

Información Importante

La Universidad de La Sabana informa que el(los) autor(es) ha(n) autorizado a usuarios internos y externos de la institución a consultar el contenido de este documento a través del Catálogo en línea de la Biblioteca y el Repositorio Institucional en la página Web de la Biblioteca, así como en las redes de información del país y del exterior, con las cuales tenga convenio la Universidad de La Sabana.

Se permite la consulta a los usuarios interesados en el contenido de este documento, para todos los usos que tengan finalidad académica, nunca para usos comerciales, siempre y cuando mediante la correspondiente cita bibliográfica se le dé crédito al trabajo de grado y a su autor.

De conformidad con lo establecido en el artículo 30 de la Ley 23 de 1982 y el artículo 11 de la Decisión Andina 351 de 1993, La Universidad de La Sabana informa que los derechos sobre los documentos son propiedad de los autores y tienen sobre su obra, entre otros, los derechos morales a que hacen referencia los mencionados artículos.

BIBLIOTECA OCTAVIO ARIZMENDI POSADA
UNIVERSIDAD DE LA SABANA
Chía - Cundinamarca

**Enhancing Fluency in Speaking Through the Use of Collaborative and Self- Directed
Speaking Tasks**

University de la Sabana

Master in English Language for Self-directed Learning (Online Program)

Chía, 2013

Name: Carlos Antonio Barragán Torres

Signature:

**Enhancing Fluency in Speaking Through the Use of Collaborative and Self- Directed
Speaking Tasks**

By: Carlos Antonio Barragán Torres

Submitted in fulfillment of the requirements for the degree of
Master in English Language for Self-directed Learning (Online Program)

Directed by: Carolina Cruz Corzo

Department of Foreign Languages and Cultures

Universidad de La Sabana

Chía, 2013

Acknowledgements

I would like to acknowledge to the following persons who have made the completion of this research paper possible:

At Universidad de la Sabana, to Carolina Cruz who directed this project, for her advice and continuous support.

At Gonzalo Arango School in Bogotá, to the students who participated in this project for their commitment and collaboration.

Most especially to my family and friends who encouraged me to continue working hard every moment.

And to God, who made all things possible.

Abstract

The aim of this research project was to determine the impact of self- directed learning and collaborative speaking tasks as a means to strengthen eighth graders' oral production in a state school in Bogotá. I decided to carry out this research project after reflecting on learners' perceptions about how difficult for them was to speak English and particularly their need to do it not only by practicing with peers but also while being supported by team work.

This research project addressed this situation by designing activities which developed learners' autonomy as a basis for collaboration among class members. The intervention consisted of ten lessons in which researcher's reflection notes, voice recordings and learners' self-assessment forms were used to collect data. After finishing the implementation, data analysis showed more confident speakers whose oral production was improved due to increased learners' autonomy, continuous collaboration and team support.

Key words: oral fluency, collaborative speaking tasks, self-directed learning.

Resumen

El propósito de este proyecto de investigación es determinar el impacto del aprendizaje auto-dirigido y las tareas de habla colaborativas como medios para fortalecer la producción oral de estudiantes de octavo grado en un colegio público en Bogotá. Decidí llevar a cabo este proyecto de investigación después de considerar las percepciones de los estudiantes acerca de qué tan difícil era para ellos hablar en Inglés y particularmente su necesidad de hacerlo no sólo practicando con sus compañeros sino también siendo ayudados por el trabajo en equipo.

Esta propuesta de investigación abordó esta situación diseñando actividades las cuales desarrollaron la autonomía de los estudiantes como fundamento para la colaboración entre miembros de la clase. La intervención consistió de diez lecciones en las cuales notas de reflexión del investigador, grabaciones de voz y formatos de auto-evaluación del estudiante fueron usados para recolectar los datos. Después de terminar la implementación, el análisis de datos mostró estudiantes más seguros cuya producción oral fue mejorada debido a una intensificada autonomía del aprendiz, la continua colaboración y el apoyo de equipo.

Palabras clave: fluidez oral, tareas de habla colaborativas, aprendizaje auto-dirigido.

Table of Contents

	Page
List of figures and tables	8
Appendices	9
Introduction	10
Research Question	10
Research Objectives	10
Rationale	11
Literature Review	12
Collaborative and Self- Directed Speaking Tasks	12
Task Based Approach	12
Collaborative Learning	14
Self- directed Learning	16
Oral Fluency	17
Measuring Oral Fluency	20
Research Design	24
Type of the study	24
Context	24
Researcher´s role	25
Participants	25
Ethical Considerations	25
Instruments for data collection	26
Measuring Sheet	26

Students' Surveys	26
Teacher's Reflection Notes	26
Data collection procedures	27
Pedagogical Intervention	28
Instructional Design	28
Data Analysis	30
Categories	36
Being Autonomous and Responsible	36
Teaming up Collaboratively	37
Confidence while Speaking	37
Improvement in Oral Fluency	38
Procedures of data analysis	39
Conclusions and Pedagogical Implications	40
Pedagogical Implications	40
Limitations	42
Further Research	42
References	43
Appendices	47

List of Figures and Tables

Figure #	Title	Page
Figure 1	Words and Hesitation Counting PT, I1, I2	31
Figure 2	Words and Hesitation Counting I8, I9	34
Figure 3	Words Counting I1, I10	35
Figure 4	Hesitation Counting I1, I10	35
Figure 5	Categories found after data analysis	36
Table 1	Brown's expanded view of fluency	19
Table 2	Fluency Friday Plus: Timed Sample	21
Table 3	Words and Hesitation Counting I6, I7	33

Appendices

	Title	Page
Appendix A	Consent Form	47
Appendix B	Measuring Sheet	48
Appendix C	Students' Surveys	49
Appendix D	Reflection Notes	50
Appendix E	Survey Model	51
Appendix F	Lesson Plan Template	53
Appendix G	Lesson Plan Intervention Four	57
Appendix H	Self-Assessment Data	67
Appendix I	Words and Hesitations Counting	69

Introduction

The eighth grade students at the Gonzalo Arango School in Bogotá, Colombia agree that speaking English is very useful for their lives. Although learners are aware of this fact, they are also concerned about their need for being involved in more activities that encourage them to speak without anxiety and fear. Furthermore, this group of students is certain that not only each learner's autonomy, but also team support at the moment of carrying out speaking activities, would lead them to improve their oral skill in the English class. Therefore, I designed a set of lessons whose main purpose was to provide more speaking opportunities to learners as a means to enhance their oral fluency while strengthening team work and learners' autonomy.

Research Question

How can fluency in Speaking be fostered through the use of collaborative and self-directed speaking tasks?

Research Objectives

- To implement a set of collaborative and self- directed speaking tasks which aim at enhancing fluency in speaking.
- To verify if a set of collaborative and self- directed speaking tasks are a useful source to enhance fluency in speaking.
- To promote collaboration and self- directed learning in the foreign language classroom.

Rationale

Learning a foreign language implies the acquisition of different communicative competencies that lead to a successful language performance in order to communicate and share ideas, feelings and cultural backgrounds in order to continue growing within personal and professional fields. However, developing speaking fluency skills within a monolingual context like the Colombian one is difficult and has become a real challenge for both teachers and students because of learners' lack of suitable activities properly designed to improve oral fluency. As a matter of fact, designing and developing activities and tasks which help learners to overcome this speaking difficulty must become an essential teaching practice in our contexts.

Therefore, the relevance of this research study lies on the fact that through the use of collaborative and self-directed speaking tasks, learners are helped to produce oral language not only with coherence and accuracy, but also and for the purposes of this research, with fluency.

Literature Review

Considering that the innovation of the present study is related to the creation and application of collaborative and self-directed speaking tasks to enhance fluency in speaking, there are four main constructs that need to be reviewed: Task based approach, collaborative learning, self-directed learning, and oral fluency.

Task-based Approach

Scholars have been in an abiding search for the best method for English teaching and learning, and the task-based approach (TBA) to language teaching, also known as task-based language teaching (TBLT), has emerged as an important alternative for English teaching, and its popularity has increased since the last decade of the 20th Century. The emergence of the TBA is connected to what became known as the 'Bangalore Project' (Prabhu, 1987). This author stated that students were just as likely to learn language if they were thinking about a non-linguistic problem as when they were concentrating on particular language forms. What this means is that students do not have to focus on language structures but on tasks where they have to face or solve problems; in fact in this approach attention is firstly devoted to set tasks and then work on linguistic forms.

The proponents of this method argue that the most effective way to teach is by engaging students in real language use in the classroom, so teachers should provide students with a natural context for language use and this is possible only through tasks. The concept of task is used in many fields, but specifically in foreign or second language teaching it is defined as "a piece of work undertaken for oneself or for others, freely or for some reward" (Long, 1985, p89). According to this author some examples of tasks are painting a fence, dressing a child, filling out a form, buying a pair of shoes, taking a hotel

reservation. In other words; we can say that task is meant a lot of things people do in everyday life. Referring to this, Richards and Rodgers (1986, p.289) define task as:

an activity or action which is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative . . . since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake.

Furthermore, Prabhu, (1987) proposes a simpler definition: "An activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process" (p. 32). Similarly, Ellis (2003, p.16) defines a pedagogical task as:

a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes.

Moreover, (Nunan 2004, p.17) describes a task as “a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning”. The author also explains that a task should “have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end” (p. 17).

