Improving Speaking Fluency and Self Confidence through Timed Monologue Recordings in Beginner EFL Students

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Guayaquil, May 6, 2019

Lucila Perez, Ph.D.
Universidad Casa Grande

Dear Director,

I would like to submit the manuscript entitled “Improving Speaking Fluency and Self-Confidence through Timed Monologue Recordings in Beginner EFL Students” for consideration of publication in Universidad Casa Grande. I declare that this manuscript is original, has not been published before and is not currently being considered for a publication elsewhere.

The results obtained from the implementation of the speaking technique demonstrated a significant improvement in students’ speaking fluency and self-confidence during the time they have to speak in class. This study is worth publishing because it provides essential information about the development of speaking fluency and self-confidence with lower level students that has not been deeply researched

Thank you very much for your consideration.

Yours Sincerely,

Sandra Sánchez Vaca

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Abstract

This action research study aimed at establishing the impact of an adapted 4/3/2 speaking technique on students' fluency and self-confidence. The research sample consisted of 20 students whose proficiency level was A2. The study took place in a private English language school on the coast of Ecuador, South America. Results from the quantitative data gathering (pre and post-tests) yielded a large effect size (1.27) which revealed that the adaptation of the 4/3/2 speaking technique had a favorable impact on students' speaking fluency. Results from qualitative data gathered (interviews and field notes) showed a promising impact on students' self-confidence. The students' perspectives towards the implementation of the speaking technique in the class indicated that it helped them to improve their self-confidence when trying to develop a speaking activity in the class. Besides the results obtained, further investigation with a larger sample for and longer period is needed

Keywords: 4/3/2 speaking technique, fluency, self-confidence, language school.

Resumen

Este estudio de investigación tiene como objetivo establecer el impacto que tiene la técnica oral 4/3/2 minutos adaptada, en la fluidez y la autoconfianza de los estudiantes. El estudio adoptó un diseño de investigación de acción. La muestra de investigación consistió en 20 estudiantes con nivel de Inglés A2. La experimentación tuvo lugar en una academia de Inglés privada. Los resultados de la recopilación de datos cuantitativos (pre-test y post-test) reflejan un gran impacto (1.27), que reveló que la adaptación de la técnica oral 4/3/2 minutos fue favorable en la fluidez en el habla de los estudiantes. Los resultados de la recopilación de datos cualitativos (entrevistas y notas de campo) mostraron que la adaptación de la técnica oral 4/3/2 tuvo un efecto prometedor en la autoconfianza de los estudiantes. Las perspectivas de los estudiantes hacia la implementación de la técnica oral 4/3/2 demuestran que les ayudó a mejorar la confianza en sí mismos cuando intentan desarrollar una actividad de expresarse en inglés durante la clase. A pesar del resultado obtenido en el estudio es necesario continuar investigando con una muestra más grande y durante un mayor tiempo.

Palabras Claves: 4/3/2 técnica oral, fluidez, auto confianza, academia de inglés.

Improving Speaking Fluency and Self- Confidence through Timed Monologue Recordings in Beginner EFL Students

In the modern world, globalization has compelled people from different nationalities to communicate. English is one of the most used languages for education, business, science, and international issues (Yu, Lin, Huang, & Hsieh, 2013). Hence, learning this language has become an essential requirement for almost all schools, high schools, universities, and professions. However, there are some constraints students and teachers might encounter during the teaching and learning process, especially when they have to perform it orally. Students find it difficult to communicate verbally for different reasons such as lack of vocabulary, lack of ideas, and lack of exposure to the target language or absence of a helpful technique or methodology that can motivate learners to speak (Sharma, 2018). Moreover, teachers and learners should consider other aspects related to speaking, such as pronunciation, grammar, fluency, vocabulary, and comprehension (Brown, 2000). Therefore, speaking becomes a complex skill to master. Ecuadorian English Education has a similar situation regarding the speaking skill. According to a few studies conducted in Ecuador, students had difficulty communicating in the target language. Their abilities to convey a message were limited. Consequently, learners were not motivated to participate orally in class (Tapia, 2017; Tinitana, 2016).

Observations conducted for this research project at an English language school in Guayaquil have noted poor speaking performance when students try to express the target language through phrases in conversations or monologues. They were not able to speak fluently on topics they had already seen in their previous levels. They seemed insecure and uncomfortable when they had to perform an oral activity in class. Consequently, some questions have surfaced for this research study. How can students overcome the speaking fluency problem? Is it necessary

to increase speaking time in class and out of class? What methodology or instruments can teachers use to improve students' speaking fluency and students' self-confidence? The research showed that a convenient alternative to solving this problem is the use of an adaptation of 4/3/2 technique (Nation, 1989) with a mobile phone as a voice recording tool. Some researchers have been conducting studies concerning this topic. Shakarami, Khajehei, and Hajhashemi (2014) investigated the use of an audio recording function of hand phones to increase student competency in verbal communication. Widyawan and Hartati (2016) examined the use of audio voice recording to activate students' ability to speak English. Yanju, Mei, and Mohamed (2017) explored the efficiency of voice recording activities to enhance undergraduate language students' oral fluency. Ismayanti's (2017) research study approaches the use of voice recording as one way to improve students' speaking fluency.

Additionally, the 4/3/2 technique (Nation, 1989) has also been used by some researchers who tried to implement the strategy to improve oral proficiency. Yang (2014) applied the same procedure with students in China to identify the importance of speaking fluency and prove fluency improvement in class. Molina and Briesmaster implemented the strategy with university students in Chile (2017).

All the studies mentioned above have presented favorable results in the implementation of the voice recording to optimize the learners' speaking performance. However, the studies cited above have worked with intermediate levels. The gap in the research is at the lower levels. Thus, the aim of this study was to work with A2 EFL learners according to the Common European Framework (CEFR, 2018). This research study proposes to improve oral fluency and self-confidence by using timed monologue recordings with students at beginning levels (A2) who were taking English modules in an English language school. Because of the students' level, the

researcher made an adaptation to the 4/3/2 minutes technique. For that reason, the 4/3/2 minutes technique was changed to 65 seconds, 55 seconds and 45 seconds speaking technique in combination with a technological tool in order to see the extent of the impact on learners' speaking fluency, as well as on their self- confidence.

Literature Review

The following section of this research project details the theoretical foundation of the study as well as terms and educational approaches that were taken into consideration to support the information provided in the investigation.

Speaking

Speaking is an essential component of communication used in any daily life situation. This language skill deals with the purpose of communication. For example, common everyday situations include making social contact, expressing opinions, persuading someone about something, giving instructions, or only clarifying information (Richards & Renandya, 2002). Moreover, the CEFR (2018) also stated some examples of activities students can do to accomplish this purpose of communication at an A2 level. For instance, they should be able to establish social contact and express their feelings in basic stock expressions. They can also communicate in simple and routine tasks requiring a simple and direct exchange of information.

Developing appropriate speaking performance is typically difficult for many students. This problem happens because speaking is a productive skill that occurs in real time, so organizing ideas in order to think of what to say is not easy to do even for native language students. Nunan (2003) stated that "First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you

cannot edit and revise what you wish to say, as you can do if you are writing" (p. 70). Brown (2000) also mentioned that spoken language deals with several features that can make oral performance challenging. Characteristics such as clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation, and interaction are different aspects that have to be considered when a student attempts to communicate in the target language. Speaking ability is also compounded by essential elements, which are pronunciation, grammar, vocabulary, and fluency (Brown, 2000). Teachers and students must be aware of all the previously mentioned aspects during the teaching and learning process so that the learners are able to communicate properly in a real situation.

Fluency

It is very common to hear people saying, "He or she speaks fluently" when referring to a person who can communicate almost naturally in the target language. Fluency is one of the essential elements of speaking skills. Fluency embraces the effective use of the language acquired by the students. This situation follows when the speakers can have a coherent and enduring conversation, despite their language limitations (Brumfit, 1984; Richards, 2006). In addition, fluency also involves how the students can handle the language confidently regarding unnatural pauses, hesitations, intonation, rhythm or stress, so that, the listener can understand the message that the speaker is trying to convey (Ismayanti, 2017; Nunan, 2003).

Based on the previous literature, fluency is not an easy term to define. However, as Chambers (1997) implied, it is necessary to differentiate from overall language proficiency and communicative competence in order to apply the fluency concept properly. This research project used Communicative Language Teaching to design teaching practices. As a result, fluency was assessed through the students' communicative competence.

Oral Repetition

Oral repetition was used from 1940 to the 1960s in the Audio-lingual Method. It was characterized by the use of mimicry drills of structural patterns (Brown, 2000). This helped the students to become familiarized with the sounds and structural models of the target language focusing merely on form and not on fluency (Nunan, 2003). However, teaching practices have changed, and methodologies have been adapted according to new requirements and implementations. In the late twentieth century, a new teaching methodology appeared. Its primary purpose focused on communicative competence (Richards 2006). As a result, classes focus on communicative activities designed to promote students' involvement in their learning, giving them opportunities to experiment and use their previous knowledge. Teachers also designed exercises where the learners could develop accuracy and fluency (Richards 2006).

Consequently, repetitions and drillings received less importance in the class. Thus, repetitions became irrelevant and even incorrect to use in the teaching and learning process. So, is it wrong to use repetitions in the teaching and learning process? Some researchers would disagree. For instance, Nation (1989) implied in his research on speaking fluency that when the speakers repeat the same task, this builds up their confidence in their capability to submit their talk. Therefore, this practice provides them opportunities to improve their fluency. According to Harmer (2007), "Repetition helps fix things in the mind" (p. 56). It means that the more they repeat, the better they become trying to remember and organize their ideas in their minds. On the other hand, he did not denote repeating just the same grammatical structure, but instead he emphasized repeated encounters with the language.

Boers (2014) indicated in his research study that the results obtained supported previous studies related to repetition and its influence in the optimization of speech rate. Thai and Boers

(2016) also endorsed the mentioned studies, concerning oral repetition because of the positive results on speaking fluency.

This research study proposed to use the repetition of a student-developed pre-planned speaking task to enhance their oral fluency, by using a timed monologue recording (4/3/2 technique adaptation). Kellem (2009) stated that one of the best ways to boost verbal fluency is to use the same language many times. She also highlighted that is not necessary to repeat just for repetition or do substitution drills, but it is necessary to use speaking activities where the students can relate with their real context to make it meaningful and communicative. For this reason, the researcher asked the students to create, design and prepare their own monologues on a determined topic and deliver it three times to different speakers. The difference and relevance of this strategy are that the researcher designed communicative activities where students had meaningful repetition.

