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Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching

***The Usage of Poems to Enhance Fluency on 6th Graders at Jorge Debravo School
during the Second Quarter of 2017***

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Table of Contents

Chapter I.....	1
Introductory Framework	1
1.1 Background of the Study.....	2
1.2 Research Question.....	5
1.3 Purpose and Significance of the Study.....	5
1.4 Objectives.....	7
1.4.1 General Objective.....	8
1.4.2 Specific Objectives.....	8
1.5 Limitations of the Study	8
Chapter II	11
Theoretical Framework	11
2.1 Antecedents	11
2.2 Review of literature	16
2.2.1 English as a Common Language.....	17
2.2.3 Fluency	20
2.2.4 Fluency Types	22
2.2.5 Poetry	29
2.2.6 Poetry Definition.....	30
Rhyme	31
Meter and Rhythm.....	31
Chapter III	33
Methodological Framework	33
Research Method and Scope	33
Selection and Description of the Population and Participants.....	35
Description of the Institution.....	36
Description of the Population.....	37
Description of the Participants	37
Implemented Strategies	38
Data Collection Instruments.....	39
Observation	39

Questionnaire	40
Test.....	41
Chapter IV	43
Data Analysis	43
Analysis and interpretation of the results	44
Class Observation.....	44
Students questionnaire.....	46
Test.....	56
Pre-test section 6-1	57
Post-Test Section 6-1	62
Chapter V	69
Conclusions and Recommendations.....	69
Conclusions	69
Restatement of the research question	75
Recommendations	76
References	79
Annexes.....	81

Chapter I

Introductory Framework

The first chapter of this research will provide an idea of the content of the whole record. This chapter includes the background of the study, which describes why this topic is the optimal to investigate; regarding to the researcher's experience during the university practice accomplished in the second quarter of 2016. As part of the background of the study, the reader will understand the reasons why the researcher took into consideration the idea of evaluating a topic that can capture the attention of the students by employing a different technique to improve fluency.

Another element included on the first chapter is the research question; in this part, the investigator proposes the question that will lead the investigation and defines the importance of formulating a question which states a problem that needs to be solved. Chapter I also incorporates the purpose and significance of the study where it is settled why this topic is important to investigate and pretends to catch the reader's attention. The purpose of the study indicates what the research pretends, and it leads to the technique that will be used in order to accomplish the objectives of the investigation. Objectives are also part of this chapter. It includes a general objective which is the answer to the research question, as well as three specific objectives. Finally, but not less important, in this chapter the limitations will be described.

1.1 Background of the Study

The idea about this topic comes from the university practice accomplished at Jorge Debravo School during the second quarter of 2016. In this practice, there were given English classes to students of sixth grade in which a poor fluency, as well as a low motivation, were the most predominate factors reflected during the lessons. At this school, the students usually received at least one lesson each day to be in contact with the language. Besides this idea, related to the experience from the university practice, it was not enough to capture the student's attention and guide them to be more fluent. Therefore, during the classes, students were very distracted and it was difficult for them to show interest when a new topic was being explained. Due to this situation, the lesson's time became shorter and the time settled for every lesson was not enough to teach the topic properly; besides, there is a program in every public school established by the government, specifically by the Ministerio de Educación Pública (MEP), that must be followed. It contents all the topics with their specific rubrics and must be evaluated during the year and be finished at the end of the scholar period.

Distraction between students is a common noticed behavior during the university practice; it may affect the rhythm of the lesson and the aim of the topic that must be reviewed. If one student gets distracted, it is possible that other students may perceive it and also be distracted. Regarding this, it is important to create new exercises in class in order to catch their interest. As a matter of fact, those are some of the reasons why the researcher took into consideration the idea of evaluating a topic that can get student's attention and motivate them in order to improve their skills to learn new vocabulary with correct pronunciation, paying attention to every indication and allowing the proper development of fluency in every practice. This may save time in the lessons and will allow students to focus on the exercises

proposed by the researcher to recognize and enhance the good pronunciation of the words in the poems.

To enhance fluency, the researcher came with the idea of applying an activity to promote a good relationship between motivation and participation. At first, motivation was the central idea to develop this investigation due to the lack of inspiration found in the students about English classes in general. However, during the practice with sixth graders it was notorious that the usage of certain activities had the potential to increase the students' participation in the lessons, creating a better environment, noticing concentration among the students and their interest during the explanations and development of the activities. Under those circumstances, it was considered to work and give more emphasis to fluency, applying the correct use of the activities in class which may help, not only to improve their fluency, but also to increase their willingness to work in class. Consequently, fluency is settled as the main point in the research based on the experience commented before; besides, it will be important to mention the strategy that will be used to develop the research and the population involved in the investigation.