Finally, research has showed benefits of using task based language teaching. Willis and Willis (2009) have stated in their study, that this approach provided learners with opportunities to meaningful interaction and understanding. Additionally, their experience illustrated how this approach is a real and innovative alternative to grammar based teaching which has not been successful for learners in many cases due to the need for accuracy of grammar. On the other hand, they identified some difficulties in the field of teachers’ training on this approach. Nevertheless, these authors highlighted the importance of innovation inside classrooms as a means to strengthen learners’ production of meaning through tasks.

Collaborative Learning

Working individually or in groups is either a personal decision based on learning styles and preferences or a social and/or academic option that might be seen as a strategy to get specific outcomes or even success. Nevertheless, it is necessary to learn how to work collaboratively and that is why it is worthy to define the term collaboration as a “coordinated, synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a problem” (Roschelle & Teasley, 1995, p. 70), and

collaborative learning as a “situation in which two or more people learn or attempt to learn something together” (Dillenbourg, 1999, p. 1).

Collaborative learning is aimed to explore and take advantage of the strengths of each of the participants to put them together harmonically like in an orchestra. With each one’s contribution to the final melody, a space for joy is released. Moreover, collaborative learning enhances critical thinking skills which train learners to cope with different social, cultural and professional issues in a globalized world. This is supported by Cohen (1994) when stating that “shared goals and tools can strengthen positive student interdependence” (as cited in Van Boxtel, 2000, p.4).

As any other process in life, collaborative learning involves pitfalls that should be considered to guarantee positive results. Collaborative learning in speaking tasks, which is the target of this study, might become meaningless if participants are not equally involved and committed with the common goal within the group or when negotiation is not considered. Clark & Wilkes-Gibbs (1986) introduced the principle of “least collaborative effort” claiming that: “in conversation the participants try to minimize their collaboration effort” (p. 28), and this is quite common when learners feel they have the possibility to hide behind those who have stronger speaking skills. Thus, collaborative speaking tasks should be carefully thought and stated to allow each of the participants contribute with their own skills, knowledge and personal experiences which enrich and feed the final product. Continuous monitoring and feedback from peers and teachers might minimize such situation.

Referring to research on this construct, Doi and Peters (2012) have explained that collaborative learning promotes the successful construction of knowledge given the active

participation of learners while working in groups. This study highlighted learners' respect, continuous reflection, trust and group support as key factors to enhance collaborative learning.

Self- directed Learning

Theory, research and new trends about language acquisition have transformed the way people see learning. As Nunan (1999) has stated, for more than two decades new methodologies have emerged in order to meet new challenges in second language teaching and learning. Therefore, approaches to this important field have been broadly discussed and validated for the purpose of solving a never- ending task for specialists: successful learning. Nowadays, special attention is being paid to learners' own involvement in learning processes; that is to say learners' decisions to undertake systematic procedures as a means to address challenges which is called self-directed learning (SDL).

Firstly, self-directed learners are those who have the ability to initiate strategies which promote reflection on their learning objectives, materials to be implemented, and results. Knowles (1975) has broadly explained that self- directed learning involves learners' decision to carry out learning schemes, which could be taken independently or with someone else's assistance, allowing learners to identify learning objectives, establishing appropriate resources and self-evaluate either effective or unsuccessful results (as cited in Du, 2012, p.6). Similarly, referring to adopted strategies by adult foreign language learners to lead their own learning, Ellis (1994) denoted that knowing "what and how" to learn, choosing the required resources and goals to achieve that learning and reflecting about all these components, certainly are self-directed tactics.

Furthermore, literature about SDL shows important elements to be taken into account as part of planning appropriate and successful SDL strategies. Here, Merriam (2001) has clearly stated that having learners being aware of their needs and concerns, the promotion of learners' faculty to be self-directed learners, content, stages in the learning process and personal issues such as creativity, constitute central purposes and procedures within SDL.

Finally, studies have explored the advantages of SDL after learners being involved in such process. For instance, Du (2012) has declared that learners' efficiency levels are evidently increased. Moreover, learners' enthusiasm, participation and recalling as well as metacognitive skills are considerably strengthened due to SDL. All in all, regarding existing evidence provided by researchers, the benefits of SDL are clear and lead to supported application inside our teaching and learning contexts.

Referring to the cited studies on this construct, there were some common aspects that highlighted the benefits of SDL. Continuous monitoring and feedback through all the research process, specific objectives at the beginning of the planning stage of lessons, learners' awareness towards their role in the learning process and useful reachable resources were vital when considering SDL. On the other hand, limited time, traditional teaching methodologies in the classroom and lack of learners' ability to deal with this new approach were the common difficulties in the reviewed research.

Oral Fluency

Current society has demonstrated an extreme need for people who can use a second language in an accurate and fluent manner. Therefore, the present study seeks to promote oral fluency through the use of tasks that would make learners collaborate using English as a foreign language.

According to Brown (2004), fluency has been defined in a variety of forms. In the first definition proposed by Hartmann and Stork (as cited in Brown 2004) the most important characteristics of fluency are stated as the following:

a person is said to be a fluent speaker of a language when he can use its structures accurately whilst concentrating on content rather than form, using the units and patterns automatically at normal conversational speed when they are needed (p. 86).

Furthermore, Richards, Platt, and Weber (1985) define some characteristics of fluency as “the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and the use of interjections and interruptions.” (p. 108). Even so, Richards, et al (1985, pp. 108-109) go beyond and take into account the most important characteristics of fluency portraying them as the person’s level of communication proficiency included in main effective communication characteristics and stated in the following points:

1. Producing written and/or spoken language with ease.
2. Speaking with a good but not necessarily perfect command of intonation, vocabulary, and grammar.
3. Communicating ideas effectively.
4. Producing continuous speech without causing comprehension difficulties or a breakdown of communication.

The authors consider the importance of having in mind what they called the big “G”, or grammar, when addressing fluency. Additionally, Brown (2003) states that the big “G” is tied to fluency although it is necessary to understand it in context. A fluent person is the

one that is able to produce grammatically correct sentences, but this does not include the skill to write or speak fluently. Bearing in mind the previously mentioned statements, it is important to understand fluency, not in contrast to accuracy but as the complement to it.

In contrast, authors such as Cohen (1994) have explained that it is not easy to assess fluency because it is not possible just to simplify it with terms such as speed or ease of speech. A fluent person is not the one who has a native speech because even for a native speaker, speaking easily does not mean producing oral language appropriately. Kato (1977) discovered that some students he labeled as fluent were not good at having good grammar control and selecting appropriate vocabulary.

An important proposal is stated by Brown (2004), who explains a more integrated approach to fluency by including explicit aspects he considers to be vital for fluency development:

Table 1
Brown's Expanded View of Fluency. (Brown, 2004)

Communicative Language Tools	Communicative Language Choices	Communicative Language Strategies
Paralinguistic features	Settings	Using speed to advantage
Kinesics language features	Social roles	Using pauses and hesitations
Pragmatics	Sexual roles	Giving appropriate feedback
Pronunciation	Psychological roles	Repairing competently
Grammar	Register	Clarifying effectively
Vocabulary	Style	Negotiating for meaning

Fluency is a crucial part of learning a language and it is not the imitation of a native speaker's speech but the correct use of the language with the speaker's own pace.

According to Binder, Haughton and Bateman (2002) speaking fluency also helps learners improve their learning process by contributing to three types of learning outcomes. The first is retention and maintenance which is described as the ability to retain knowledge after a course has finished. The second is endurance described as the ability to resist distraction for long periods of time. Finally application, the ability to apply what has been learnt in different situations and with more creativity.

Measuring Oral Fluency

As previously stated, fluency can be defined as the facility to express ideas taking into account factors like speech rate, silent pauses, frequency of repetitions, and self-corrections which make the speaker go on with the conversation line (Schmidt, 1992).

Fluency does not mean to be able to speak without interruptions or hesitations, even native speakers make pauses when talking; the key is to speak with confidence and security where listeners do not keep too much waiting to hear the end of the ideas (Jones, 2007). Similarly, fluency in learners can differ depending on the surrounding conditions; if they feel confident, the result could be better than in threatening circumstances. According to Garcia- Amaya (2009), it is feasible to include diverse variables to measure fluency not only qualitatively but also quantitatively as:

- Words per minute.
- Words per second
- Syllables per second.
- Length of pauses measured in seconds (de Jong and Perfetti 2011).

In combination with the production of “hesitation phenomena” unfilled and filled pauses can be considered. The hesitation phenomenon refers to the faltering in speech from

learners when they are speaking; this is closely related to psychological factors like anxiety, stress and even motivation as stated by García-Amaya, (2009).

The factors considered above make it possible to measure learners' fluency performance through objective variables. Some researchers have proposed a variety of instruments to measure Fluency. Bloom and Cooperman (1999) for example, has proposed the following:

Table 2
Fluency Friday Plus: Timed Sample.

FLUENCY FRIDAY PLUS: Timed Sample	
Student: _____	
Age: _____	
Sample Date: _____	
Speaking Condition: play _____ monologue _____ conversation _____	
Communication Partner: clinician _____ parents _____ peers _____	
Was the student asked to use a fluency strategy prior the sample? Yes or No	
Instructions:	
<ul style="list-style-type: none"> • Use stopwatch to time the speaking sample (1 or 2 minutes): only time when student is speaking, turn stopwatch off when student stops talking or when you talk. • Use clicker or mark with a pen the # of students during a period of time • Divide # of stutters by # of minutes to get stuttered words per minute (swpm) (ie: 9 stutters in 2 minutes = 4.5 swpm, or 10 stutters in 1 minute = 10 swpm) 	
Sample 1: _____ swpm	
Sample 2: _____ swpm	
Sample 3: _____ swpm	
Types of stutters used: (mark with X)	
<ul style="list-style-type: none"> • _____ Word repetitions 3x or more and rapid • _____ Interjections used as starters • _____ Syllable repetitions • _____ Sound repetitions • _____ Prolongations • _____ Blocks • _____ Multicomponents of these 	
Further description of stuttering: (visible tension, pitch rise, 2ndary behaviors)	
_____ _____	

In the same vein, there are some authors who have done research to define this measurement. According to Lennon (1990) the concept of fluency can be referred to in two perspectives; the broader one describes fluency as a global oral proficiency to speak in the target language, whereas the narrow perspective considers fluency as one element of oral proficiency that is evaluated in most of language proficiency tests.