Mobile Assisted Language Learning

Currently, technology has provided a variety of alternatives to be implemented in the teaching and learning process. The use of technology has been fostered since 1980, and lately, the use of mobile computing accessories like cell phones, smart phones, tablets, and computers has spread especially with the existing generation of students (Grant, Tamim, Brown, Sweeney, Ferguson, & Jones, 2015). Mobile phones are used more often in the classroom due to their accessibility. In the USA, about 75 percent of teenagers possess a cell phone (Lenhart, Ling, Campbell, & Purcell, 2010). In Ecuador, especially in the English language school, the location of this research project, all 20 students had a cell phone. As a result, teachers are becoming aware of the use of these technological devices not only to call and send messages, but also to use them for other purposes in the class. For instance, teachers may use activities involving internet access, camera, audio/video recording, and video messaging (Miangah & Nezarat, 2012).

Furthermore, mobile phones have been used in the educational field to improve speaking skills, like in Wahyu and Hartati (2016) research, which demonstrated an improvement in students' speaking skills after two cycles of mobile voice recording. Implementation revealed fewer phonetic and phonemic errors, fewer errors of morphology, syntax, and better comprehensible speech. In addition, Yanju, Yan Mei, and Mohammed (2017) investigated the effectiveness of voice recording activities to improve oral fluency in Mandarin. Their results displayed that this strategy allowed students to practice speaking Mandarin fluently. It also showed that it was helpful to build their self-esteem and to focus the teaching and learning process in a more student-centered approach. Rabbani (2018) mentioned that his research study displayed how students' oral skills were fostered after applying a self-audio recorded task. A significant difference was found when they compared the results since learners thought that the self-audio recorded task was helpful for their speaking practice and they liked to use their mobile phones.

Based on the previous theoretical framework, this research project pursued using mobile phones as a tool to record students' timed monologue-speaking task to improve their oral fluency and self-esteem. These recordings facilitated student and teacher assessment.

4/3/2 Technique

The 4/ 3/ 2 technique is a speaking strategy used to improve students' speaking fluency adopted by Nation (1989). This strategy includes three essential steps. First, students have some time to think and prepare notes or words they might use for a given topic. The speaker has a different listener every time he speaks, focusing on communicating the message. Second, the speakers repeat the same talk three times and every time he/she changes partners. Third, the time to convey the message is reduced in each speaking delivery.

Some researchers have also investigated the use of this strategy to improve speaking fluency. For instance, Arevart and Nation (1991) proved that the 4/3/2 technique on EFL learners resulted in a significant improvement in spoken fluency activity. Yang (2014) used the same technique with EFL learners in China. The findings showed that there was a general improvement in oral speaking proficiency, especially in fluency and students' confidence when they had to perform in the target language. Moreover, adaptations of the technique have also been adopted by authors like Molina and Briesmaster (2017). They also presented favorable results in students' speaking fluency. However, not all results have been successful when applying this technique. Asri and Muhtar (2013) demonstrated in their research that results in the implementation of the 4/3/2 technique did not display significant effects on students' oral fluency. They mentioned some possible reasons were students felt bored repeating the same content, due to no interaction. The lack of feedback from teachers and students when they were developing the speaking task did not provide helpful information to improve the learners' oral fluency.

The purpose of this research project was to use the 4/3/2 technique to improve students' speaking fluency and self-confidence, adapted to the level of the learners who were A2 according to the CEFR. The research project adapted the technique in the following ways. First, the time students had in each delivery was changed to 65, 55, and 45 seconds. Their English level did not allow them to produce a four minute speaking task. As a result, a significant decrease in the time was made based on previous students' practice of the strategy. The second aspect was a pre-planning task, which was to make notes of what they were going to say. The researcher of this project had the students write what they were going to say instead of just writing notes. Students had time to plan their oral delivery. Abdi, Eslami, and Zahedi (2012) discussed how a pre-planning task empowers fluency in oral production. Foster and Skehan (1996) also supported this

statement when explaining that giving students time to prepare what they are going to say will contribute to the improvement of fluency as well as create shorter pauses when they deliver their oral task. As a result, in this research project, the students had time to plan, create, and practice their speaking task before performing the adapted 4/3/2 technique.

Communicative Language teaching

Communicative Language Teaching (CLT) is a teaching approach aiming at communicative competence. Richards (2006) and Brown (2000) implied that communicative competence deals with several aspects such as the knowledge of language use (functions and purpose) and a pragmatic aspect of language (functional and sociolinguistic). For instance, the previously mentioned researchers claimed that teachers should teach students when to use the language according to places and the people with whom they are talking. They also mentioned the psychomotor component. This element refers to pronunciation and intonation, as well as the influence when students want to convey a message using the target language.

The teaching methodology of this research study was aimed at the implementation of some overarching principles from CLT such as promoting real communication. Fostering real communication deals with trying to keep the language as authentic as possible and using the target language in genuine and real-world encounters to provide the actual conveyance of information of interest (Brown, 2000). During the implementation of this study, the researcher designed speaking activities using the mobile phones and the adaptation of 4/3/2 technique (Nation, 1989) providing students with opportunities to experiment or try out what they know, giving them the chance to develop accuracy and fluency (Richards, 2006).

Self Confidence and Speaking

Self-confidence is intrinsically related to speaking. Self-confidence is equivalent to the success of a person because it is defined as how people recognize their abilities and how they feel about them (James, 1890). It is the factor that provides students with the readiness to communicate in a foreign language (Gurler, 2015). Thus, if students lack confidence in their abilities and feel unable to do specific tasks, they will not be able to perform in the target language successfully. Some research studies on self-confidence have demonstrated that active student participation in class is directly attributed to their self-confidence (Doqaruni, 2014). In addition, Hanton, Mellalieu and Hall (2004) showed how a high self-confidence promotes students control of their thoughts and ideas when speaking a foreign language.

One aim of this research study was to ascertain how students felt after using the 4/3/2 adapted technique and how their self -confidence changed with the repetition of their monologues and the planning process.

Research questions

Given the level of the students in this research study, the researcher modified the 4/3/2 minute speaking fluency technique adopted by Nation to use 65 seconds, 55 second and 45 seconds instead.

Question 1: To what extent does the implementation of the 4/3/2 technique modified to 65 seconds, 55 seconds and 45 seconds impact speaking fluency using students' developed timed recording monologues?

Question 2: What will be the impact of the 65 seconds, 55 seconds and 45 seconds speaking fluency technique on students' speaking self -confidence with the use of students' developed timed recording monologues?

Innovation

The innovation of this research study was the use of an adaptation of the 4/3/2 technique minutes technique to 65 seconds, 55 seconds, and 45 seconds in combination with mobile voice recording to help students improve speaking fluency and students' self-confidence. The researcher developed the lesson plan of the innovation by using backwards design (Wiggins, & McTighe, 2011). It took approximately 45 minutes the first time it was presented, explained and modeled by the teacher (1st week). Once the students were familiarized with the technique, they had the opportunity to practice it once a week from 20 to 30 minutes (week 2 -3). The teacher assigned homework practice of the technique using activities developed in class. During the last week (week 4), the teacher assessed the overall speaking performance of the students after implementing the strategy. See the detailed plan in Appendix A.

The implementation of the strategy included the following steps. First, students spent a few minutes (from five to eight) preparing a talk on a given topic already presented in class. During this time, students thought about what they would say based on their previously prepared topic. Then, students worked in pairs, and one of them started talking about the assigned topic for 65 seconds. The listener could not interrupt nor ask questions. Then, the listener became the speaker and delivered his or her talk. Later on, students changed partners, and the speaker talked about the same topic with another listener. Next, the second listener became the speaker and delivered his monologue, but this time he or she had 55 seconds to provide the same information. Finally, the students changed partners again and delivered the same talk in 45 seconds to a new partner.

It is important to emphasize that the first two deliveries of the monologues were the practice time of the technique, but the last delivery was recorded and assessed by the students (informally), and the teacher (formally). Before the students started with the peer-assessment

process, the researcher modeled and explained how to use an agreed-upon checklist properly (Appendix B). After the third speaking delivery, the researcher gave them time to peer assess their oral performance. Finally, the researcher received the last delivery by e-mail and evaluated it using the fluency rubric (Appendix C).

Research Methodology

This research project adopted the Action Research (AR) method. The researcher implemented AR to comprehend, assess, and provide solutions to improve speaking fluency and self-confidence (Koshy, 2005). During the instructional process, the researcher encountered 70% A2 EFL students having difficulties speaking fluently and showing nervousness when they had to develop oral activities in class.

The main purpose of this research study was to identify whether the intervention of the 65, 55 and 45 seconds speaking fluency technique with the use of student developed timed recording monologues produced a positive impact in students' speaking fluency and self-confidence when speaking English in the classroom. In order to accomplish the foregoing objective, this research project used qualitative and quantitative instruments to collect the data.

Interviews and field notes were used as qualitative instruments, while pre and post-tests constituted the quantitative instruments. Finally, the quantitative data collected from the implementation of the innovation were analyzed in the SPSS statistics program.

Participants

Twenty participants were part of this research study. It involved 13 female and 7 male students with ages in a range of 15 to 40. The 20 participants were at an A2 level (CEFR) according to the language school, which had placement tests to situate the students in the

appropriate levels. Seventy percent of the students had studied English from 7 to 10 months in this language school.

The implementation of the innovation was held in a private English Language School that offers English courses every month. Students attended a 2-hour English class in a 4-week course from Monday to Thursday.

Ethical Standards

The researcher of this study formally requested permission from the Academic Department Director of the language school to implement the innovation. The permission was granted and the courses were assigned to the researcher. Later on, the researcher explained to the students how the strategy was going to be used and why it was chosen. They were notified that the research study was voluntary and they all agreed to be part of it. All the data collected in this research study was treated with absolute confidentiality.

Instruments and Variables

The present research project had two variables. The independent variable was the adaptation of the 4/3/2 speaking fluency technique to 65 seconds, 55 seconds and 45 seconds using student timed monologue recordings. The technique was previously piloted with a group of A2 students in the same language school. The dependent variables were speaking fluency and self–confidence. The speaking fluency was measured with a fluency rubric (Appendix C). The way students' self-confidence was affected by the implementation of the 65 seconds, 55 seconds and 45 seconds strategy was measured by using interviews (Appendix D) and the researcher's field notes (Appendix F).

A pre and post-test (Appendix E) as well as the first question of the interview (Appendix D) were used to answer the first research question which asked to what extent the implementation

of the 4/3/2 technique modified to 65 seconds, 55 seconds and 45 seconds impacted speaking fluency using students' developed timed recording monologues.

