total repetitions: 1 Total corrections: 0 Total filled pauses: 9

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
	se.		
Date: Abril 26th 2016 (Track 026) Student 22 1. No, no se 2. no tampoco 3. no 4. tampoco 5. (no responde) 6. No, no se	Date: September 20th 2016 (Track 044) Student 22 1. medicine, why? Because..because I like eh... yes 2. umm RQ,(No response) 3. idk 4. my mother dance...work ..yes no more... idk 5. responsibility, um... optimist ...yes. 6. No, Idk.	Total number of syllables: 14 Total syllables in English: 0 Total syllables in Spanish: 14 Total pauses: 0 Total repetitions: 0 Total corrections: 0 Total filled pauses:0	Total number of syllables: 42 Total syllables in English:37 Total syllables in Spanish:5 Total pauses:5 Total repetitions: 3 Total corrections: 3 Total filled pauses: 2
Date: Abril 26th 2016 (Track 027) Student 23 1. (no responde) 2. no la verdad no entiendo 3. RQ no 4. No	The student did not attend Post-test.	Total number of syllables: 36 Total syllables in English: 2 Total syllables in Spanish: 32 Total pauses: 2 Total repetitions: 0	No information

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
5. Ehh no..le entiendo pero. No 6. A teacher, why?.. eh.. no 7. Fue revizado con audio		Total corrections:0 Total filled pauses: 2	
Date: Abril 26th 2016 (Track 028) Student 24 1. I want to study when i graduate ...eh...music ..or ...or...regens, why? Because... music for me are...are... are always was? ...my... eh...es que no se como decir.. .siempre me ha gustado...ehh always I was like. 2. QR, I would study in universidad del	Date: September 27th 2016 (Track 050) Student 24 1. When I graduate... I want to study ...eh...languages, to in future be a singer, why?, because I love sing , I love to sing, eh...since I my since I was a children (next question does not apply before others were not asked that question) 2. I wanna study in univalle or in bogota, why? Because I ...I think that ..eh...the...this university is the best 3. And describe what? RQ This profession? RQ, um...contador.. como se llama Contador? accountant...ay no mas.. secretary ah..sing..singer	Total number of syllables: 191 Total syllables in English: 150 Total syllables in Spanish: 27 Total pauses: 23 Total repetitions: 4 Total corrections: 3 Total filled pauses:4	Total number of syllables: 159 Total syllables in English: 146 Total syllables in Spanish: 7 Total pauses: 20 Total repetitions: 1 Total corrections:2 Total filled pauses: 6

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
valle, why? Because it's a good university. 3. RQ,RQ,RQ no 4. Only two!, my mom! description emotionality or... physically? RQ profession? my mom is commerciant...a comerciant, my dad is.. como es que es vigilante? 5. RQ my? I'm... idk. 6. In my opinion ...is more difficult be a teacher, because the policeman ...with <u>the laws</u>, <u>laws?</u> can do ...can do...ay...cumplir <u>the rules, the laws</u>	4. RQ My? My...idk 5. Being a teacher, why?, because a teacher ehh... have got ...eh...be in all , in very things.. in very very rooms ...with very persons very much people and um..and to try that eh...keep calm		

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
and the teacher is more difficult ...because are many people in the <u>bathrooms</u> , in the <u>rooms</u> are more difficult.			
Date: Abril 26th 2016 (Track 029) Student 25 1. Ahh no, no se 2. No, no se, no se 3. Ingener... engener...ehh ...in systems, why? Is interesting for me. 4. My mother ...my father and my sister RQ ehh ...no se RQ, my father is vigilante no se como se dice, my mother is ama de	The student did not attend the Post-test.	Total number of syllables: 70 Total syllables in English: 36 Total syllables in Spanish: 26 Total pauses: 5 Total repetitions: 3 Total corrections:1 Total filled pauses:2	No information