Thus, the present study has taken into account this narrow perspective to consider the measurement of fluency. Measurement of fluency has been a topic of debate between researchers that claim it is not tested with objectivity, since the parameters to evaluate it rely on subjective judgments and perceptions of the tester, cramming the literature with impractical assessment strategies and highlighting the need for the establishment of clear components to assess fluency (Hieke, 1987).

Research on fluency measurement on second language learners' speech has been reported to follow three approaches. The first one dealt with temporal aspects of speech production (Lennon 1990, Mohle 1984), the second with temporal aspects combined with interactive features of speech (Riggenbach, 1991) and the third with phonological aspects of fluency Hieke, (as cited in Kormos and Dene's 2004).

Conclusions from these studies revealed that the use of relevant quantifiers of temporal aspects of speech production enhance the objective assessment of a subjective concept like oral fluency and the similarities led to a selection of set of predictors of fluency :

- a. Speech rate: number of syllables articulated per minute.
- b. Mean length of runs: average number of syllables produced in utterances between pauses of 0.25 seconds and above. Here, this mean length of run is an "increasingly

common measure of fluency” and it has been used in several studies (Riggenbach, 1991, Towell et al, 1996, Freed, 2004, Wolf, 2008)

c. Stalls. Encompass silent pauses and filled pauses, progressive repeat and drawls, according to Heike (1985) empirical research shows it accounts for the figure of 90 percent of representation in interruptions

b. Repairs: false starts and bridging repetitions.

e. Parenthetical remarks: Brown (2003)

For the purposes of this study the researchers have decided to work on the design and application of ten self-directed collaborative speaking tasks in order to measure fluency, in quantitative terms, by counting the number of words and hesitations produced by students per minute. In addition, students and teacher’s perceptions regarding oral fluency will also be collected through questionnaires and reflection notes.

Research Design

Type of the Study

This study belongs to the field of action research given its explicit characteristics. It occurred within a specific classroom situation, it was conducted by the teacher as a classroom observer, and it aimed to solve a problem observed during the teaching practice by implementing an action plan that was later evaluated. As Nunan (1988), explains “Action Research is problem focused, mainly concerned with a single case in a specific situation, and tries to find solutions to the problem in focus” (p. 149). Thus, the focus of attention in this type of research is to affect the teaching situation and the teacher-researcher rather than to generate new knowledge. Thus, action research generates findings that tend to be useful inside a specific context but not necessarily applicable to many different situations.

Context

This research was carried out by a group of six Colombian teachers who share some common patterns in their teaching contexts. The research members work in different cities or towns of Colombia: Bogotá, Cartagena, Sincelejo and Santuario (Risaralda), having as a result a general context which included five public schools and a private university in which students have an average of four hours of English instruction per week. In addition, it is relevant to state that this time is not enough to develop speaking proficiency as expected, even when the Ministry of Education has implemented a bilingual policy which seems to be not sufficient for learners’ needs and expectations to communicate fluently in this foreign language.

Researcher's Role

The active participant role carried out by the researcher was highly challenging. The researcher's role included carrying out activities which allowed the implementation, data collection and analysis. First, the researcher designed the activities to be implemented in ten lessons. Here, the researcher as facilitator and observer, supported students in each lesson while taking notes about the development of the tasks as well as collecting students' reactions and performance in each lesson. In the end, the researcher analyzed the collected data and started to classify the evidence looking for common patterns. Consequently, the researcher's role constituted an appropriate research atmosphere focused on the proposed questions and objectives.

Participants

Even though this was a collaborative research in which sixty Colombian students participated in the implementation stage, for the purposes of this individual report ten students were selected to participate in the study. The development of this project took place in a public school in Bogotá with students' ages ranging from 12 to 14 years. The learners' social status and economic conditions are low, with limited access to technological resources at home. The target learners for this study were ten eighth graders who have two- hour English sessions twice a week and whose proficiency level is A1.

Ethical Considerations

At this point different ethical considerations have been considered to ensure respect for our learners and our institution as well as the significance of the project as a serious academic and challenging study. Here, learners and their parents were respectfully asked

for their written permission to participate in this study via a consent form where they were also informed about the possibility of being video/ audio recorded. (See Appendix A).

Instruments for Data Collection

The present study involved the use of three main instruments designed to measure oral fluency in quantitative terms as well as surveys for students and reflection notes taken by the teacher in order to collect qualitative data which was useful to obtain personal viewpoints from the participants. The instruments used were:

Measuring Sheet. This quantitative instrument consisted of a table which described the number of produced words as well as the number of hesitations during 70 seconds. Particularly, this form was used with each student after each lesson was completed. The researcher then analyzed the audio recordings and counted the number of produced words as well as hesitations in order to obtain exact data about learners' oral fluency. (See Appendix B).

Students' Surveys. This survey was the learners' self-assessment form in which they could evaluate their own performance and attitudes towards the development of this project. This survey evaluated eleven aspects using three different qualitative categories: Absolutely, Kind of and Can be better. Additionally, students could include comments and further perceptions as part of the data to be analyzed. The implementation of these surveys at the end of each lesson provided learners and researchers with information about the development of the lesson. (See Appendix C).

Teacher's Reflection Notes. This qualitative form allowed the researcher to observe learners' performance and reflect on the design and possible changes for further lessons to

be implemented. This form was filled in throughout the development of each lesson. (See Appendix D).

Data Collection Procedures

Previously, in the “Instruments for Data Collection” section, three techniques were included as the mechanisms for collecting the data that were applied to address the research questions. The first was teacher’s reflection notes form (TRN) which enabled the researcher to gather important data observed throughout the implementation. The second was student’s self-assessment questionnaires which detailed learners’ experiences and feelings about their performance. Third there were voice recordings whose transcripts allowed the researcher to clearly measure the amount of words uttered by learners during the ten lessons of the implementation process. During each class, the researcher took notes in a journal (TRN) throughout the development of the lesson and recorded learners’ voices and at the end of the class, learners were given the self-assessment questionnaire (Q) to be answered.

Pedagogical Intervention

Instructional Design

This pedagogical intervention took place during the second semester of 2012 and was divided into ten sessions that started in August and ended in October. The Project was focused on promoting teenagers' speaking skills after carrying out collaborative activities in class. Partly, this was because learners in the group considered team work as an effective way to increase oral interaction in class. In addition, learners think that speaking can be improved just by being involved in oral interaction with other students (see Appendix E). Thus, activities which are based on collaboration among group members were included as a means to foster speaking in the different stages of this project.

The implementation of this project consisted of ten classes which were carried out following a lesson plan structure (see Appendix F). Each lesson plan includes preparation (warming up), presentation (modeling), practice (activation of schemata), self-evaluation (reflection), wrap up and independent study (expansion). The class was carried out bearing in mind the previous stages.

In the first section, the teacher introduced the topic by presenting a video as a means to lessen learners' anxiety and introduce the topic. Secondly, useful expressions and sentence patterns were elicited both individually and in teams in order to facilitate the development of the practice section. Next, students were asked to perform the suggested activity in groups as a first intervention previous to peers' feedback; at the end of this section, teams carried out the speaking activity in groups bearing in mind other groups' observations and suggestions. After that, students were requested to fill in a self-assessment form which allowed them to express their experiences and personal perceptions

about their performance throughout the oral interventions. Later, participants carried out different activities such as filling in information in tables or charts as an effective way to summarize and re-use key words and expressions for further speaking activities. Finally, learners were encouraged to perform a new speaking activity at home or during break time as during learners' independent study practice.

The topics included in each lesson plan were selected bearing in mind previous classes in order to include students' background knowledge. At this point, lesson one included meeting people through greetings and introductions, whereas intervention two contained describing people in a robbery report. Next, lesson three was focused on suggestions to save our planet in an environment conference. Additionally, lesson four considered creating a recipe for a cooking program through instructions. In the lesson fifth, a description of hotel facilities for a holiday was the central topic. Intervention six involved an interview based on people's habits and daily routines. Intervention seven included descriptions of beautiful places and landscapes. Lesson eight focused on temporary activities in class. The ninth intervention included instructions to different places in the city. The last intervention centered on food descriptions. Similarly, lesson planning included useful techniques which promoted collaboration and self-directed learning. At this point, participants were encouraged to participate by interacting with one another assuming different roles in each lesson and emphasizing the importance of individual work and responsibility within team work. Similarly, lessons were designed to help learners reflect on their own learning process by supporting one another through the different stages in each lesson in order to improve their performance in class. Finally, team support and students' previous knowledge were highlighted through lessons. (See Appendix G)