The speaking pre and post-test (Appendix E) was a forty-five seconds talk related to Healthy Eating Habits given to the students to assess their oral fluency. The pre-test was administered on the first day of class. The students recorded their 45-second speech on their phone, and they sent the recording to the researcher. These speaking tests were assessed by using a Fluency Rubric (Appendix C) created by the researcher. This rubric was designed and modified after the researcher tested it with a previous group of A2 level students. In addition, a member-check (Burns, 2010) procedure was done with the rubric. In other words, the involvement of other participants or stakeholders was required to verify the accuracy or reliability of the findings. For this reason, a colleague critically reviewed the rubric and used it to evaluate three students' pre and post-test audio recordings.

The descriptors in the rubric were the time, rate, hesitations, and intelligibility. Each element was analyzed. For instance, the first aspect to be analyzed was time. The researcher tested several iterations of the time necessary to meet the needs of the students. The time was initially diminished from the original technique 4/3/2 minutes to 90, 60 and 30 seconds due to students' English level. However, after testing it with a group of 20 students with A2 level, the researcher realized that 90 seconds was too long and 30 seconds was too short a time for them to speak. After two more attempts with different time intervals, the researcher decided to use 65, 55, and 45-seconds technique. The first and second delivery was speaking practice for the technique, and the last one was assessed with the rubric. The second aspect that was tested and scored with the rubric was the rate or number of words per 45 seconds.

The words 20 students performed in two speaking activities were counted and averaged to get an approximate range of words they were able to use when performing a speaking task in 45 seconds. The same methodology was used to establish the number of hesitations per 45 seconds.

The intelligibility was also assessed to determine whether the message was understood and conveyed coherently to the listener. Intelligibility testing used a formal and informal assessment. The students informally assessed their classmates and the teacher formally evaluated intelligibility. For the peer assessments, the listeners listened to their classmates' 45-second-delivery and then they assessed them using the peer assessment checklist (Appendix B) and produced a written summary using their own words of what they heard after listening to their classmates' deliver.

Finally, the researcher set up a range of values to establish the level of fluency development of the students (see in rubric Appendix C) during their speaking performance. Thus, if students had a result from 1 to 3, they had poor fluency level. Values from 4 to 6 displayed a medium fluency level, and values from 7 to 9 depicted a high fluency level.

The interview and field notes were instruments that helped to answer questions such as why and how the implementation of the innovation influenced speaking fluency and self-confidence of the students. They were designed by the researcher and then revised by two experts in the educational field. These instruments answered the second research question. What will be the impact of the 65 seconds, 55 seconds and 45 seconds speaking fluency technique on students' speaking self -confidence with the use of students 'developed timed recording monologues?

The interview had four questions with the main purpose being to capture students' attitudes towards their speaking fluency and students' self-confidence (see Appendix D). The four questions were administered the last two days of the module (week 4). The first question of the interview focused mainly on answering the first research question concerning fluency. The

second question of the interview answered the second question of this research problem focusing on the way the strategy helped the students build up their self-confidence. The third interview question asked whether they would recommend the strategy. In order to do that, they had to select 1 to 5 on a Likert Scale. If 1, that meant, "I would not recommend the strategy" and if 5, that meant, "I would absolutely recommend the strategy." Finally, they had to explain why they selected those numbers. The fourth question asked what they learned during this process and how they knew they learned something.

The interview was conducted in Spanish to avoid any misunderstanding and to ensure student confidence when they had to answer the questions. Eight students were selected after performing the speaking post-test (Appendix E). The selection was based on the post-test results, where the grades were ordered from the highest to the lowest. The highest and lowest grades were not taken into consideration for the interview. Instead, the remaining number of students was selected by simple random sampling (Pandey & Pandey, 2015) using the app Random name picker.

The researcher also took daily field notes every time they practiced the strategy. The researcher observed and took notes in a Research Field note form (Appendix F). In total, students had the opportunity to practice once every week (three practices before the post-test). The field notes were used to enrich the teacher's observation to provide support for the research questions and focus on the following aspects:

Possible constraints and misunderstandings that might appear

Unaccounted circumstances that aid or inhibit the process

Skills needed to accomplish the task.

Data Collection and Analysis

There was a collection of quantitative and qualitative data. The pre-test and post-test information was tabulated in an Excel spreadsheet and then moved to the SPSS statistical program in order to obtain descriptive data such as mean, standard deviation, minimum and maximum. A paired t test was also used to identify if there is a significant value between the means of the pre-and post-tests. The effect size was also calculated by using an online calculator.

The interviews were recorded and transcribed. The information obtained from the interview was gathered and coded in two aspects, fluency and students' perception of the strategy (Molina & Briesmaster, 2017). The information from the field notes was gathered to strengthen the aspects to be assessed in the improvement of the speaking fluency and students' self-confidence.

Results

This section of the research study reveals the results obtained from the qualitative and quantitative data gathering. It is organized according to the research questions**.**

Research question # 1. To what extent does the implementation of the 4/3/2 technique modified to 65 seconds, 55 seconds and 45 seconds impact speaking fluency using students' developed timed recording monologues?

Table 1 displays the results obtained from the fluency rubric (Appendix C). It shows a difference of 1.9 between the mean in the pre-test and the post-test. There was a high level of significance due to the result of the paired t-test which was below the *p value*< 0. 05. It also details the standard deviation and the effect size value. The effect size value Cohen's *d* =1.27 indicates a large effect size according to the table of interpretation for different effect size (Cohen, 1988). Another aspect that can be observed on the table is the minimum and maximum value obtained in each test.

Table 1.

Results from Pre- test and Post Speaking Fluency Test

Tests	N	M	SD	Minimum	Maximum	Cohen's d	*p* value< 0.05
Pre test	20	5.75	1.77	3	9	1.27	0.000
Post test	20	7.65	1.14	5	9		

Note. N=Sample. M=Mean. SD=Standard Deviation.

Results from each Descriptor of the Fluency Rubric

Table 2 shows the results from each descriptor involved in the fluency rubric. The first descriptor is the rate. The results displayed a difference of 0.95 between the mean of the pre-test and post-test. The second descriptor is the number of hesitations students made in 45 seconds. The mean of the pre-test and the post-test has a difference of 0.45. The third descriptor is intelligibility. The difference between the mean of the pre-test and post-test was 0.5. In all the descriptors mentioned above there was a high level of significance due to the results from the paired t-test in each one were below the *p value*< 0. 05.

Table 2.

Results from each component of the rubric

	Pre Test		Post-Test		
Descriptors	M	SD	M	SD	*p* value< 0.05
Rate	1.55	0.759	2.5	0.507	0.000
Hesitations	1.8	0.768	2.25	0.55	0.016
Intelligibility	2.4	0.598	2.9	0.108	0.002

Note. Note. N=Sample. M=Mean. SD=Standard Deviation.

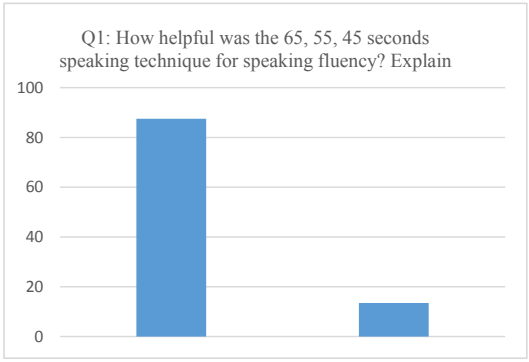
Results from the Interview

Research Question #1: To what extent does the implementation of the 4/3/2 technique modified to 65 seconds, 55 seconds and 45 seconds impact speaking fluency using students' developed timed recording monologues?

Interview question #1. How helpful was the 65, 55, 45 seconds speaking technique for speaking fluency? Explain

Figure 1 demonstrates that 87.5 percent of the students said the strategy helped them to speak faster. The researcher interpreted "faster" as fluently. One of them mentioned, "At the beginning, it was complicated to speak fluently, but with persistence and practice after practice, it was possible for me to have fewer hesitations and I could speak faster."

Figure 1. Results from the 1st Interview Question



Research question #2. What will be the impact of the 65 seconds, 55 seconds and 45 seconds speaking fluency technique on students' speaking self -confidence with the use of students' developed timed recording monologues?

Interview Question #2. How helpful was the 65, 55, 45 seconds speaking technique to build up your self -confidence when you speak English in Class? Explain.

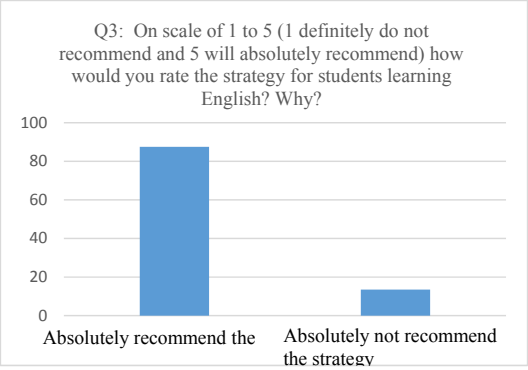
All students mentioned that their self-confidence increased when they had to speak in English in class. One student said, "It was very useful for me because at the beginning I did not feel with enough confidence to speak with somebody in English, but with the practice that we

used to do almost every week, I started to feel self-confident about my speaking performance to speak with my classmates or even with the teacher."

Interview question #3. On scale of 1 to 5 (1 definitely do not recommend and 5 will absolutely recommend) how would you rate the strategy for students learning English? Why?

Figure 2 depicts the results from the third question. It is possible to observe that 87.5% of the students said they would absolutely recommend the strategy. One student mentioned, "For me, it would be a 5 because it is a very useful strategy to get enough self-confidence and to motivate us to speak fluently in English."

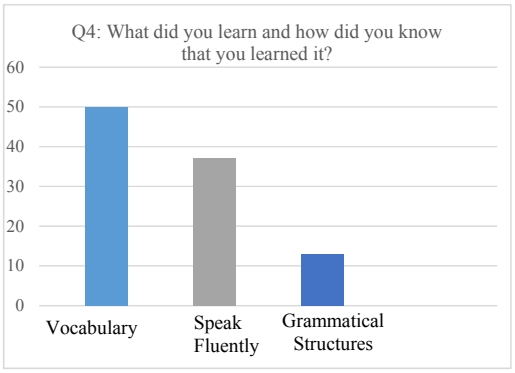
Figure 2. Results from the 3rd interview question



Interview Question #4. What did you learn and how did you know that you learned it?

Figure 3 indicates students' perceptions on what their learned during this process. Fifty percent of the students expressed that they learned vocabulary; 37% of the students mentioned that they learned to speak fluently, while 13% of the students mentioned they learned grammatical structures.

Figure 3. Results from the 4th interview question



Results from Field Notes

The results from the researcher's observation when implementing the strategy were the following.