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
casa 5. No, no se. 6. No, no se. no se			
Date: Abril 26th 2016 (Track 030) Student 26 1. No (no responde) 2. No, le entendí muy bien 3. No entendí RQ RQ ah...mis cualidades o de una profesión cualquiera? (no responde) 4. Eh...claudia...le digo la este? Ehh ...is... intelligent eh... working, trabajadora eh...y ya... 5. Umm... eh...I... I am.. eh...como	Date: October 6th 2016 (Track 062) Student 26 1. Idk. 2. Me la puede repetir, RQ, idk 3. What is admire? RQ nose...Umm business management, ya. 4. Um my father ...my mom..eh... my sister, what do they do? Idk ,,no me acuerdo. 5. Eh...Persistent? And... eh... competitive, ya. 6. Umm..eh...The patient and.... Discipline? Ya.	Total number of syllables: 114 Total syllables in English: 15 Total syllables in Spanish: 75 Total pauses: 19 Total repetitions:1 Total corrections:1 Total filled pauses:10	Total syllables in English:68 Total syllables in Spanish: 39 Total pauses: 9 Total repetitions: 0 Total corrections:0 Total filled pauses:7

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
digo activo ? active? Activity? eh..eh... i am... good play soccer ya...ay no mas, listo 6. Umm las puedo decir en español? No?Eh ...entonces um... no la verdad no se.			
Date: Abril 26th 2016 (Track 031) Student 27 1. RQ,(no responde) 2. I study ingeneer system why? why era donde? 3. RQ (no responde) 4. RQ (no responde) 5. Personal qualities? I am a person	Date: David September 20th 2016 (Track 037) Student 27 1. I study ...ingeneer system... why? Why? Because I like this career. 2. Um. 3. I ... I the most interesting in this career is...is... I can ...como se dice...? 4. RQ, My father wilmer is a engineer ...pues de ascensores ...nose como	Total number of syllables: 30 Total syllables in English: 25 Total syllables in Spanish: 4 Total pauses: 0 Total repetitions: 0 Total corrections:0 Total filled	Total number of syllables: 131 Total syllables in English: 88 Total syllables in Spanish: 41 Total pauses: 21 Total repetitions: 6 Total corrections:0 Total filled

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
honestly, umm... 6. (no responde)	se dira en ingles... eh my mother odilia is a...ama de casa ...no se como se dira tampoco ...and my ...no, no mas 5. My personal qualities ...eh...i am..I am funny person and... and.... and more funny. 6. Teacher! is the most difficult ...for teacher because... because..no, no se.	pauses:1	pauses:2
Student 28 The student did not attend the Pre-test.	Date: September 27th 2016 (Track 052) Student 28 1. Eh no 2. Ingles? 3. Eh mechanic 4. No 5. Qualities? Eh... discipline eh...medicate 6. Teacher? Eh...eh... profe..is.. or teacher hits or... or.english tambn	The student did not attend the day of the Pre-Task.	Total number of syllables: 38 Total syllables in English: 18 Total syllables in Spanish: 6 Total pauses: 5 Total repetitions:0 Total corrections:0 Total filled pauses:6

PRE-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	POST-TEST TRANSCRIPTION NUMBER OF STUDENTS: 29	TOTAL OCCURRENCE S (PRE-TEST)	TOTAL OCCURRENCE S (POST- TEST)
Student 29 The student did not attend the Pre-test.	Date: September 27th 2016 (Track 053) Student 29 1. I want to study dance teacher and choreography... eh...because...the most important... important.. for me 2. Eh ... requires...um...the good physical and...psychology...repeat? RQ 3. Ehh um...no 4. Um...la mas interesante? Um...no 5. Umm...No RQ... um eh... the mother... my mother is white house, my father is constructor and brother is constructor 6. Um...I am...responsible..i am... respect... eh... I am... intelligent...um... I am solidate 7. For is a teacher because ...eh is ... attended the students is more difficult for teacher	The student did not attend the day of the Pre-Task.	Total number of syllables: 133 Total syllables in English: 113 Total syllables in Spanish: 7 Total pauses: 28 Total repetitions:4 Total corrections:0 Total filled pauses:13

Appendix C. Lesson Materials: Videos, Texts and Images . (CD1)

All of the readings, videos and Images of the lesson plans are found here

Appendix D. Interview recordings (CD 2)

The interview audios of the Pre-Test and Post-Test are found here.