In this investigation, the usage of short poems to enhance fluency on sixth graders at Jorge de Bravo School during the second quarter of 2017 will be evaluated taking into account that two different groups of sixth grade will be chosen to work with. One of these groups will work in class as they normally do, with the exercises they usually practice in class, and the other group will work under the purpose given; this means that by using poems with the idea of comparing both groups and evaluating the effective usage of poems to enhance fluency. In deed, this topic was chosen by taking into consideration the issues found in the students and as a measurable strategy to increase their fluency with the correct usage of

poems that will provide a manner to concentrate and practice in class with the right pronunciation of the words content in the selected poems; therefore, the usage of short poems in class will be the center of this research to enhance a better fluency. This is why, to accomplish this evaluation, the contact with the students in class will be very important to develop the investigation. In this case, there should be interaction between the students and the researcher, as well as communication to put in practice all the exercises to work in class by applying the usage of poems.

The researcher will work with two different groups to demonstrate the purpose of the investigation. This will help to provide the progress of the students during the classes and indicate the results of the investigation. For this to be reached, the investigator needs to provide the practices to the students and teach them the rules for every exercise. This is why the students of sixth grade at Jorge the Bravo school located in Hatillo, San Jose are the right ones to develop the investigation due to the researcher's previous participation in this school and the permission to introduce the strategy to apply the use of poems.

In this perspective, this topic provides the idea of working in a funny and creative way about the fluency of the students; the idea is to enhance it and use imagination to create their own poems if it is possible, to demonstrate their knowledge and repeat the words correctly, so the students can integrate the new words in their vocabulary and become easier for them to express or have clear ideas when the teacher is explaining in class. This may also help them to increase their grades and it would be easier for them to work in class as well as if there is an investigation or homework to do at home.

1.2 Research Question

The research question at any project should establish a problem to be solved; thus, this will guide and delimit the investigation helping the researcher to follow the correct line during the whole process; besides, the question expresses the reasons why the investigation is being conducted. Once it is clear why the research question is important in the investigation, it should be mentioned further this research has the finality to answer the question proposed:

What are the positive effects of the usage of poems to enhance fluency on sixth graders at Jorge De Bravo School during the Second Quarter of 2017?

1.3 Purpose and Significance of the Study

Education involves a variety of topics that can be evaluated, since it is a fundamental base in the construction of society. It brings a broad number of interesting themes that can be analyzed, but the focus of education, according to the researcher, is the students and their wellness. The fact of contributing to an idea that can help to promote their development is fundamental and primordial in this investigation. Among many topics that could have been selected, fluency is the one that includes all the characteristics to work in regards to the researcher's expectation; furthermore, fluency is such an important tool for a good communication in every language, it allows to express ideas in a correct way; it also gives meaning and sense to the one who is receiving the information. This may help to avoid misunderstandings in any situation; additionally, it is very useful, it requires practice and constancy; therefore, fluency has been selected in this research, to evaluate the usage of poems that may be discussed in class by improving the fluency between students.

Since fluency is so important in the development of a good mastery of the language, it is considered to be investigated in this research because of several reasons. First of all, it will help students communicate better during the classes. Secondly, it will improve language skills in the students, and thirdly, it will bring more confidence to students in order to express their ideas and thoughts in class. Clearly, this investigation pretends to enhance fluency in class, for students to understand words by its correct pronunciation and not getting confused about vocabulary. The idea is to determine the sounds which are more difficult for students to pronounce and look for the best poems to practice in class until the sound gets familiar to them. As a matter of fact, the purpose of the research is to help students improve their fluency by applying activities that reinforce their abilities to pronounce new vocabulary through poems. It is important to include a topic that gives the students a way to have fun during the process, but at the same time to make them feel comfortable with the pronunciation of the words. All students in a learning progress make mistakes; therefore, it is important to have a good relationship with the students so, they can associate communication with knowledge and be a useful key in their lives.

Students are the ones who motivated this investigation; the fact to promote education in any area is a big step for an educator, but the results that may come from the effort to inculcate knowledge in the students are the ones that teachers encourage to continue their work with love and passion. Sixth graders at Jorge the Bravo School will receive the benefit of this investigation; all the information and useful tools that might be applied in this research come with the idea of improving their knowledge, to help them feel comfortable and capable of learning, to become people with commitment and willing to learn, as well as to solve fluency problems; the researcher pretends to work with activities that improve students'

participation leading to a better communication between them and the teacher, and at the same time collaborating to improve pronunciation; the idea is to look for or even create poems to be used in class and enhance fluency and this could be reached by repeating, memorizing the poems and adding activities to reinforce. Besides, poems will be chosen depending on which sounds could become more difficult to pronounce for students according to the topic that must be reviewed in class.