- Students were not aware of time at the beginning when they were doing their speaking deliveries.
- As the process began, students found it difficult to organize when they were writing their speaking delivery. As a result, their speaking was disjointed and not focused on the topic in question.
- At first, students did not pay attention to their classmates' speaking delivery.
- Students looked forward to the teacher's feedback before the next delivery.
- Students found it difficult to fit their monologue into 45 seconds.
- Students tried to memorize the information they had previously prepared.
- Twenty- five percent of students practiced the strategy at home.
- Students seemed nervous at the beginning, but when they practiced the strategy, they were more relaxed.

Discussion

Fluency

Based on the results previously mentioned, this research study states that even though the 4/3/2 technique was adapted to 65, 55, 45 seconds to meet the students' level, the results were similar to previous research. For instance, the research studies conducted by Yang (2014), Boers (2014) and Yufrizal (2018) found that fluency level increased when there is monologue repetition with shrinking time. Arevart and Nation (1991) also pointed out an improvement in speaking fluency after implementing the strategy. The current research study demonstrated a difference in students' speaking fluency before and after the implementation of the innovation. Consequently, the data shows that students improved their fluency level, in spite of the English level difference.

Descriptors from the Fluency Rubric

The results provided in Table 2 were mainly the descriptors of the fluency rubric that were analyzed by the researcher. The first descriptor was the rate. The outcomes demonstrated an increase in the number of words they spoke. Students before the implementation of the innovation were able to speak approximately 47 words in 45 seconds (fluency rubric), and after the application of the innovation they were able to speak about 72 words in 45 seconds. As established in Nation's study, the time reduction and task repetition were an ideal opportunity to develop fluency, due to students not having to think about more information to perform their next delivery (1989). Harmer also stated that repetition helped students to organize and remember ideas in their minds (2007). Consequently, students were able to speak more words in their last delivery.

The second descriptor was the hesitations. The hesitations and short pauses were taken into consideration when assessing this aspect. According to the fluency rubric, this indicated that in the pre-test 80% of the students had from two to more than five hesitations and many short

pauses. On the other hand, the post-test demonstrated that 65% of the students had from two to four hesitations and some short pauses in their speaking delivery, while the 35% of students had one or less noticeable hesitations. Similar results were demonstrated in studies by Aijie (2006), Molina and Briesmaster (2017), and Yufrizal (2018) which also established an increase in the number of words per minute as well as a decrease in the number of hesitations every time the students delivered the monologue.

The third descriptor was intelligibility. The data presented demonstrated that students on the pre-test were somewhat able to make themselves understood in short contributions. On the other hand, the post-test showed that students were able to make themselves understood in short contributions. The informal peer evaluation showed they were able to understand what their classmates explained in their speaking deliveries when they assessed them. Moreover, this comprehension was evidenced when the listeners had to write a summary of what their classmates said.

Interview

Regarding the first research question that involved fluency development, the answers to the interview demonstrated that students agreed they had improved in their speaking fluency because they were able to speak faster and with fewer hesitations. Likewise, Arevart and Nation supported this result indicating in their research study that speaking fluency was boosted by the use of the 4/3/2 speaking technique (1991).

When answering the second research question related to the students' self-confidence, the students expressed a similar opinion. All of them mentioned that their self- confidence was boosted. Two things shed light on this question. First, students expressed that at the beginning they felt nervous and some of them ashamed, but with the practice, they felt more secure in their speaking deliveries. In the same way, Nation established that one of the important characteristics

of 4/3/2 technique was that the speaker had to repeat the same talk three times .As a result, students develop confidence in their ability to deliver their monologue (1989). Likewise, Molina and Briesmaster (2017) also pointed out that the use of the technique during classes helped learners to feel more confident when speaking English to different listeners (classmates).

Similar results were obtained in Yanju, Yan Mei, and Mohammed (2017) study, which demonstrated how helpful the strategy was to strengthen students' self-confidence. In the present study, even though at the beginning it was difficult to achieve the monologues in the time assigned, after the practice, they were able to fit the monologue in the 45 seconds.

In addition, the students acknowledged that the pre-task, planning, or preparation of what they were going to say, and the practice decreased the time for each delivery also helped them to feel more confident. As Kellem (2009) asserted, low-level students need time to prepare their speaking delivery. A student said, "Writing before speaking helped me to outline and organize better what I was going to say, so I felt more confident to speak." In addition, Abdi, Eslami, and Zahedi (2012) mentioned how pre-task planning promotes fluency in students' oral production. Therefore, confident students were able to produce a more fluent monologue.

The third question referred to the way they would evaluate the strategy. It said: On a scale of 1 to 5 (1 definitely do not recommend and 5 will absolutely recommend) how would you rate the strategy for students learning English? Why? As the previous result mentioned, an 87.5% of the students said they would absolutely recommend the strategy, which means it was useful for them and for that reason, they believe it was a good idea to practice it with students that are learning English at their level. Similarly, to the Molina and Briesmaster research study where 67% of 6 interviewed students mentioned the strategy was useful because it allowed them to practice and analyze their speech (2017).

The fourth question referred to the things the students learned during the process and how they knew they learned something. The results first showed a significant percentage of vocabulary learning, with fluency in second place. However, other aspects were discovered such as self-assessment. A student mentioned, “I learned vocabulary and how to speak fluently because I saved all the recordings I practiced in class. Then, I heard and compared them. I could notice the difference. I spoke faster with fewer hesitations. I could see the results.” The results demonstrated how useful the strategy could be not only to improve speaking fluency but also to overcome other aspects that can hinder oral communication successfully, like the absence of vocabulary, ideas or exposure to the target language (Sharma, 2018).

Conclusions

Based on the results and discussions it is concluded that the use of the adapted 65, 55, and 45 seconds speaking technique had a positive impact in the improvement of speaking fluency in A2 ESL learners.

Students’ self-confidence improved with the implementation of the strategy. They could overcome the shyness and insecurity they had before practicing the speaking technique, as evidenced in the interviews.

Teacher’s feedback strengthened students’ self-confidence and helped students to be aware of their errors and improve their subsequent speaking deliveries, as evidence in the teacher’s field notes. For example, a student mentioned, “The feedback from the teacher helped me to realize the things that I was doing wrong, not only in fluency but in pronunciation and grammatical structures too. That helped me to improve the next time I had to speak”.

Results from the interviews demonstrated how planning their delivery-helped students feel more confident especially for their English level.

The monologue voice recording provided students with a powerful source to self-assess their speaking and improve subsequent deliveries. Interview results demonstrated that even though it was not part of the assessment process, 25% of the interviewees mentioned they saved the voice recording, listened to them, and made corrections.

Peer assessment was developed as an informal way to assess in this research project. The field notes helped the researcher realize it could be a good assessing tool to strengthen the results obtained from qualitative and quantitative data. However, when they had to assess their partners, they could summarize their classmates' speech, but when they had to mark the checklist, their answers did not match the researcher's' assessment. Therefore, students were not aware of how to score using the checklist accurately.

The adaptation of the 4/3/2 speaking technique is worthy of implementation because according to students interviewed, they were able to communicate in a safer environment and were engaged in their own learning. Another desirable outcome was that they looked forward to the teachers' feedback to see how they could improve. It was meaningful for them since they had to create their own monologues based on real situations.

Limitations

Time was the first limitation encountered during the implementation of this research study. The implementation was done in 4 weeks. It was demanding for the researcher to adjust the time to achieve the content and to practice the strategy without interfering or affecting the required content to be covered every week.

The sample number was 20 students. This number of students hinders the generalization of the results. However, this research study establishes a procedure to conduct further studies using a more significant sample.

Recommendations

This research study provides the following recommendations:

Further research should implement the innovation for a longer period of time and with a larger sample of participants so that the results can be generalized.

When considering further investigations using the fluency technique, the researcher should take into account adapting the time of each speaking delivery based on student ability to handle the time intervals. Testing the time to reach the appropriate intervals, although not an easy task will be necessary to avoid frustration and to achieve success.

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Appendix A

The following lesson plan was implemented in 4 weeks. Each week is one unit. For this reason, there are four instructional design units for transfer learning in this lesson plan.

Design from Your Goals

Instructional design unit for transfer learning to real life contexts

Unit I

Institution:	Centro Ecuatoriano Norteamericano
Year of study:	January 2019
Student description: (include English Level)	The students from this English Academy have A2 level according CEFR
Professor:	Sandra Sánchez Vaca
Unit title:	Travelling(Unit 1)
Weeks:	1 week
Hours:	7 hours

I. Transfer Goal (Stage 1)

Standards the unit will work with: Students will be able to make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident. (Common European Framework, 2018, p.144)

Goal: I want my students to learn about traveling vocabulary, situations in the airport, and possible problems when traveling so that, in the long run and on their own, they can handle problems on trips they have experienced in the target language.

Breakdown of Transfer Goal

A. What will I see and hear if they can transfer?	**B. What I will see and hear if they cannot yet transfer**	**C Knowing what I now know, what do I commit to doing?**
Use vocabulary learned in different contexts.	Students produce sentences that do not make sense with new vocabulary words. Students will be confused and asking repeatedly for help to their teacher and classmates	Provide them with several sentence samples using new vocabulary words. Therefore, they can identify the meaning by using the context. Create a safe learning environment by providing them time to practice their own monologues.
Describe any problems encountered in airports.	Students will use inappropriate phrases and divert information to other contexts.	Provide them with videos of different problems they might encounter in the airport and phrases they use in those situations.
Speak clearly about a situation they encounter.	They will have a lot of hesitations, doubts and nervousness at the moment of speaking	Practice conversation using those response samples and 65,55 and 45 seconds technique and mobile voice recording
Give suggestions to travel safety	Students hesitate and pause for long periods looking for the appropriate words.	Give them a reading text with some tips to travel safety. Create situations to apply what they learned. Practice giving suggestions by using and 65,55 and 45 seconds technique and mobile voice recording

Describe traveling problems they had experienced.	They will not be able to detail events that happened when they traveled to different places.	Provide practice opportunities with prep time and feedback Simulate real world situations Provide verbal practice using the 65,55 and 45 seconds technique and mobile voice recording

II. Summative Performance Assessment Task (Stage 2)

Goal :	Speak about a traveling problem they had experienced (Famous Travelers in a TV program)
Role:	Famous Traveler
Audience:	Classmates and Teacher
Situation:	You are a famous traveler who has visited several places in Ecuador. You are invited to a National Geographic TV program to describe one traveling problem you have experienced in one of your trips.
Performance:	You will have some time to prepare your topic. You will write about it first. You will explain the problem. Tell what happened or what you did in that situation. Finally, you will describe something you might do differently the next time you go to that place.
Standards	You will be scored on rate, intelligibility, and hesitations on the speaking portion of the task.