Data Analysis

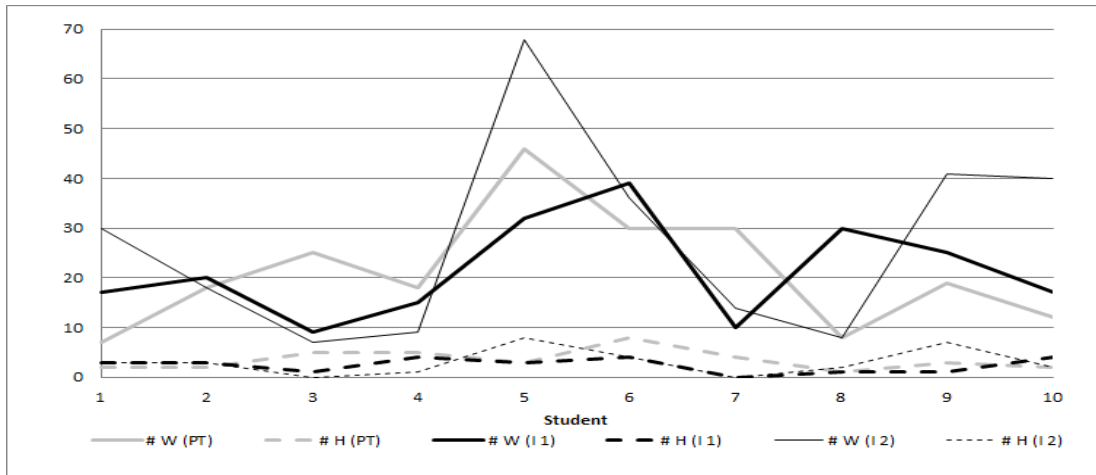
In terms of the analysis carried out in this study, a mixed analysis (qualitative and quantitative research) seemed to be the most appropriate one. Particularly, the researcher's observation notes and learners' self-assessment forms included relevant information which provided our study with clear evidence that helped answer our research question. Furthermore, the measuring sheet also provided quantitative proof to validate our research proposal.

During the first intervention there were several shy students who were not used to working in groups and whose self-directed learning strategies needed to be developed. Although many of the students needed to repeat the suggested activities, previous to this intervention, they agreed to consider self-direction as an important factor within their future learning habits. The three instruments allowed gathering data as a pre-test activity to establish a point of reference for the subsequent data collected from the remaining lessons. In this lesson teachers' Reflection Notes (TRN) showed that learners were in some way afraid of speaking during the activity but at the same time several learners in the group provided support. Learners' self-assessment responses indicated their preference towards team work and collaboration during the speaking activities. At this point, learners noted that the suggested activities in lesson one helped them to speak in English (See Appendix G).

Next, the second intervention demonstrated more collaboration within the different groups of work, because most of them did the suggested activities in class during the presentation stage of the lesson. Additionally, the topic was well-known by the students, which made them participate in a more active way. The collected data appeared to

be consistent to demonstrate that the number of words in this intervention started to increase as the number of hesitations went down moderately (See Figure 1).

Figure 1
Words and Hesitation Counting PT, I1, I2



W=Words H=Hesitations (PT)=Pre-test (I1)=Intervention 1 (I2)=Intervention 2

Similarly, learners’ responsibility started to be an important element within team work and collaboration as illustrated by the following comment

Fue la práctica y la dedicación que puse al hacerlo. (S1, Q Lesson 2)

Lesson three included a topic about the environment which definitely called learners’ attention and allowed them to be involved throughout the lesson. Again, students attended this lesson completing the previous activities that had them being involved in the task. The number of high responses to questions eight, nine and ten in the self-assessment questionnaire suggested that the activity in the lesson helped learners not only continue working in groups but also speak in English after collaboration among members.

In the fourth lesson, the topic of this lesson encouraged learners to participate due to the vocabulary which was appropriate for their level and also because they were able to improvise, which, according to this teacher’s observation, made their oral participation

not only funny but also meaningful. Teachers' reflections highlighted the fact that learners working in groups have shown more confidence partly because learners took responsibility for their individual roles and assignments before participating in team work. However, the number of produced words and hesitations were stable compared to the previous lesson.

Intervention five allowed learners to speak longer because they were able to use grammar structures and vocabulary which were previously studied. Actually, a group of students wanted to record another oral practice out of class which definitely demonstrated their good attitude towards devoting extra time to practice. Collected data from students' questionnaires and TRN showed learners who enjoyed speaking in class more than before. Finally, learners' self-assessment showed again that team work, collaboration and responsibility were significant issues in this lesson. I would like to highlight some comments from learners and the researcher about this:

Que todos los del grupo apoyaron de muy buena forma, más que todas las anteriores. (S5,

Q Lesson 5)

La práctica y especialmente trabajo en equipo.(S8, Q Lesson5)

Learners communicated orally after collaborating in teams and providing support to each member. (TRN, Comment 1,Lesson 5)

Learners were talking more time. Interventions were longer and reluctant speakers in previous sessions were more motivated to participate. (TRN, Comment 4, Lesson 5)

The sixth intervention evidenced students' dedication while preparing the suggested vocabulary before the class which supported them in their oral practice. This fact helped them to speak more due to confidence and their desire to actively participate in each

group of work. Lesson six data exploration supported the growing learners' self-awareness about individual work as a means to strengthen group collaboration which facilitated increased oral interaction. Still, oral production as measured in number of words and hesitations did not fluctuate too much from the previous lessons.

Intervention seven clearly made evident students' ability not only to participate but also to improvise in groups. Here, students' surveys showed more secure participants whose oral production was better while being supported by their peers. Collected data in lesson seven appeared to be even more coherent with learners' perception about their improving ability to communicate in English orally after working in groups. Moreover, there were changes concerning the number of spoken words and hesitations in this intervention. (See Table 3).

Table 3

Words and Hesitation Counting I6, I7

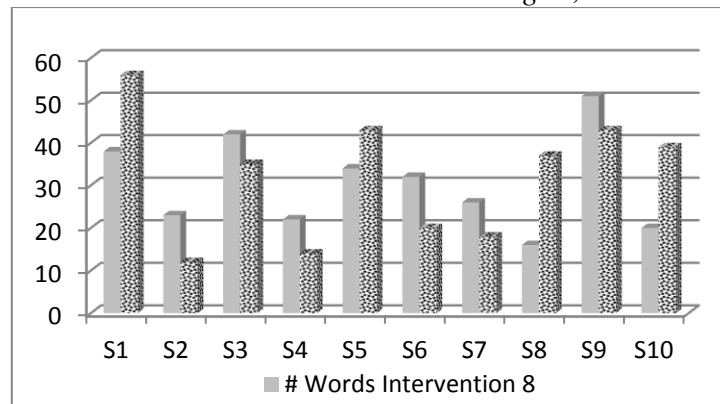
Student	# W I6	# W I7	# H I6	# H I7
S1	44	25	6	2
S2	18	18	4	0
S3	40	47	3	7
S4	26	23	4	3
S5	27	33	3	1
S6	19	28	1	3
S7	31	35	1	4
S8	15	34	1	3
S9	33	22	3	2
S10	33	25	3	1

W=Words H=Hesitations (I6)=Intervention 6 (I7)=Intervention 7

Lesson eight highlighted group support probably due to students' awareness about having successful fluency experiences in this lesson. This fact encouraged them to carry out the warming up and practice sections in detail and they stated that they were always seeking for better outcomes in their speaking. In lesson eight, learners' confidence in their group increased and became a key factor which enabled them to look for continuous support. Actually, the effectiveness of team support has been demonstrated as oral interaction facilitator throughout the implementation. On the other hand, word and hesitation counting in this lesson remained with no significant variation.

Although students in lesson nine found some difficulties in using linking words which were introduced in this intervention they were able to continue supporting one another inside the groups of work. At this point, students were very committed with individual work as a key factor within team support practices. The ninth lesson evidenced again the role of each member's responsibility as the structuring base for successful group work whose final product was better oral production. Nevertheless, word and hesitation measures did not change considerably given the difficulties aforementioned with new vocabulary introduced at the beginning of this lesson (See Figure 2).

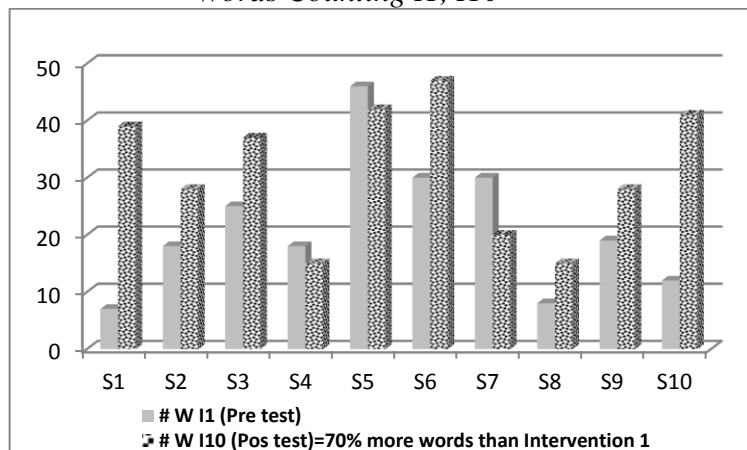
Figure 2
Words and Hesitation Counting I8, I9