The idea of this investigation is to evaluate the usage of poems in the students' fluency in order to improve their skills in the learning process of a new language as English. There are students with valuable abilities that have not been developed because of the useless strategies applied in the class, but those abilities could be enhanced with motivation and a better usage of the strategies in order to promote the different skills that students have which are not all the same. Additionally, the correct use of the materials and practices may produce a significant change in the development of the students' knowledge; likewise, the idea of helping students improve their knowledge is one of the most valuable reasons for this research. Any attempt to promote education deserves to be investigated and if it includes the idea of helping students in their daily activities, it increases the willingness to work on the investigation.

1.4 Objectives

The objectives in the investigation are fundamental; they lead the researcher during the process, focusing on the purpose and directing the line that must be followed. The goal of this research is to evaluate the effects of the usage of poems to enhance fluency on 6th graders at Jorge de Bravo school during the second quarter of 2017.

1.4.1 General Objective

To evaluate the effects of the using poems as a strategy to enhance fluency on 6th graders at Jorge Debravo school during the second quarter of 2017.

1.4.2 Specific Objectives

- To identify any difficulty in fluency when reading poems on 6th graders at Jorge Debravo school during the second quarter of 2017.
- To design activities where 6th grade students can use poems as strategy, in order to be more fluent at Jorge Debravo School during the second quarter of 2017.
- To evaluate how poems can help 6th grade students to improve their fluency at Jorge Debravo School during the second quarter of 2017.

1.5 Limitations of the Study

Limitations are situations that can produce an inconvenience, but they will not generate a permanent condition. It means that the researcher may find some limitations during the investigation, but also an alternative in which the investigator can continue to develop the project will be found, in spite of the problems that may appear during the process. Regarding the limitations of this research, it is important to mention the lack of motivation; this can be a limitation if the students do not demonstrate interest during the classes and if their behavior cannot help with the attitude of collaboration during the activities proposed by the researcher, but this limitation can become a strength if the investigator has the tools to keep the students' attention and may collaborate with their willingness to learn. This limitation is exactly one of the reasons that brings the idea of

working with poems. It is important to deal with a low motivation in class to generate participation in the group and work with the exercises proposed; on the other hand, time in class can also become a limitation.

Sometimes, there is not enough time in class to finish all the work prepared for each lesson; besides, there are some activities in the school that are an obligation, for example, civic acts, principal's speeches, teacher's meetings or any other activity that may come up during the year and the group should attend as an order of the principal in the institution. This might produce some interruptions with the activities planned. It is important to mention the fact that at this school students come from a marginal neighborhood; so, not all students will have the materials required in class. There are many interesting exercises to work with, but materials play an important role to develop the activities; therefore, it becomes a limitation and the researcher can only work with the materials that all students can afford or look for exercises where physical implements will not be necessary at all.

Usually, those facts interfere with the sources used in the practices and make the development of the exercises for the investigation more difficult. There are instances when the researcher must afford the cost of the materials due to the student's conditions; conclusively this is another limitation, which is the lack of equipment and the infrastructure of the classrooms. Not all classrooms have audiovisual equipment, which helps in some exercises the correct development. This causes a limitation when choosing the activities to work in class; besides, there are some classrooms with electricity problems and they can only be used during the mornings to take advantage of the sunlight. This limitation reduces the time for the activities, or in some cases the lesson must be changed to another day in the morning to complete the lesson effectively. In conclusion, on any research, there will

probably appear a large branch of limitations during the development of the investigation, but these limitations will become an important part in the research when they are assumed and replaced for better solutions and complete the finality and purpose of the investigation.

Chapter II

Theoretical Framework

2.1 Antecedents

English has become a popular language around the world; students recognize the importance of speaking this language and the fact that it can bring opportunities in their future, since learning a new language is an important tool to develop better relationship with people around the world and it can be an interesting manner to learn about another culture. In the schools, as teachers, there is a responsibility to help children feel engaged and motivated while learning a new language. In order to achieve that, teachers can apply different strategies to improve second language learning; besides, there are many studies and investigations about techniques that may help teachers to be updated by applying them in class and create a better atmosphere in a classroom full of creativity, motivation, knowledge, and responsibility. This is why it is important to investigate about different strategies to use in the classroom according to the students` necessities, to help them grow and get engaged with their interests.

The first investigation is a thesis made at Universidad Internacional de las Americas, which topic is “Analysis of Role Playing as a Strategy to Improve Fluency in Oral Communication in Students of English for Specific Purposes on a Course of Business Informatics Minor at Colegio Técnico Profesional Industrial Jose Figueres Ferrer During the Third Quarter, 2015” by Nelsi María Jiménez Solís. This project was focused on using the technique of role playing in the classroom to improve the students’ oral skills; where students had to apply their previous knowledge in combination with new information and be capable

of expressing themselves in class as if they were in real life situations. Regarding to the population studied on that research, a tenth grade was chosen. Those students were selected according to the necessities of the investigation and because they were taking technical courses in the institution. Besides, the idea of the researcher was to select a small group, it was a group of the night shift at Colegio Técnico Profesional Industrial Jose Figueres Ferrer composed by fifteen members.