III. Knowledge and skills the students need to succeed in the assessment. (Stage 1)

What students will need to know	**The skills students will need to be able to do**
Students will need knowledge of : Vocabulary and phrases related to things at the airport terminal, instructions they have to follow at the airport. Present/Past of Can/could	The students will be skilled at: Using the vocabulary in different contexts and real situations.

Possessive adjectives and pronouns The Implementation of 65, 55 and 45 seconds, technique Mobile voice recording use Elements or descriptors in the speaking checklist.	Describing things, they are able or not able to do at the airport. Discussing about personal belongings in different contexts Speaking fluently after practicing the strategy Listening and self- assessing their speaking performance.

IV.Essential Questions (Stage 1)

Essential Questions support the transfer goal, signal inquiry, guide instruction, and can be asked over and over throughout the unit without reaching a final answer.	
1. How can I make myself understood when I speak in another language? 2. What strategy can I use to help me with fluency?	

V. Learning Activities (Stage 3)

Transfer goal: I want my students to learn about traveling vocabulary, situations in the airport, and possible problems when travelling so that, in the long run and on their own, they can handle speaking about problematic trips they have experienced.

Abbreviated Performance Task: You are a famous traveler. You have visited many places around the world and Ecuador was one of your favorite countries. You were invited to National Geographic Channel to describe your experiences. They asked you to describe one traveling problem you have experienced in one of your trips in your native country.

Learning activities	Intention	A	M	T
Week 1(7 hours) **Day 1** **Learner Objectives** **Students will be able to:** **Discuss airline travel by using new vocabulary words.** **Explain things they are able to do and things they were able to do by using Can /could accurately** Explain the project and the procedure that will take place during the implementation of the innovation their role and their participation. Administer the survey and start with the speaking pre- task.				
Students will try to identify new vocabulary words by using context of the sentences to figure out the meaning.	Hook assess prior knowledge		M	
Students then will compare their previous guess about word meanings with pictures encountered in their book. They will correct any misunderstood words and they will receive feedback from their teacher. They will practice on completing or using the words in sentences.	Practice vocabulary	A	M	

Students will use the sentence in a real situation using the vocabulary words learned. They will create a situation in an airport. For example, waiting for the plane, baggage problems, ticket agent, plane delays, etc. They will describe what happened. They will have to use vocabulary words.	Applications of vocabulary learned		M	
Students will read and discuss the following question. What kind of announcements can you hear in an airport? They will discuss in groups of 3 students. Then, they will write their ideas and share them with the class.	Pre listening activity	A		
Students will listen to different announcements and identify when they are used. They will practice on their books.	During	A	M	
Later, they will role- play different situations by using announcements in the airports. Students will record their announcements on their cellphones. They will pass the announcements to one or two classmates. They will have to explain what their classmates' announcement was.	After Listening		M	
Students will be divided in groups again. Then they will receive a list of sentences using Can/Can't /Could/couldn't/was /were able to. They will have to try to classify the sentences according to the use provided in a chart	Assess prior knowledge	A		
Teacher will elicit students' answers from their previous exercises and provide feedback to clarify any doubt or confusion. Students then will practice exercises with the grammar structure (textbook)	Practice			

Students will discuss ways to travel today and in the past. They will discuss the differences using the target grammatical structure. **Day 2** **Class objectives:** **Students will be able to:** **Discuss traffic problems by using vocabulary related to schedules and delays** **Identify personal belongings by using possessive adjectives and pronouns in a short conversation**	Production		M	
Students will discuss the following questions in groups: Do you have public transportation in your country? Is it good? Is it bad? Why? Explain your reasons- They will have time to prepare and practice. Then they will share it with the class.	Hook	A		
Students will observe a picture from their textbook; they will guess what they think the listening is about. Then, they will listen for the first time and confirm their answers	Elicit information Check prior Knowledge	A	M	
Then, they will listen to a conversation about travel arrangements and problems they have had with the traffic. They will listen and answer the questions. Then, the answers will be shared with the class.	During Listening	A		
Later the teacher will separate the class in two groups they will have a debate where one group will explain how bad				

traffic is in Ecuador. The other group will have to explain why the traffic is good.	Production		M	
Students will play the broken telephone game using the sentences that contain the target grammatical structure that will be seen in the class.	Hook	A		
Using the sentence samples, they will analyze them and try to identify differences between possessive adjectives and possessive pronouns. They will identify the use of each one by answering questions provided by the teacher. Teacher will mark the target grammar so the students can focus on it. They will answer questions such as: How are these question sentences similar or different? What do you think their function is? What is their position within a sentence? etc.	Prior knowledge Introduction of the structure	 A	M	
Students will answer the questions and construct the rules for possessive adjectives and pronouns. Then, they will read the rules from their book to clarify any doubt. They will practice some exercises with the target grammar and the teacher will provide feedback	Practice	A		
Students will create role-play where they have lost something at the bus terminal, airport, etc. Then, they will have to tell the clerk about what they lost. They must use the possessive pronoun and adjectives structure	Production		M	
Students will observe a video related to a luggage problem https://www.youtube.com/watch?v=TSFmipc_60s&t=153s.				

Then they will discuss problems people might encounter in the airport with their luggage. They will work in pairs to answer the questions. They will share them with the class.	Hook	A		
Then, they will read about Safe Traveling. In this reading they have some suggestions to travel safely especially with their luggage. They will have 5 minutes to read and check understanding from their text	Reading presentation, practice and checking understanding			
Finally, they will work on more suggestions related to safe travel. They will explain different things they have to consider when they are preparing for a trip especially to another country. They will give tips and suggestions. They will have 5 minutes to prepare the topic and then they will share it with a classmate.	Production		M	
Day 3 **Class Objectives** **Students will be able to** **Produce a polite request and ask for permission by using Will/would/ Can /could in real situations** **Explain a problem they have had on a trip by writing a short paragraph using grammatical structures and vocabulary accurately.**				
Students will be divided in two groups. Each group will have a delegate who will help the members of the group	Hook		M	

<table>
<tr>
<td>understand a given set of sentences only by miming them. The students will have to guess the sentences that contain the grammatical structure that will be used in the lesson.

Sentences: Can you open the door, please?

May I sit here?

Could you move your backpack?

Would you do me a favor?

Can I use my cellphone in the class?

Using the sentences, the teacher will provide the students with a chart to discover the use of the grammar. Students will classify the sentence examples according to the use they consider is the most suitable

<table><tr><td>Polite request</td><td>Permission</td></tr><tr><td></td><td></td></tr></table>
Then they will construct the rule of the use of CAN/COULD/WILL/MAY for permissions and polite requests.

Finally, they will create a short conversation for different situations to use the target structure. For example, move to the back of the bus. Ask for permission to use your</td>
<td>Presentation of grammar

Rule construction

Production</td>
<td>

A

A</td>
<td>

M

M</td>
<td></td>
</tr>
</table>

<table>
<tr>
<td>cellphone in class. Get a transfer. Smoke in a restaurant. Etc.

Students will receive a story split in parts. They will have to put it in the correct order to form a coherent story. Then they will read and discuss it. They will answer the following questions. What is name of the writer? Where did he go? Who did he go with? When did he travel? What was the problem? Have you ever had a similar problem? Share it with your classmates.

Students will read the written model and complete a graphic organizer to describe a traveling problem they had experienced before.

In their graphic organizer they will answer the same questions

<table>
<tr><td>Where did you go?</td><td></td></tr>
<tr><td>When did you go?</td><td></td></tr>
<tr><td>Who did you go with?</td><td></td></tr>
<tr><td>What was the problem?</td><td></td></tr>
</table>
</td>
<td>Hook

Pre writing

During</td>
<td>A

A</td>
<td></td>
<td></td>
</tr>
</table>

Would you do something different next time?					
Using the information from their graphics organizers, they will write a paragraph explaining a traveling problem. They will use the structure and vocabulary learned in the unit. Then they will share or read it with one of their classmates. Teacher will check their paragraph to provide feedback **Day 4** **Students will be able to** **Learn and understand the innovation or use of 65. 55, 45 speaking strategy** Teacher will model and explain the strategy and the way they can assess their speaking performance. First, students will use the information from their writing assignment done during the previous class. (A problem they had experienced as famous travelers) Using that information, they will spend 5 minutes preparing a talk. Then, students get in pairs, and one of them starts to talk about the assigned topic for 65 seconds, and the listener must not interrupt and does not ask questions. When the speaker finishes, there will be a change of roles and the listener will		Production		M	

become the speaker and will talk about the assigned topic for 65 seconds. Later on, they change partners and the speaker talks about the same topic, with another listener, but this time he or she will have 55 seconds to provide the same information. When the speaker finishes, there will be a change of roles and the listener will become the speaker and will talk about the assigned topic for 55 seconds. Finally, the students change partners again and deliver the same talk in 45 seconds to a new partner. The first two deliveries will be practice time for the students. The last delivery (45 seconds) will be recorded using their cellphones. Then, the teacher will explain and model for the students the speaking checklist in order to assess their speaking performance properly. Students will use the recorded speaking performance to assess themselves and to assess their classmates. The teacher will give them time to start with the assessing process. Finally, the teacher will ask the students to send the recording through email to receive teacher's feedback **Students will be assessed on the content and grammatical structures learned during the last three days by performing a test.**				

Design from your Goals

Unit II

Instructional design of units for transfer of learning to real life contexts

Institution:	Centro Ecuatoriano Norteamericano
Year of study:	January 2019
Student description: (include English Level)	The students from this English Academy have A2 level according CEFR
Professor:	Sandra Sánchez Vaca
Unit title:	Defective Products
Weeks:	1 week (2nd week)
Hours:	7 hours

I. Transfer Goal (Stage 1)

Standards the unit will work with: Students will be able to make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.(Common European Framework, 2018)

Goal: I want my students to learn about product defects, getting a good deal when buying products, problems with products, comparing price and quality of products so, that, in the long run and on their own they use the target language appropriately when they have to select a specific product or service.