S=Student (I8)=Intervention 8 (I9)=Intervention 9

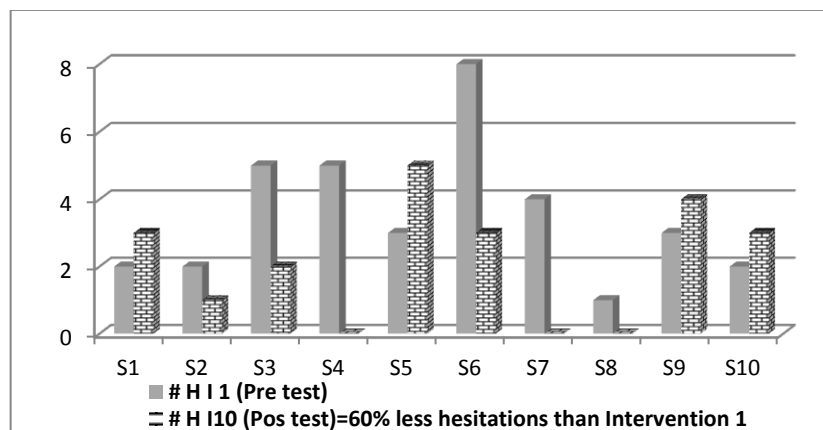
Finally, the tenth intervention was really productive because the topic was familiar as well as practices such as collaboration, team support and self- directed learning. Here, students' willingness to achieve common goals by collaborating and supporting each other was a plus in this final lesson. The tenth lesson served as a post-test. The data gathered in this lesson probed a clear improvement in learners' oral interaction due to the number of spoken words which was very high in contrast to the pre-test; similarly, the number of hesitations decreased. (See Appendix H and Figures 3, 4)

Figure 3
Words Counting II, I10



W=Words S=Student (I1)=Intervention 1 (I10)=Intervention 10

Figure 4
Hesitation Counting II, I10



H=Hesitations S=Student (I1)=Intervention 1 (I10)=Intervention 10

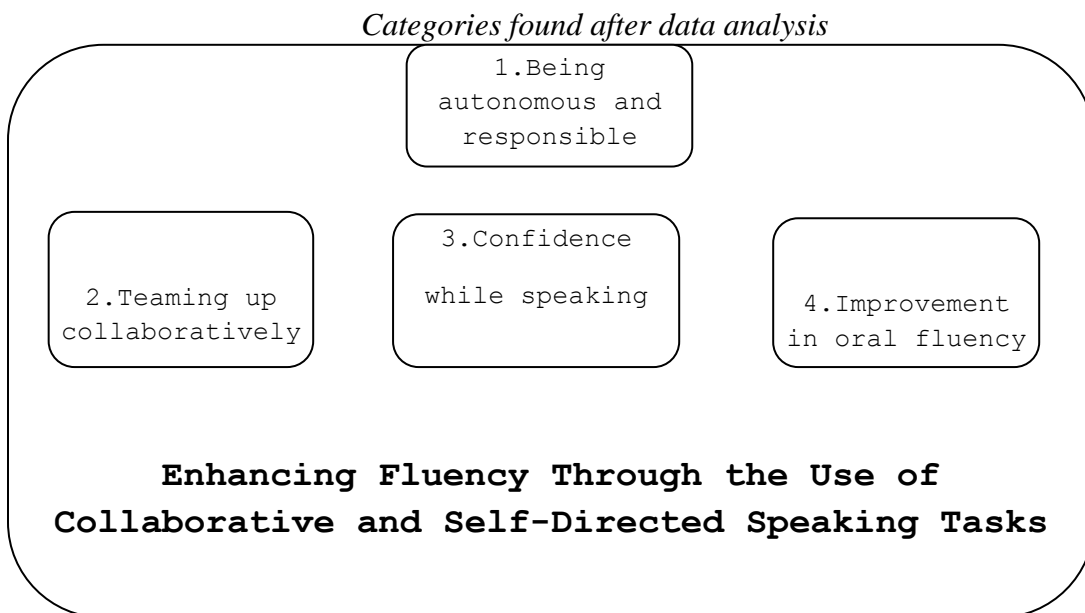
Furthermore, learners' self-assessment suggested a clear confidence in group work as a means to a more productive oral practice; here, students' responsibility played a key role in achieving this. I found this impression to support this:

I think learners were able to participate in a more active way due to the vocabulary and previous activities which were done in advanced as well as team support.

(TRN)

In addition, the analyzed data, which were collected using three different techniques- teacher's reflection notes, student's self-assessment form and voice recordings-, led me to identify the following categories as presented in Figure 5.

Figure 5



Categories

Being Autonomous and Responsible. After analyzing TRN and learners' self-assessment, the patterns supporting this category became consistent and evident as learners' awareness towards their responsibility and autonomy became key components of their daily learning practices. At this point, learners' participation in the suggested speaking tasks

increased throughout the implementation of the project as a result of learners' commitment to carry out the pre-task activities in each lesson. The following samples support this statement:

Some learners asked whether to record extra oral interactions because they want to talk more. This extra activity could be as a consequence of self-directed proposed tasks and because they wanted to do it by groups.(TRN)

Poner cuidado a la explicación y el trabajo en equipo.(S3, Q Lesson one)

Poner atención y escuchar a mis compañeros lo que dicen.(S2,Q Lesson two)

Estudiar y trabajar en equipo.(S8, Q Lesson three)

Teaming up Collaboratively. Taking into consideration self-assessment forms, I could observe how this was one of the most relevant aspects continuously highlighted by learners. As many students pointed out, collaboration inside groups of work allowed them to actively participate during the tasks. Specifically, students wrote these comments as to describe their strengths:

Todo fue gracias a que estaba fácil y por el trabajo en equipo.(S8,Q Lesson six)

Trabajar en equipo y saber un poco de inglés.(S3,Q Lesson seven)

La ayuda de mis compañeros.(S10,Q Lesson ten)

Learners were really interested in completing the task and compared their individual notes as a means to improve their team work (TRN)

Confidence while Speaking. Deep reflection on collected data showed some of the learners who consider themselves better and more confident speakers after carrying out the suggested activities. Learners' perceptions included in the assessment forms demonstrate

how confident they felt when interacting with their classmates and the way this aspect helped them in their fluency improvement. In particular, there is some evidence on this:

Learners are talking more of the time. The interventions were longer and reluctant speakers in previous sessions appear more motivated to participate.(TRN)

Que ya habíamos visto ese tema y lo habíamos reforzado mucho, yo lo tenía muy claro y fue muy fácil para mí.(S5, Q Lesson one)

Que soy mejor hablando sobre cosas físicas que sobre objetos o otras cosas.(S4,Q Lesson two)

Las cosas para preguntar, sabía muchas.(S5, Q Lesson six).

No leer mientras hablaba en inglés.(S1, Q Lesson seven)

Que fue la primera vez que improvisamos y nos fue mejor que en todas las anteriores.(S5, Q Lesson 8)

Improvement in Oral Fluency. This category is visible after analyzing the number of spoken words and hesitations during the interventions. This illustrates a continuous improvement in learners' oral fluency throughout the implementation. On the whole, learners participated in all activities with motivation and being aware of their strengths at speaking. More specifically, I found these comments that explain this category:

Learners used lots of vocabulary about food and ingredients and communicate with their partners orally. They invented different recipes in an oral way and shared with others.(TRN)

Hablé más fluído que las anteriores.(S1, Lesson 3), Hablar más duro con vocalización.(S2,Q Lesson 3), Pude ablar mejor que otras veces.(S4,Q Lesson 8)

El habla y la forma de preguntar y contestarla.(S9,Q Lesson 8)

Procedures of Data Analysis

Data was analyzed by following a triangulation among the three instruments used in this study. First of all, quantitative data obtained from the number of words and hesitations per minute in each of the ten interventions by each of the ten participants was included in the measuring sheet designed for this purpose. Once the ten interventions happened, results were consolidated and scores unified within the same time frame, one minute. Quantitative results were compared and contrasted with the qualitative data obtained from the answers of the students' survey and the teacher's observations. Students' surveys were put all together and were classified into categories according to the commonalities of their answers (see Appendix H). Furthermore, teacher's observations were grouped according to the same criteria and compared with students' answers to find out how similar or different perceptions towards speaking tasks and analysis aspects behind them were.

Conclusions and Pedagogical Implications

After analyzing the collected data in this study, we have a more consistent vision of how learners' oral fluency could be increased. As follows, self-directed learning was highlighted as an important factor which helped increase learners' responsibility and participation. Here, learners' involvement was evident in the speaking tasks after promoting individual work in all interventions.

Moreover, in regard to the previous point, collaboration among members while developing each speaking task, started to be a very important element which contributed to learners' active participation in the different interventions. In fact, there was considerable evidence obtained that supported the fact of learners' effective participation in the suggested speaking tasks due to group support. On the other hand, quantitative data obtained during this study demonstrated a significant growth in the number of spoken words during the interventions. At this point, a measuring instrument was used to count the number of words after learners' participation in each speaking task and validated that learners' fluency clearly improved throughout the development of this study. In brief, it is clear that the initial hypothesis of this project was deeply supported by the analyzed evidence and provided us with new insights about effective ways to increase learners' oral fluency in our institutions.

Pedagogical Implications

I have highlighted the benefits of using collaborative speaking tasks as an effective means to enhance eighth graders fluency in English. As a first important pattern obtained from the collected data, learners' responsibility and self-directed work have renovated

learners' attitudes towards the class and as a consequence, they were not only motivated but also actively participated in collaborative activities.. At this point, learners developed most of the pre-task activities in each lesson which enabled them to familiarize with grammar structures and vocabulary and consequently, and turn uninterested learners into active participants throughout the intervention.

Furthermore, in regard to the previous point, learners' participation in each lesson was also supported by collaboration among teams which essentially encouraged learners to believe in their own strengths and abilities and as a result they found a new class environment full of support. Additionally, an important element which arose from data is based on learners' feelings while speaking with peers regarding their self-reliance and awareness about their own abilities as speakers of English. Namely, learners began to consider themselves more fluent speakers and their participation increased with each intervention. Moreover, while measuring learners' fluency in terms of number of produced words and hesitations it was clear that the words produced consistently increased as the number of hesitations decreased quite significantly. To be more precise, data collected supported the fact that learners were able to improve their oral fluency after carrying out the suggested tasks.

This project is an innovative proposal in which collaborative speaking tasks were designed as a means to improve learners' oral fluency. The aim of the research questions was to describe the effects on oral fluency after implementing collaborative tasks while strengthening self-directed learning.

On the whole, particularly referring to the context and students from Gonzalo Arango School, learners consolidated self- directed learning strategies and found in team work and

collaboration the basis for enhancing fluency. Learners' oral difficulties faced at the beginning of this project were overcome throughout the development of the collaborative tasks in each lesson.

Limitations

Regarding data collection and analysis, this study certainly provided readers with clear evidence of how effective collaborative and self-directed speaking tasks were during the implementation of this project. Nevertheless, I consider that one of the most dominant factors was time difficulties due to continuous class interruptions that occurred in the middle of the implementations. At this point, many classes were interrupted because of other institutional activities such as continuous parents' meetings and extra-curricular activities that were not included in the original school schedule. Accordingly, the research timeline needed to be reorganized in order to fit the school end of the year schedule.

Further Research

Particularly the purpose of our research project was to analyze the impact of collaborative and self-directed speaking tasks on fluency. Regarding the evidence obtained from our data analysis and referring to new studies, I think it would be important to classify which types of speaking tasks were the most effective ones at the moment of enhancing learners' oral fluency. That is to say, some of the speaking tasks were focused on giving instructions such as the recipes and other tasks were intended to make descriptions. Consequently, a comparative study could be illustrative and enriching to carry out between different types of speaking tasks, in order to establish which tasks would enable learners to speak more fluently as well as their impact in different contexts such as private or public schools in Colombia.

References

- Baker, M. J. (1996). Argumentation et co-construction des connaissances. *Interaction et cognitions*, 2(3) 157-191
- Binder, C., Haughton, E., & Bateman, B. (2002). Fluency: Achieving true mastery in the learning process. *Professional Papers in Special Education*, 2-20.
- Bloom, C., & Cooperman, D. K. (1999). *Synergistic stuttering therapy: A holistic approach*. Oxford: Butterworth-Heinemann.
- Brown, J. D. (2004). Promoting fluency in EFL classroom. In T. Newfield (Ed.), *Conversational fluency: Ideology or reality: Proceedings of the JALT Pan-SIG Conference, Kyoto, Japan, 2003*. Japan Association for Language Teaching. Retrieved from <http://www.jalt.org/pansig/2003/HTML/Brown.htm>
- Clark, H. & Wilkes-Gibbs, D. (1986). Referring as a collaborative process. *Cognition*, 1-39
- Cohen, A. (1994). *Assessing Language Ability in the Classroom*. Boston: Heinle & Heinle.
- De Jong, N. & Perfetti, C. A. (2011). Fluency Training in the ESL Classroom: An Experimental Study of Fluency Development and Proceduralization. *Language Learning*, 61, 533–568
- Dillenbourg, P. (1999). What do you mean by “collaborative learning”? In P. Dillenbourg (Eds.). *Collaborative-learning: Cognitive and Computational Approaches*. (pp.1-19). Oxford: Elsevier
- Doi, M. & Peters, J. (2012). Engaging in collaborative learning in a Japanese language classroom. *The Language Teacher*, 36 (1), 17-21

- Du, F. (2012, March). Using study plans to develop self-directed learning skills: implications from a pilot project. *College Student Journal*, 46, 223-232.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Ellis, R., (2003). *Task-based Language Learning and Teaching*. Oxford: Oxford University Press.
- Freed, B. F., Segalowitz, N., & Dewey, D. P. (2004). Context of learning and second language fluency in French: Comparing regular classroom, study abroad, and intensive domestic immersion programs. *Studies in Second Language Acquisition*, 26(02), 275-301.
- García- Amaya, L. (2009). New findings on fluency measures across three different learning contexts. In *Selected Proceedings of the 11th Hispanic Linguistics Symposium*, Joseph Collentine et al.(Eds.), (pp. 68-80). Somerville, MA: Cascadilla Proceedings Project
- Hartmann, R. R. K., & Stork, F. C. (1976). *Dictionary of language and linguistics*. New York: Wiley.
- Hieke, A. E. (1985). A componential approach to oral fluency evaluation. *The Modern Language Journal*, 69(2), 135-142.
- Jones, L.(2007). *The Student-Centered Classroom*. Cambridge: Cambridge University Press.
- Kato, H. (1977). Some Thoughts on Oral Examination for Advance Students in Japanese *System*, 5, (3), 181-186.
- Knowles, M. S. (1975). *Self-directed learning*. New York: Association Press.

- Kormos, J., & Dénes, M. (2004). Exploring measures and perceptions of fluency in the speech of second language learners. *System*, 32(2), 145-164.
- Lennon, P. (1990). Investigating Fluency in EFL: A Quantitative Approach. *Language Learning*, 40, 387-417
- Long, M. L., (1985). Input and second language acquisition theory. In S. Gass and C. Madden (Eds.), *Input in Second Language Acquisition*. Rowley, Mass.: Newbury House.
- Merriam, S. (2001). Andragogy and Self-Directed Learning: Pillars of Adult Learning Theory. *New Directions for Adult & Continuing Education*, 88, 3-13
- Mohle, M. (1984). A comparison of the second language speech production of different native speakers. In H. W. Dechert, D. Mohle, & M. Raupach (Eds.). *Second language productions (pp. 50-68)*. Tübingen, Germany: Narr.
- Nunan, D. (1988). *The learner-centred curriculum: A study in second language teaching*. Cambridge: Cambridge University Press.
- Nunan, D. (1999). *Second Language Teaching and Learning*. Boston: Heinle Cengage Learning.
- Nunan, D. (2004). *Task-based Language Teaching*. Cambridge: Cambridge University Press.
- Prabhu, N. S., (1987 b). *Second Language Pedagogy*. Oxford: Oxford University Press.
- Richards, J. C., Platt, J., & Weber, H. (1985). *Longman dictionary of applied linguistics*. London: Longman.
- Richards, J. and T. Rodgers. (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

- Riggenbach, H. (1991). Toward an understanding of fluency: A microanalysis of nonnative speaker conversations. *Discourse processes*, 14(4), 423-441.
- Roschelle, J. & Teasley S.D. (1995). The construction of shared knowledge in collaborative problem solving. In C.E. O'Malley (Ed), *Computer-supported collaborative learning* (pp 69-197). Berlin: Springer-Verlas
- Schmidt, R. (1992). *Psychological Mechanisms Underlying Second Language Fluency*. Cambridge: Cambridge University Press.
- Towell, R., Hawkins, R., & Bazergui, N. (1996). The development of fluency in advanced learners of French. *Applied Linguistics*, 17(1), 84-119.
- Van Boxtel, C., Van der Linden, J. L., & Kanselaar, G. (2000). Collaborative learning tasks and the elaboration of conceptual knowledge. *Learning and Instruction* 10, 311–330. (pp. 1-20) Oxford: Elsevier science Ltd.
- Willis, D. & Willis, J. (2007). *Doing task-based teaching*. Oxford: Oxford University Press.
- Willis, D., & Willis, J. (2009). Task-based language teaching: Some questions and answers. *The Language Teacher*, 33(3), 3-8
- Willis, J. (1996). *A framework for Task-Based Learning*. London: Longman.
- Wolf, J. P. (2008). The effects of backchannels on fluency in L2 oral task production. *System*, 36(2), 279-294.

Appendix A: Consent Form

COLEGIO GONZALO ARANGO J.T.

CONSENTIMIENTO INFORMADO

AGOSTO 2012

Apreciado(a) estudiante

Durante el desarrollo del proyecto “Enhancing Fluency in Speaking Through the Use of Collaborative and Self-Directed Speaking Tasks” “Incremento de la fluidez en el habla a través de tareas de habla colaborativas y auto-dirigidas” hemos recopilado valiosa información que podríamos emplear en la sistematización de nuestras experiencias como investigadores, en la publicación de artículos, en medios impresos y electrónicos. En todos los casos, se tratará la información que provenga de usted de manera confidencial, para lo cual se usarán nombres ficticios (tanto para usted como para su institución educativa), a menos que usted indique lo contrario.

Atentamente, solicitamos su autorización para emplear la información, para lo cual le agradecemos completar el formato que encuentra a continuación

Agradecemos su gentil atención.

XXXX

Docente investigador

AUTORIZACIÓN

Por la presente manifiesto mi autorización para que se emplee la siguiente información recolectada (favor marcar con un visto bueno o una equis):

Fotografías durante el proyecto _____ Reportes orales _____
Reportes escritos sobre el proyecto _____
Grabaciones de audio y video _____ Trabajos del (la) estudiante _____
Transcripciones de entrevistas _____ Cuestionarios escritos _____

Manifiesto que he leído y comprendido perfectamente lo anterior y que todos los espacios en blanco han sido completados antes de mi firma y me encuentro en capacidad de expresar mi consentimiento.