Breakdown of Transfer Goal

A. What I will see and hear if they can transfer?	**B What I will see and hear if they cannot yet transfer?**	**C Knowing what I now know, what do I commit to doing?**
Use vocabulary learned in different contexts.	Students will constantly ask teacher for help for sentence creation.	Provide them with several sentences samples using new vocabulary words. Use visual aids

		so they can observe and use their own words to explain meaning and use them in contexts
Describe problems they have had with their appliances	Students will not produce appropriate sentences to explain problem they had with their purchases.	Provide them with different listening and written samples to show them how to describe problems with appliances. Create situations to apply the learned tips. Practice giving suggestions by using and 65, 55, 45, seconds speaking strategy and voice recording
Explain how to get a good deal when buying a product	They will not know what a good deal is. They will lack ideas to explain how to get a good deal. They will need help with vocabulary the need to express themselves.	Give the students a reading text samples to display the ways suggestions are given. Provide them with prompts to support their ideas.
Justify the selection of a purchase by comparing features of the products/services	They won't be able to explain why they selected a specific product or service	Provide the students with a paragraph sample to identify characteristics of two products and the way they are being compared. Provide practice opportunities with prep time and feedback Simulate real world situations Provide verbal practice using the 65, 55, and 45 seconds technique and mobile phone voice recording

II. Summative Performance Assessment Task (Stage 2)

Goal :	Speak about a store or supermarket in your city where you would like shop and compare your choice with another one.
Role:	Friend
Audience:	Classmates and Teacher

Situation:	You and your best friend need to do the shopping this weekend. You want to go to one supermarket, but your friend wants to go to another. Compare the places and explain why you should go to the supermarket you are suggesting.
Performance:	You will have some time to prepare your topic. You will write about it first. You will explain and find the characteristics to be compared. You can use characteristics such as price, quality of the products, and people's attitudes. You want to provide your friend good reasons to select your suggested place to go
Standards	You will be scored on rate, intelligibility, and hesitations on the speaking portion of the task.

III. Knowledge and skills the students need to succeed in the assessment. (Stage 1)

What students will need to know	**The skills students will need to be able to do**
Students will need knowledge of :	The students will be skilled at:
Vocabulary and phrases related to product defects.	Using the vocabulary in different contexts and real situations.
Noun clauses	Describing product defects.
Comparative adjectives	Comparing two different products or services and explain preferences.
The Implementation of 65, 55 and 45 seconds, technique	Speaking fluently after practicing the strategy
Mobile voice recording use	
Elements or descriptors in the speaking checklist.	Listening and peer assessing their speaking performance.

V. Essential Questions (Stage 1)

Essential Questions support the transfer goal, signal inquiry, guide instruction, and can be asked over and over throughout the unit without reaching a final answer.	
1. How can I make myself understood when I speak in another language? 2. What strategy can I use to help me with fluency?	

V. Learning Activities (Stage 3)

Transfer goal: I want my students to learn about product defects, getting a good deal when buying products, problems with products, comparing price and quality of products so, that, in the long run and on their own they use the target language appropriately when they have to select a specific product or service.

Abbreviated Performance Task: You will have some time to prepare your topic. You will write about it first. You will explain and find the characteristics to be compared. You can use characteristics such as price, places to visit and people's attitudes. You want to provide your friend good reasons to select your suggested place to visit.

Learning Activities	**Intention**	**A**	**M**	**T**
Week 2 (7 hours) **Class Objectives :** **Students will be able to :** **Describe problems with purchases by using new vocabulary words properly in different contexts.** **Discuss about product defects by using noun clauses**				

Day 1 Students will observe several pictures with the vocabulary they will learn in this unit. They discuss and analyze their previous experiences related to product defects. They will observe the pictures and discuss the following question: What kind of defect did the product have? What have you done? Then they will analyze the vocabulary words and try to explain the definitions with their own words.	Assessing previous Knowledge		M	
They will be divided in groups and the teacher will assign one or two vocabulary words so that they will also associate with objects that might be related. For example, objects that can be scratched. Students will write examples, or maybe objects that can be dented. Etc. They will work on the textbook listening and matching vocabulary words in context	Introduction	A		
Finally, they will have to play a game in groups. They will have to create and write some sentences examples or descriptions on a piece of paper. They leave a gap, so their friends have to guess the vocabulary words. For example. Yesterday, my sister's car was _____ (dented), when she bumped against a parked car. Another example can be, LINES ON THE SURFACE THAT DAMAGE A PRODUCT… (SCRATCHED)	Practice	A		
Students will watch a Video (https://www.youtube.com/watch?v=mGxOxCFo0Ss) and then they will be divided in groups to discuss the following question, What do you usually do when an appliance doesn't work in your house?		A		
Students will listen to a conversation related to problems with the appliances and work on a book exercise	Production		M	

Then using a model from their book, the student will prepare a short conversation to describe a problem with their appliances Students will be divided in groups of three students. Then the teacher will assign them some sentences. Students must give some possible problems or defects using noun clauses. For example, WATER IS LEAKING FROM YOUR REFRIGERATOR. ***I THINK*** THAT YOUR FRIDGE IS BROKEN. YOUR CELLPHONE IS SLOW…. YOUR CAR HAS A LOUD NOISE WHEN YOU START IT… YOUR COMPUTER IS NOT LOGGING IN. WATER IS LEAKING FROM YOUR LUNCH BOX Your friend has bad grades on all the exams Teacher will ask them about their examples and use them to introduce the target structure (noun clauses). Possible answers from the students might be : 1. I think that the memory card is full. 2. I'm afraid that something is wrong with the motor 3. I guess it might have a virus 4. I'm sure the bottle of water just spilled Students will analyze the examples and discover the use and structure. Teacher will ask some questions. For instance, How many parts can you observe in each sentence? What word is connecting the two sentences? What will happen if we eliminate the second part of each sentence? Do they make sense? Students will try to answer the question and then they will read on their book the rules to confirm their prior knowledge. Later on, they will practice in their textbooks.	Hook During listening Production Hook	A A	M M	

Finally, students will prepare a monologue where they simulate that they are technicians/electricians/etc. who has received a defective appliance or product. They are calling the owner of the product and explain what the problem is (using the target structure). What are they going to do to solve the problem? How much will that cost? How long will that take? Teacher will check and provide feedback after they have finished this task Using the previous information the students will practice the monologue using the 65, 55. 45 seconds speaking technique. They will record the 45 seconds (last delivery), Then, they will practice the peer assessment (Checklist Appendix B). While students are working on this procedure, the teacher will be taking notes using the Field notes format (Appendix F) about what is being observed in class. Finally, the students will send the recording to the teacher so she can give feedback using the fluency rubric (Appendix C). **Day 2** **Students will be able to** **Discuss problems with services and products by using modeled conversations from their textbooks** **Compare two supermarkets in their city and justify why they prefer to go there by writing a short paragraph (80 words) using comparative adjectives.** Students will get in pairs or trios. Then they will discuss the following question: Have you ever gotten a bill for cell phone, cable or electricity that was much higher than you had expected? What did you do? They will discuss and share experiences They will listen to a conversation related to a problem with cell phone bills.	Introduction and presentation of the structure	A		

They will create a short conversation of similar situations, maybe problems with electricity, water, cable, etc. They will explain what they can do in those kinds of situations. Teacher will give students a set of cards to form sentences using comparatives. Students will try to create sentences. They will have 2 minutes to create as many sentences as they can. Students will observe and analyze sentences using comparative adjectives. They will answer questions to discover the use and structure of comparative adjectives. Students will work on their books to practice the target structure (comparative adjectives) Then, the students will write a short paragraph according to their situation. Situation: You and your best friend need to do the shopping this weekend. You want to go to one supermarket, but your friend wants to go to another. Compare the places and explain why you should go to the supermarket you are suggesting. Students will have some time to prepare their topic. They will write about it first. They will explain and find the characteristics to be compared. They can use characteristics such as price, quality of the products, and people's attitudes. They need to provide their friend good reasons to select your suggested place to go. Using the previous information the students will practice the monologue using the 65, 55. 45 seconds speaking technique. They will record the 45 seconds (last delivery). Then, they will peer assess their classmates voice recording using a speaking Checklist (Appendix B). While students are	Practice Production	A	M M	

working on this procedure, the teacher will be taking notes using the Field notes format (appendix F) about what is being observed in class. Finally, the students will send the recording to the teacher so she can give feedback using the fluency rubric (Appendix C). .**Day 3** **Class objectives:** **Students will be able to** **Make an exchange of products using proper vocabulary and phrases** Students will discover different words by listening to dictation of letter. For example, the teacher will dictate: P LPEA If they organize the word it will be apple. Teacher will ask the student to discover three words. EXCHANGE __REFUND and STORE CREDIT. Then teacher will ask for the definition of the words. Once they have defined them, they will discuss situations when they have exchanged, refunded or got store credit. They will listen to a conversation. They will work on their books and answer the questions. They will create the following role-play: Pretend you are a customer and a sales clerk. Student A: You are returning a cell phone/ mp3/TV/ refrigerator/etc. It is broken / It is not working well / It is defective. The volume is very low/ etc. You want to exchange it/get a cash refund/get store credit Student B: You are the clerk. The cellphone/mp3/TV/refrigerator/etc. cost_____. You GIVE YOUR OPINION and explain the steps to follow to answer.	Hook Pre listening During listening Production	A A	M	

Design from Your Goals

Unit III

Instructional design of units for transfer of learning to real life contexts

Institution:	Centro Ecuatoriano Norteamericano
Year of study:	January 2019
Student description: (include English Level)	The students from this English Academy have A2 level according CEFR
Professor:	Sandra Sánchez Vaca
Unit title:	Getting there Safely
Weeks:	1 week(week 3)
Hours:	7 hours

II. Transfer Goal (Stage 1)

Standards the unit will work with: Students will be able to make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident. (Common European Framework, 2018)

Goal: I want my students to learn about traffic, car parts vocabulary, car maintenance, traffic problems and causes of traffic accidents so, that, in the long run and on their own they use the target language appropriately when they explain how an accident happened and how to ask for help from to a public official.

Breakdown of Transfer Goal

B. What I will see and hear if they can transfer?	**B What I will see and hear if they cannot yet transfer?**	**C Knowing what I now know, what do I commit to doing?**
Describe how traffic is on their country or city	Students will constantly search for the vocabulary word in their dictionary, but they cannot use them in different contexts.	Provide them with several sentences samples using new vocabulary words. Use visual aids so they can observe and use their own words to explain meaning and use them in contexts
Discuss car maintenance	Students will seem insecure and quiet when the teacher asks about how to keep a car in good conditions. They might not know what words they can use to explain car maintenance	Provide the students with a word bank of different procedures they might do to keep the car in good conditions. Observe a video giving some tips to protect their car.
Explain how car accidents happen, what are main reasons for car accidents.	They will not be able to express properly why accidents occur. They will have grammatical errors and will not use grammatical tenses properly.	Provide the students with a reading text to search about main causes of car accidents. Compare these causes with their country. Analyze with them how they are similar or different. Give students sentence structures to help them identify the appropriate use of the grammatical structures.
Express their concern about traffic problems and traffic accidents	Student will produce inappropriate sentences to explain their worries about traffic and possible accidents. Students do not know the format of a letter. Students might have many hesitations when they speak.	Give students a letter sample to model the way they can ask for help from a city official in order to express concerns related to traffic that might lead to possible accidents Provide practice opportunities with prep time and feedback Simulate real world situations

		Provide verbal practice using the 65, 55, and 45 seconds technique and mobile phone voice recording

II. Summative Performance Assessment Task (Stage 2)

Goal :	Speak to a city official in order to ask for help to solve a traffic problem
Role:	Citizen of Guayaquil
Audience:	Classmates and Teacher
Situation:	You are citizen of Guayaquil. You have a concern related to a traffic problem near your work. There are dangerous intersections, vehicles double-parked; traffic lights are not working well, etc. So you asked for a formal meeting with the mayor of Guayaquil to explain your concern and request the solution for this problem. You might also provide solutions or suggest ideas to solve the problem.
Performance:	You will have some time to prepare your topic. You will write about it first. You will first explain about the traffic problem near your work, or school, or house, etc. Then you will provide the consequences of this traffic problem. Later, you ask him/her for help explaining what your requirements are or maybe needed suggestions to solve the problem. Finally, you will thank the mayor for his attention and response to your request.
Standards	You will be scored on rate, intelligibility, and hesitations on the speaking portion of the task.

III. Knowledge and skills the students need to succeed in the assessment. (Stage 1)

What students will need to know	**The skills students will need to be able to do**
Students will need knowledge of : Vocabulary and phrases related to traffic signs car maintenance, car parts, and causes of accidents.	The students will be skilled at: Using the vocabulary in different contexts and real situations. Describing how to keep their car in good conditions

Definite and indefinite articles	
Traffic Accidents /Past simple vs. past continuous	Identifying the causes of traffic accidents and explain how they occurred
Formal language to speak to a major or city official	. Expressing their concern about traffic problems by writing a letter to the city mayor. Speak directly with the city mayor describing a traffic problem asking and suggesting solutions using the target language properly.
The Implementation of 65, 55 and 45 seconds, technique	Speaking fluently after practicing the technique
Mobile voice recording use	
Elements or descriptors in the speaking checklist.	Listening and assessing their speaking performance.

V. Essential Questions (Stage 1)

Essential Questions support the transfer goal, signal inquiry, guide instruction, and can be asked over and over throughout the unit without reaching a final answer.	
1. How can I make myself understood when I speak in another language? 2. What strategy can I use to help me with fluency? 3. What do language do I need to use when I want to make a formal request?	

V. Learning Activities (Stage 3)

Transfer goal: I want my students to learn about traffic, car parts vocabulary, car maintenance, traffic problems and causes of traffic accidents so, that, in the long run and on their own they use the target language appropriately when they have to explain how an accident happened and how to ask for help from a public official

Abbreviated Performance Task: You will have some time to prepare your topic. You will write about it first. You will first explain about the traffic problem near your work, or school, or house, etc. Then you will provide the consequences of this traffic problem. Later, you ask him/her for help explaining what are your requirement or maybe suggestions to solve the problem. Finally, you will thank the person for his attention and response to your demand.

Learning activities	Intention	A	M	T
Week 3(7 hours) **Day 1** **Class objectives** **Students will be able to :** **-Identify the meaning of new words in context by using sentences examples.** **-Discuss about traffic in our country by using vocabulary words learned** **-Describe car maintenance by dramatizing a conversation** **-Explain an experience or problem with their car/mechanic /getting to work or school by using articles A/AN/THE accurately**				
Student will be divided into pairs. They will observe on the TV screen a group of words with letters in disorder that are going to be some of the vocabulary words they	Hook	A		

will learn in this unit. For example (utrniostcno=construction) They will have one minute to open their books on page 126 and try to observe all the words in their word bank. Then, they will close the books and they will try to remember the words they observed and order the letters from the words they previously received. They will have 2 minutes for this activity. The group with more correct words will win points.				
Using the words, they will try to identify the definition using some sentences examples provided by the teacher. Teacher will confirm or provide feedback with the vocabulary words that were not properly defined.	Introduction	A		
Then, students will work on their book. Practice pronunciation and matching the correct word in context.	Practice	A		
Students will have two minutes to think about traffic problems in their country. Then they will discuss traffic with two classmates. They have to use vocabulary words they previously learned	Production		M	
Students will work in groups and they discuss the following question: What do you do to keep your car in good conditions? Then, they will share their ideas with the class.	Pre listening	A		
Then, they will listen and work on their book page 128.	During listening	A		
They will work in pairs and then they will create a short conversation in order to role play a situation they have experienced, observed or heard about, related to car maintenance, They can use the conversation given in their books	Production		M	

Students will work in groups and they will play a betting game. The idea is that they will try to find the errors in the sentences examples. The students read the sentences on the worksheet, some of which contain errors in the use of articles (a, an, the, no article). If the students think a sentence is right, they put a tick in the first column of the worksheet. If they think a sentence is wrong, they correct the mistake and put a cross. When the students have finished, they bet on their answers, depending on how confident they are about each decision. Students bet between 10 and 100 points for each statement. The students write the bet in the 'bet' column. When the students have placed a bet for each sentence, the correct answers are elicited from the class. If the students guessed correctly, they transfer the amount written in the 'bet' column to the 'win' column. If they guessed incorrectly, they transfer the amount to the 'lose' column. When all the answers have been given, the students subtract the amount lost from the amount won to give a grand total. The student with the highest grand total is the winner.	Hook		M	
After playing the game, students will analyze the use of the articles by classifying them in a chart using the samples from the exercises. Teacher will provide feedback	Grammar presentation	A		
They will work on their books pages 130 and 131	Grammar practice	A		
Finally, they will write a short experienced with car maintenance they have had, heard or observed. Then they will discuss it with a partner.	Production		M	
Day 2				
Class objectives				

<table>
<tr>
<td>
Dramatize how to talk about car accidents by using proper experiences they were in, saw or heard about by using samples from the book

Express concern about car accidents by writing a letter to the mayor using past continuous properly.

Activities

Students will get in groups and they will answer the following questions: What are common causes of traffic accidents? Why do they happen? They will have to give two or three examples.

Then, they will listen to a conversation, which describes a traffic accident. They will work on the book page 134.

Students will role-play a traffic accident situation in their city.

Students will watch a video related to a black out. Then, the students will answer the following questions What is the video about

 What happened in the city?
 What activities were they doing last night when the lights went out?

After that, they will watch the video again and they will complete a chart using information from the video

<table>
<tr><th>What were you doing last night</th><th>First person / his wife</th><th>Second person</th><th>Third person and her husband / the children</th></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>
</td>
<td>Introduction
Pre listening Activity

During listening
Production

Hook

Grammar presentation</td>
<td>A

A

A

A</td>
<td>M</td>
<td></td>
</tr>
</table>

Then, the students will use the examples to analyze the structure and use of past continuous. They have to answer the questions. When were these activities happening? in the past at a specific time in the past a past action in progress When do we use past continue? When do we use past tense? Then students will read rules in their books and practice	Grammar Practice	A		
Students will write a short paragraph describing accidents they have seen, heard or experienced. They will describe the following: Where was the accident? Who was involved? What happened? What caused the accident? When did it happen? They will have to use the learned structure (past continuous) Using the previous information the students will practice the monologue using the 65, 55. 45 seconds speaking technique. They will record the 45 seconds (last delivery), Then, they will practice the peer assessment (Checklist Appendix B). While students are working on this procedure, the teacher will be taking notes using the Field notes format (appendix F) about what is being observed in class. Finally, the students will send the recording to the teacher so she can give feedback using the fluency rubric (Appendix C). **Day 3** **Class Objectives** **Students will be able to :**	Production		M	

• **Explain traffic problems by writing a letter to a city official** • **Discuss things they should do after a car accident by listening to an example proposed in the textbook** • **Describe things to do when having a car by talking about driving costs**				
Students will work in groups of 3. Then, they will receive a sample letter. They will also receive the parts of the letter in slips of paper. They will have to match the slips with the correct picture. The group that finishes first will be the winner.	Hook	A		
Then, the students will read the letter sample they have received. They will discuss the following questions: Who is the letter to? What is the address? What does it say? Do we have a similar situation in our country? How would you express your concern to the city mayor?	Presentation	A		
They will think about traffic problems in their city. They will order their information. They will write a letter to the Mayor of their city expressing their concern about a problem in Guayaquil. Teacher will check students' written work and provide feedback.	Practice /production	A	M	
Using the previous information the students will practice the monologue using the 65, 55. 45 seconds speaking technique. By using the following context: Situation: You are citizen of Guayaquil. You have a concern related a traffic problem near your work. There are dangerous intersections, vehicles are double-parked, traffic lights are not working well, etc. So you asked for a formal meeting with the mayor of Guayaquil to explain your concern and request the solution for this				

problem. You might also provide solutions or suggest ideas to solve the problem. They will record the 45 seconds (last delivery), Then, they will practice the peer assessment (Checklist Appendix B). While students are working on this procedure, the teacher will be taking notes using the Field notes format (appendix F) about what is being observed in class. Finally, the students will send the recording to the teacher so she can give feedback using the fluency rubric (Appendix C). .				
Students will discuss the following question: • What do you think you should do after a car accident with another moving car? • What do people usually do in your country?	Pre listening	A		
Students will listen to different steps to follow when experiencing an accident They will work on their book page 141.	During listening	A		
The students will receive a situation related to accidents. For example, Your mother burned herself while cooking. She has a serious wound. A car ran over a person near your house, etc. Then they will describe, what they should do or what steps they should follow an accident.	Production		M	

Students will read sentence examples on the board related to time clauses when, before and after. They will deduce the rule using the examples 	Introduction of grammar	A		
Students will understand how to use the time clauses and read them on their book. They will compare their answer and teacher will give them feedback.	Practice	A		
Students will work in groups and they will discuss the way to save money on gas and on cars by using time clauses.	Production		M	

Design from Your Goals

Unit IV

Instructional design of units for transfer of learning to real life contexts

Institution:	Centro Ecuatoriano Norteamericano
Year of study:	January 2019
Student description: (include English Level)	The students from this English Academy have A2 level according CEFR
Professor:	Sandra Sánchez Vaca
Unit title:	Staying Healthy
Weeks:	1 week(week 4)
Hours:	7 hours

III. Transfer Goal (Stage 1)

Standards the unit will work with: Students will be able to make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.(Common European Framework, 2018)

Goal: I want my students to learn about healthy and unhealthy eating habits, diets, nutritional labels, healthy ingredients and dental health so, that, in the long run and on their own they use the target language appropriately when they have to explain or suggest how to eat properly in order to have a healthy diet.