Nombre del (la) estudiante (a): _____ Grado: _____

Nombre del padre y/o madre de familia _____

FIRMA _____

CC. No _____ Expedida en _____

Fecha: _____ Teléfono: _____

Correo electrónico: _____

Appendix B: Measuring Sheet

Measuring Oral Production: Student Q's interventions




	Pre-test		Int 1		Int 2		Int 3		Int 4		Int 5		Int 6		Int 7		Int 8		Post-test	
STUDENT	# of words	# of errors	# of words	# of errors	# of words	# of errors	# of words	# of errors	# of words	# of errors	# of words	# of errors	# of words	# of errors	# of words	# of errors	# of words	# of errors	# of words	# of errors
1																				
2																				
3																				
4																				
5																				
6																				
7																				
8																				
9																				
10																				

Appendix C: Students' Surveys

Nombre del estudiante: _____

Fecha: _____ Lección N°: _____

AUTO EVALUACIÓN

	TOTALMENTE	DE ALGUNA FORMA	PUEDA SER MEJOR
			
Seguí todos los pasos propuestos durante la clase.			
Me gustó la actividad de habla propuesta por mi profesor.			
Las actividades sugeridas me ayudaron a hablar en inglés.			
Fui capaz de usar el inglés para comunicarme con mis compañeros.			
Fui capaz de hablar sin vacilación.			
Fui capaz de hablar en inglés con pocas interrupciones.			
Me sentí avergonzado mientras hablaba.			
Me gusto trabajar en equipos o grupos.			
Fui capaz de trabajar colaborativamente mientras desarrollaba las actividades de habla.			
Desempeñé un papel específico con responsabilidad.			
Disfruté hablar en inglés durante la clase.			

Comentarios

Mis fortalezas fueron

Areas que puedo mejorar

Appendix D: Reflection Notes

TEACHER'S REFLECTION NOTES

Teacher's name:

Lesson N°:

Date of lesson:

1. What were the greatest achievements while carrying out this intervention? Why?

2. Were the objectives reached? Explain. How did you realize of this? Support.

3. Would you modify something taking into account the purpose of enhancing fluency?

4. What was your personal perception regarding students' performance while speaking in English?

5. Have you observed improvement in oral fluency while implementing collaborative and self- directed tasks?

6. What other actions can be taken as part of your research validity?

Appendix E: Survey Model

Apreciado estudiante, la siguiente encuesta busca conocer un poco más sobre tu habilidad para comunicarte de forma oral en la clase de Inglés. Lee las siguientes preguntas y selecciona la respuesta que más se acomode a tu opinión. Recuerda que no hay respuestas correctas o incorrectas.

1. ¿Con qué frecuencia desarrollas tareas de speaking en clase?

- A. En cada hora de clase
- B. De vez en cuando
- C. Una vez antes del examen
- D. Nunca

2. ¿Te gusta hablar en inglés?

- A. Sí
- B. No
- C. A veces
- D. Sólo si le toca

3 . Consideras que tu nivel de fluidez de inglés es:

- A. Avanzado
- B. Intermedio
- C. Principiante
- C. Bajo

4. ¿Cómo te sientes cada vez que hablas inglés al frente de tus compañeros?

- A. Tranquilo
- B. Seguro
- C. Estresado
- D. Inseguro

5. ¿Qué necesitas para mejorar tu habilidad de speaking?

A. Más práctica

B. Trabajo colaborativo

C. Apoyo del maestro

D. Un ambiente más adecuado.

6. ¿Crees que el inglés es útil para tu vida?

A. Si

B. No

7. ¿Crees que para aprender inglés es necesario tener siempre un profesor cerca?

A. Si

B. No

8. ¿Te gustan las actividades de speaking que se proponen en tu clase?

A. Si

B. No

9. ¿Consideras que el trabajo colaborativo en clase con tus compañeros es un factor que puede mejorar tu desempeño en las actividades de speaking?

A. Si

B. No

10. ¿Consideras que la práctica individual te ayuda a mejorar tu fluidez al hablar?

A. Si

B. No

11. ¿Crees que para que el trabajo colaborativo sea eficaz es importante asumir responsabilidad en los roles asignados?

A. Si

B. No

Appendix F: Lesson Plan Template

DEFINING AND IMPLEMENTING TEACHING STRATEGIES TO FOSTER SELF-DIRECTED LANGUAGE LEARNING IN COLOMBIA RESEARCH
PROJECT PART 2 (On-going Work) 2012

LESSON PLAN TEMPLATE FOR INTERVENTION

Adapted from Dr. Joan Rubin's Lesson Planner, ICELT lesson plan template and Weekly Planner 2012-02 Department of Languages and
Cultures, Universidad de La Sabana

Name of co-researcher:		University Code Number:	
Institution:			
Date of Class: DAY MONTH YEAR		Time of Class: Length of class:.	
Week No. <u> 3 </u> 24 08 2012		Time Frame:	
Class/grade		Room:	
Number of students:		Average age of Students:	
Number of years of English study:		Level of students	
		A1A2 B1 B2 C1 C2	
Lesson Number		Research Circle Leader:	
1	2	3	4
5	6	7	8
		CAROLINA CRUZ	
Set Lesson Goals			
TASK:			
COMPETENCES:			
OBJECTIVE:			
Language Goal		Assessment Criteria	

Learning to Learn Goal		Assessment Criteria
Identify a topic for the lesson		
Materials and Resources		
Material 1	Rationale:	Annex 1
Material 2 Name: Table		Annex 2
Material x Name:	Rationale:	
Assumed knowledge		
Anticipated problems and planned solutions		
Description of language item / skill(s)		
Form		
Meaning		
Use		
Skill(s) and sub skill(s)		
(For CLIL) <u>Content</u> <u>Communication</u> <u>Cognition</u> <u>Culture</u>		

Sequence the lesson to accomplish your goals

Teacher's role (facilitator, model, encourager, etc.)	Stage	Aim	Procedure Teacher and student activity	Interaction	Time
Model	Lead in/Preparation (+SDL Learning Strategy highlighted)				
Encourager Facilitator	Presentation Modeling (+SDL Learning Strategy highlighted)		Step 1: Step 2: Step 3:		
Encourager Guider Facilitator Monitor	Practice (+SDL Learning Strategy highlighted)		Step 1: Step 2: Step 3: Step 4:		

	Learner self-evaluation (+SDL Learning Strategy highlighted)				
	Problem Identification/ solution (+SDL Learning Strategy highlighted)	-----	-----		
Encourager Elicitor Collaborator	Wrap up (+SDL Learning Strategy highlighted)				
	Expansion/ Independent Study (+SDL Learning Strategy highlighted)				

Teacher's Evaluation of his/her lesson plan

If changes or adjustments are to be made on specific sections of the class, describe here the situation and how to improvement. You may write some quick notes after the class about what worked well and what needs improvement

Appendix G: Lesson Plan Intervention Four

**DEFINING AND IMPLEMENTING TEACHING STRATEGIES TO FOSTER
SELF-DIRECTED LANGUAGE LEARNING IN COLOMBIA RESEARCH
PROJECT PART 2 (On-going Work) 2012**

LESSON PLAN TEMPLATE FOR INTERVENTION

Adapted from Dr. Joan Rubin's Lesson Planner, ICELT lesson plan template and Weekly Planner 2012-02 Department of Languages and Cultures, Universidad de La Sabana

Name of co-researcher: CARLOS BARRAGAN				
University Code Number: 201111968				
Institution: GONZALO ARANGO SCHOOL				
Date of Class: DAY MONTH YEAR				Time of Class: 12:30 pm. Length of class: 1hr 40 min.
Week No. <u>4</u> 26 09 2012				
				Time Frame: One class period
Class/grade 801				Room: CRI
Number of students: 39				Average age of Students: 12-15 years old
Number of years of English study: 3				Level of students : A1A2 B1 B2 C1 C2
Lesson Number				Research Circle Leader: CAROLINA CRUZ
1	2	3	4	
5	6	7	8	

Set Lesson Goals

TASK: students will participate in a TV program while preparing food to viewers in which they will give a list of instructions for a recipe.

COMPETENCES:

- Give instructions.
- Turn taking in oral communication.

OBJECTIVE: To have learners involved in presentations as a means to give a list of instructions for a recipe.

Language Goal

Students will be able to give instructions in present as a means to list a sequence of actions for a recipe.

Assessment Criteria

There will be a report on the amount of information that students obtain from peers and how that data was obtained.

Learning to Learn Goal

Students will be involved in oral interaction by using verbs and questions about how to prepare a recipe.

Assessment Criteria

Students will interact with peers by taking turns and providing the required information.

Identify a topic for the lesson

Preparing food.

Materials and Resources

Material 1 You Tube™ Videos. http://www.youtube.com/watch?v=AW8TiodMkec	Rationale: This video will introduce verbs which give instructions to make a recipe and some vocabulary about food.	Annex 1
Material 2 Name: Table	Rationale: This table will help learners identify verbs which describe different ways to make drinks and food as well as vocabulary about food and drinks.	Annex 2
Material x Name:	Rationale:	

Assumed knowledge

Students are familiar with verbs in present which give instructions and vocabulary about food, and cooking.

Anticipated problems and planned solutions

- Students' fear to interact orally with their classmates.
(Positive feedback, avoiding interrupting them while speaking)
- Students' lack of vocabulary about food and specific expressions used for cooking.
(Use of suggested online resources such as dictionaries)
- Unknown expressions required to the speaking activity
(You Tube™ video)

Description of language item / skill(s)

Form	
Meaning	
Use	
Skill(s) and sub skill(s)	
(For CLIL) <u>Content</u> <u>Communication</u> <u>Cognition</u> <u>Culture</u>	

Sequence the lesson to accomplish your goals

Teacher's role (facilitator, model, encourager, etc.)	Stage	Aim	Procedure Teacher and student activity	Interac tion	Time
Model	Lead in/Preparation (+SDL Learning Strategy highlighted)	To introduce students to the topic “Preparing food”	Students will watch a video (Annex 1) in which they can listen to people while making a recipe. After watching this, they will be able to participate in groups of four in a brainstorming activity in which they share and identify vocabulary and expressions used to give instructions for making a recipe. At this stage students are suggested to complete a table with the words and expressions previously discussed.	SS	(10 minutes)
Encourager Facilitator	Presentation Modeling (+SDL Learning Strategy highlighted)	To elicit useful functions and expressions To become aware of verb patterns and expressions to give instructions	Step 1: After watching the video, students will identify expressions and vocabulary used for making recipes as a means to ask and answer questions in a TV program about cooking. At this stage learners need to complete a chart (Annex 2) where they can classify words about food, drinks and different ways of making food and drinks. Students will be allowed to work in groups of 4 in order to establish common patterns such as pronunciation of these words which name verbs	SS	(10 minutes)

			<p>to give instructions and vocabulary about cooking. Here, students will be provided with teachers' feedback and support.</p> <p>Step 2: Students are given verbs patterns in present which will be used to give instructions for cooking. Students will discuss in the same teams about these characteristics.</p> <p>Step 3: Students will be asked different questions in the same groups of students by taking turns. These questions are about activities such as using a book and going to school in which they give instructions. After students have being provided with teacher's feedback, they will be prepared to give instructions about making food.</p>	SS	(10 minutes)
			<p>Step 2: Students are given verbs patterns in present which will be used to give instructions for cooking. Students will discuss in the same teams about these characteristics.</p> <p>Step 3: Students will be asked different questions in the same groups of students by taking turns. These questions are about activities such as using a book and going to school in which they give instructions. After students have being provided with teacher's feedback, they will be prepared to give instructions about making food.</p>	SS	(10 minutes)
<p>Encourager</p> <p>Guider</p> <p>Facilitator</p> <p>Monitor</p>	<p>Practice</p> <p>(+SDL</p> <p>Learning Strategy highlighted)</p>	<p>To activate schemata</p> <p>To provide and receive peers'</p> <p>To use and associate</p>	<p>Step 1: Students will be provided with models of different expressions to give instructions. At this stage, students will imagine that they are going to be hosts in a TV program about cooking by giving instructions to make a recipe. Students will give instructions to make a recipe. Here, students rehearse in their groups asking questions about how to prepare the recipe and giving instructions to make it.</p> <p>Step 2: Students will play their roles in the TV program, in front of other group as a means to receive feedback.</p>	SS	(15 minutes)
			<p>Step 2: Students will play their roles in the TV program, in front of other group as a means to receive feedback.</p>	SS	(10 minutes)

		<p>words with real life contexts.</p> <p>To interact orally with peers.</p>	<p>Step 3:Students will be able to discuss peers' feedback and comments in order to include additional verbs and vocabulary which are used in making recipes.</p> <p>Step 4: After reflecting on peers' suggestions and including new words, students will perform the speaking activity in front of their peers. Students are to imagine that they are going to be hosts and audience in a cooking TV program. Some of them are going to give instructions to the audience about a recipe. Here, the members of each group are to give instructions until the recipe is completed. Other members of the group will play the role of audience and can ask questions to the hosts about the procedure.</p>	<p>SS</p> <p>SS</p>	<p>(10 minutes)</p> <p>(10 minutes)</p>
	<p>Learner self-evaluation (+SDL Learning Strategy highlighted)</p>	<p>To have students reflect on their own learning process.</p>	<p>Students will reflect on their participation in the TV program. Students will think about their perceptions and feelings about their performance. At this stage, students will be heard by the teacher who is going to take notes about their experiences and points of view about their own learning processes which will be shared later.</p>	<p>SS</p>	<p>(10 minutes)</p>

	Problem Identification/ solution (+SDL Learning Strategy highlighted)	-----	-----		
Encourager Elicitor Collaborator	Wrap up (+SDL Learning Strategy highlighted)	To reuse verb patterns and vocabulary as a long time learning tools and strategies	Step 1: Students will describe their favorite dish by giving instructions. Step 2: learners will complete a table on the board which contains the name of the recipe and some instructions to make it.	SS SS	(5 minutes) (10 minutes)
	Expansion/ Independent		Students will talk to someone in the break time, or at home. At this stage, students are suggested to record their own TV/ radio shows to give		(20 min)

	Study (+SDL Learning Strategy highlighted)		instructions about other topic as a means to evidence their performance and self- directed learning.		
--	---	--	--	--	--

Teacher's Evaluation of his/her lesson plan

If changes or adjustments are to be made on specific sections of the class, describe here the situation and how to improvement. You may write some quick notes after the class about what worked well and what needs improvement

REFERENCE

- Grammidge M. 2004. Speaking Extra. Cambridge: Cambridge University Press
- Rubin, J. Lesson Planner (2012)
- ICELT Lesson Plan Template
- Weekly Planner 2012-02 Department of Languages and Cultures. Universidad de La Sabana

ANNEXES

ANNEX 1

<http://www.youtube.com/watch?v=AW8TiodMkec>

ANNEX

FOOD, DRINKS AND COOKING CHART

Classify these words into three groups: food, drinks and ways of cooking these. All of them are used to make recipes.

Chicken- rice- eggs- fish- boil- cheese- salt- banana- cucumber- lettuce- pepper- fry- cut- heat- pour- slice- stir- mix- tomato- onion- brake- apple- milk- ice cream- water- lemon- sugar- coffee- spread- take-carrots- beat- add- put			
FOOD	DRINKS	WAYS/USEFUL WORDS WHEN MAKING DRINKS AND FOOD	INGREDIENTS

Adapted from Speaking Extra by Mick Grammidge © Cambridge University Press 2004

Appendix H: Self-Assessment Data

SELF ASSESSMENT DATA: sample of 10 students												
	QUESTION NUMBER	1	2	3	4	5	6	7	8	9	10	11
LESSON NUMBER												
1	ABSOLUTELY	6	10	6	5	4	5	1	9	9	6	7
	KIND OF	3	0	3	4	4	3	5	1	1	1	3
	CAN BE BETTER	1	0	1	1	2	2	4	0	0	3	0
2	ABSOLUTELY	6	10	7	6	4	2	2	9	6	8	8
	KIND OF	2	0	3	2	4	5	4	1	3	2	1
	CAN BE BETTER	2	0	0	2	2	3	4	0	1	0	1
3	ABSOLUTELY	6	8	5	5	4	6	2	10	7	8	10
	KIND OF	2	2	3	4	2	3	3	0	2	2	0
	CAN BE BETTER	2	0	2	1	4	1	5	0	1	0	0
4	ABSOLUTELY	8	9	8	3	6	4	1	8	9	8	10
	KIND OF	2	1	2	6	3	5	4	2	1	2	0
	CAN BE BETTER	0	0	0	1	1	1	5	0	0	0	0
5	ABSOLUTELY	9	10	6	4	5	5	0	10	7	9	10
	KIND OF	1	0	2	3	5	4	5	0	3	1	0
	CAN BE BETTER	0	0	2	3	0	1	5	0	0	0	0
6	ABSOLUTELY	8	9	6	3	4	3	1	10	9	7	8
	KIND OF	1	1	1	4	3	4	4	0	1	1	1
	CAN BE BETTER	1	0	3	3	3	3	5	0	0	2	1
7	ABSOLUTELY	8	9	8	6	4	5	3	9	9	9	9
	KIND OF	1	1	2	2	4	3	3	1	0	1	1

	CAN BE BETTER	1	0	0	2	2	2	6	0	1	0	0
8	ABSOLUTELY	8	10	7	5	3	6	2	10	10	6	9
	KIND OF	0	0	3	4	7	3	4	0	0	3	1
	CAN BE BETTER	2	0	0	1	0	1	4	0	0	1	0
9	ABSOLUTELY	10	9	8	7	5	4	2	10	9	9	8
	KIND OF	0	1	1	2	3	4	2	0	1	1	2
	CAN BE BETTER	0	0	1	1	2	2	6	0	0	0	0
10	ABSOLUTELY	8	8	7	4	5	4	3	8	6	6	9
	KIND OF	0	1	2	3	4	3	4	2	3	3	1
	CAN BE BETTER	2	1	1	3	1	3	3	0	1	1	0

Appendix I: Words and Hesitation Counting

	Pre-test		Int 1		Int 2		Int 3		Int 4		Int 5		Int 6		Int 7		Int 8		Post-test	
	# of words	# of hesitations	# of words	# of hesitations	# of words	# of hesitations	# of words	# of hesitations	# of words	# of hesitations	# of words	# of hesitations	# of words	# of hesitations	# of words	# of hesitations	# of words	# of hesitations	# of words	# of hesitations
1	7	2	17	3	30	3	38	3	31	3	44	6	25	2	38	5	56	3	39	3
2	18	2	20	3	18	3	25	4	18	0	18	4	18	0	23	3	12	0	28	1
3	25	5	9	1	7	0	26	1	76	5	40	3	47	7	42	3	35	2	37	2
4	18	5	15	4	9	1	14	0	22	0	26	4	23	3	22	1	14	3	15	0
5	46	3	32	3	68	8	47	4	86	7	27	3	33	1	34	7	43	6	42	5
6	30	8	39	4	36	4	33	2	23	3	19	1	28	3	32	5	20	3	47	3
7	30	4	10	0	14	0	4	0	22	3	31	1	35	4	26	2	18	0	20	0
8	8	1	30	1	8	2	18	1	17	1	15	1	34	3	16	1	37	3	15	0
9	19	3	25	1	41	7	36	3	25	4	33	3	22	2	51	6	43	6	28	4
10	12	2	17	4	40	2	24	0	30	1	33	3	25	1	20	1	39	4	41	3