Breakdown of Transfer Goal

C. What I will see and hear if they can transfer?	B What I will see and hear if they cannot yet transfer?	C Knowing what I now know, what do I commit to doing?
Identify healthy and unhealthy habits	Students might confuse healthy eating habits with unhealthy eating habits	Provide them with several sentences samples using new vocabulary words. Use visual aids so they can observe and use their own words to explain meaning and use them in contexts
Explain causes and consequences of keeping bad eating habits	Students get mixed up with causes and consequences	Provide several examples of different causes and consequences of bad eating habits, by using a chart ask them to identify causes and consequences.
Describe how often they have bad eating habits during the week.	They will not be able to use the frequency adverbs or phrases to explain how often they have good or bad eating habits. They will not know how the grammatical structure and use of Frequency adverbs is.	Provide several sentence examples in real context to help them identify frequency adverbs and how to use them properly.
Describe ways to have healthy lifestyle	Students do not know what a healthy lifestyle is. They will search for information and ask for it. They will have many hesitations when they try to express their ideas	Give pictures and readings related to healthy habits. Provide practice opportunities with prep time and feedback

		Simulate real world situations Provide verbal practice using the 65, 55, and 45 seconds technique and mobile phone voice recording

II. Summative Performance Assessment Task (Stage 2)

Goal :	Speak on a radio show about healthy eating habits
Role:	Nutritionist
Audience:	Classmates and Teacher
Situation:	You are an acknowledged nutritionist. You have been invited into a radio show to discuss Healthy Eating
Performance:	You will have some time to prepare your topic. You will write about it first. You will first answer the following questions: What are Healthy eating habits? What kind of food do people normally ingest? How can people start eating Healthy? Suggest tips and healthy substitutes to start eating healthy and improve the quality if their life. .
Standards	You will be scored on rate, intelligibility, and hesitations on the speaking portion of the task.

III. Knowledge and skills the students need to succeed in the assessment. (Stage 1)

What students will need to know	**The skills students will need to be able to do**
Students will need knowledge of : Vocabulary and phrases related to healthy and unhealthy eating habits Causes and effects of having bad eating habits Frequency adverbs	The students will be skilled at: Using the vocabulary in different contexts and real situations. Identifying causes and consequences of having bad eating habits

Nutritional labels and what they mean Gerunds as subject or objects and Dental and family health The Implementation of 65, 55 and 45 seconds, technique Mobile voice recording use Elements or descriptors in the speaking checklist.	Explaining how often they have bad eating habits during their weeks Interpreting nutritional labels from the food, they consume. Explaining how to keep a healthy family that includes dental health . Explaining a healthy diet, by becoming a nutritionist and giving suggestions to healthy eating habits Speaking fluently after practicing the strategy Listening and peer assessing their speaking performance.

V.Essential Questions (Stage 1)

Essential Questions support the transfer goal, signal inquiry, guide instruction, and can be asked over and over throughout the unit without reaching a final answer.	
1. How can I make myself understood when I speak in another language? 2. What strategy can I use to help me with fluency? 3. How can I have health eating habits?	

V. Learning Activities (Stage 3)

Transfer goal: I want my students to learn about healthy and unhealthy eating habits, diets, nutritional labels, healthy ingredients and dental health so, that, in the long run and on their own they use the target language appropriately when they have to explain or suggest how to eat properly in order to have a healthy diet.

Abbreviated Performance Task: You will have some time to prepare your topic. You will write about it first. You will first explain about What Healthy Eating Habits are? What kind of food do people normally ingest? How can people start eating Healthy? Suggest tips and healthy substitutes to start eating healthy and improve the quality of their life.

Learning activities	Intention	A	M	T
Week (6 hours) **Day 1** **Class objectives** **Students will be able to :** **-Compare good vs. bad eating habits by identifying and using new vocabulary learned in class.** **Explain how bad habits can affect their health by identifying causes and effect of practicing them** **Describe how often they have good or bad eating habits during the week by using frequency adverbs.**				
Students with watch a video about good and bad eating habits. https://www.**youtube.com/watch?v=rrwd2_UkmNw**	Hook	A		

Then, they will talk to their classmates. Class will be divided in two groups. One group will try to define in their own words what good eating habits are. The other group will try to define what bad eating habits are. Finally, they will express which one they really practice.	Vocabulary presentation and practice	A		
Students will work on their textbook and identify the phrases related to healthy or unhealthy eating habits. They will work on their on page 146.	Production		M	
Students they will use the phrases and vocabulary learned to classify in healthy or unhealthy habits. They will have to explain their answer and give five other examples.	Pre listening	A		
Students will discuss the following questions: Do you ever skip meal? How do you feel when you do it? Students will listen to a conversation related to bad eating habits. They will work on their books on page 148-149	Practice	A		
Students will be divided in groups of 3. Then the teacher will assign a list of bad eating habits. They will have to select two and explain what are the causes and the effects of these eating habits.	production		M	
Students will watch a video and the will discuss the following questions: What is the video about? ☐ What happened to Paul? Why is he late? Watch video again and answer the question ☐ How often does Paul get up before 8:45 am? ☐ How often does Susan make breakfast? ☐ How often does Susan take a nap? ☐ When does Paul do the laundry?	Grammar presentation	A		

Using the answers of the questions the students will analyze and deduce the rules related to frequency adverbs. Then, they will work on their books on page 150 and 151.	Practice	A		
Finally, students will interview their classmates to discover their eating habits. They will create three questions about good or bad eating habits. Then, they will use the information to express how often they have good or bad eating habits during the week	Production		M	
Day 2 Class objectives ☐ Solve problems related to how habits can make family's lifestyle healthy or unhealthy, by providing suggestions using gerunds for healthy lifestyle.				
Students will discuss the following question: What can parents do to help their children have a healthy lifestyle?	Pre listening	A		
Students will listen to a radio show explaining how bad eating habits affect people's health. They will work on their textbooks page 154-155	During listening	A		
Students will gather in groups of 3 or 4. Then, they will make a list of food they eat daily. Then, they will talk about what substitutes they can use to replace the food. For example, brown bread instead of white bread or olive oil instead of cooking oil. ETC	Production		M	
Teacher will present some sentences in disorder. These sentences have the target structure (Gerund as subjects and objects). They will try to put them in order and	Hook	A		

discover the sentence. The group that finishes first will be the winner				
Then using the sentences as examples they will discover how and when to use gerund. They will answer questions such as: What do the words in red have in common? What function do you think these words have in a sentence? Noun, verb, adjective?	Grammar presentation	A		
They will read the rules and practice the exercises on page 156, 157 and 169.	Grammar practice	A		
They will write a paragraph explaining the next situation: You are an acknowledged nutritionist. You have been invited into a radio show to discuss Healthy Eating. You will have some time to prepare your topic. You will write about it first. You will first explain about What Healthy Eating Habits are? What kind of food do people normally ingest? How can people start eating Healthy? Suggest tips and healthy substitutes to start eating healthy and improve the quality of their life. Teacher will check students' piece of work and provide feedback	Production		M	
Using the previous information the students will practice the monologue using the 65, 55. 45 seconds speaking technique.				
Day 3				
Students will have a written exam that will evaluate units 7 and 8.				
An hour before the evaluation the teacher will interview 4 students. The interview has 4 questions.(Appendix D)				
Day 4				
An hour before the evaluation the teacher will interview 4 students. The interview has 4 questions.(Appendix D)				

Students will be assessed orally. (Speaking Post-test Appendix E). Students will informally assess their classmates' voice recordings (checklist appendix B) and then they will send the voice recordings to their teacher to be evaluated. Teacher will assess the students' speech using the Fluency rubric (Appendix C)				

Appendix B

Name: _____ Date: _____

Unit: _____

Speaking Checklist

Use the following checklist to evaluate your classmate speaking (45 seconds)

How did he/ she speak in his/her third delivery?	**Too slowly__**	**Too fast____**	**just right___**
How many pauses and hesitations did he/she have during the third delivery (45 seconds)?	**Too many ___** **The speaker has many hesitations(5 or more hesitations)**	**Some____** **The speaker has some noticeable hesitations(from 2-4) and short pauses (3 seconds or less)**	**A few__** **The speaker has few noticeable hesitations (1 or less) and few short pauses**
How clear was he/she in his/her delivery? (listener assesses)	**Not clear____** **It was difficult for me to understand the message. I could not get the message.**	**Somewhat clear clear_____** **It was somewhat difficult to understand the speaker's message. I got part of the message**	**Very clear _____** **The message was clear. I was able to understand all the message I heard from the speaker.**

Summarize what your friend said:

_____
_____
_____
_____
_____
_____
_____
_____

Appendix C

UNIT: _____ UNIT TITLE: _____

TEACHER: _____

FLUENCY RUBRIC for 45 Seconds

Descriptors/ Score	1 point	2 points	3 points
Rate	**The speaker speaks 40 to 49 words in 45 seconds**	**The speaker speaks 50-69 words in 45 seconds**	**The speaker speaks 70-80 or more words in 45 seconds**
Hesitations	**The speaker has many hesitations(5 or more hesitations)**	**The speakers has some noticeable hesitations (from 2-4) and short pauses (3 seconds or less)**	**The speaker has few noticeable hesitations (1 or less) and few short pauses**
Intelligibility	**The speaker is not able to make him/herself understood, in short contributions.**	**The speaker is somewhat able to make him/herself understood in short contributions**	**The speaker can make him/herself understood in short contributions**

Fluency Level

Poor Fluency Level	**1 -3**
Medium Fluency Level	**4-6**
High Fluency Level	**7-9**

Appendix D

Interview

1. How helpful was the 65, 55, 45 seconds speaking technique for speaking fluency? Explain
2. How helpful was the 65, 55, 45 seconds speaking technique to build up your self - confidence when you speak English in Class? Explain
3. On scale of 1 to 5 (1 definitely do not recommend and 5 will absolutely recommend) how would you rate the strategy for students learning English? Why?
4. What did you learn and how did you know that you learned it?

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1. **¿**Qué tan útil fue la estrategia de 65, 55, 45 segundos para la fluidez al hablar? Explique
2. ¿Qué tan útil fue la estrategia de 65, 55, 45 segundos para fortalecer su autoconfianza al hablar en inglés en clase? ¿Porqué?
3. En una escala del 1 al 5 (siendo el 1 definitivamente no la recomendaría y 5 si la recomendaría) ¿Cómo evaluaría la estrategia para el aprendizaje del idioma inglés? ¿Porqué?
4. ¿Qué aprendiste y cómo sabes que lo aprendiste?

Appendix E

Speaking Test

Speaking Task

You are an acknowledged nutritionist. You have been invited to a radio show to discuss Healthy Eating Habits. Answer the following questions: "What are "Healthy Eating Habits?" What kind of food do people normally ingest? How can people start eating healthy? Suggest tips and healthy substitutes to start eating healthy and improve the quality if their life.

Appendix F

Research Field Notes

Date: _____Teacher: _____

Class Objectives	
Possible constraints and misunderstandings	
Unaccounted circumstances that aid or inhibit the process	
Skills needed to accomplish the task	