The instruments used in that investigation were an observation instrument, a students' interview, and an oral test. In the observation instrument, the researcher used a checklist to evaluate if students participated in the oral activities proposed by the teacher. The participants had to mark with an X the checklist that included: always, almost always, almost never or never, in order to evaluate the behavior of the students regarding their participation. The second instrument, which was students' interview, was used to ask the students nineteen questions if the role play strategy was used in class and the opinion that every student had about it. As the third instrument, the researcher considered a performance evaluation that was used two times in the investigation. The first time, it was an oral performance without the previous usage of any strategy to analyze the oral skills of students. Once the researcher applied the first performance, she introduced the material and explained the strategy of role playing, so a new performance could be evaluated for the second time to compare if the correct usage of role playing could mark a difference in the improvement of their oral skills.

Regarding the data analysis, the researcher observed a low oral participation at the beginning of the process due to the activities proposed in class, because they were focused more on the grammar structure and reading rather than on the oral proficiency. In the comparison between the pre and post-test, the researcher concluded that the role-playing

strategy could improve students' oral communication; besides, the participation and interaction in the group increased. To sum up, the researcher concluded that role-playing was a strategy that could help the students to improve their oral skills, become more fluent and have the desire to participate in class.

In another thesis made in Indonesia by Saputri Dwi Lestari in 2015, the researcher introduced the topic "Reading Poems as a Strategy to Improve English Pronunciation Ability on Segmental Features And Word Stress (A Classroom Action Research at The Grade XI of SMA Walisongo Semarang in The Academic Year of 2014/2015)". In this thesis, the researcher proposed to evaluate the students' progress in pronunciation by using poems; likewise, the population in that research were twenty-five students of the eleventh grade of SMA Walisongo Semarang in Indonesia. To prove the usage of poems to improve pronunciation, the researcher used as instrument: classroom action, which is to apply activities related to the topic expected to be accomplished in the classroom; as matter of fact, the researcher applied classroom action in two cycles, and in every cycle, planning, acting, observing, and reflecting were evaluated. The researcher first applied a pre-test to identify the level of pronunciation in the students, then the first cycle, later, the second one and finally a post-test was administered to evaluate the results after applying the strategy. In summary, according to the investigation in that thesis, the researcher considered that most of the students paid attention and were interested in using poems since the beginning, they were motivated and felt very comfortable by using the strategies proposed by the researcher.

The third investigation reviewed was made in Universidad Internacional de las Americas by Juan Carlos Retana in 2011, the topic is "Fluency with Phonetics Applications to Enhance Oral Communication at Centro Canadiense" In this thesis, the investigator

proposed to enhance oral communication by identifying the sounds that seemed to be more difficult for students to pronounce, and he described the best methodology to pronounce them in a better way, by the usage of activities like role playing. In this context, the students could become more fluent in order to sustain a real life conversation in class and be able to recognize the sounds that usually affect the fluency of their oral production. According to the researcher, due to a preview test done during the investigation, the sounds students had more difficulty were: /□/, /ð/, /v/, /f/, /z/; on the other hand, the population in that research were students of third the level at Centro Canadiense, composed by fifteen members, that according to the researcher, were more exposed to oral communication than the rest of the levels in the institution and that was one of the main reasons he decided to work with them.

Regarding to the instruments, the researcher first used an interview of several questions to identify the level of knowledge they had on a specific topic and also to investigate if the teacher explained the pronunciation of the sounds before or after introducing the topic; besides, the researcher applied an evaluation test in which he could evaluate if the activities, like role playing, implemented in class were achieved. As the last instrument, he applied a final diagnostic test in order to verify if students improved after applying theoretical explanation. In that final test, the researcher read the words just once and students had to identify the symbol that represents every sound in a correct way. Conversely, the researcher used triangulation data to demonstrate or increase the credibility of the results in his research. It was found that after applying the methods, the students had the ability to pronounce correctly the words that contained the sounds that were difficult at first, and they could recognize with less difficulty the sounds and their respective symbols.

The last thesis review was a thesis also from Universidad Internacional de las Americas by Noelia Mena Varela in 2009 which topic was about “Factors that Interfere the Development of Fluency in the Oral Production of English Language for Seventh Graders at Las Americas High School”. In this qualitative investigation the researcher pretended to evaluate why students are not able to communicate fluently and how the teachers strategies can affect the interaction between the students and the teacher; besides, she designed activities not only to develop oral fluency but also to demonstrate how teachers could apply those activities by a guidelines, which is a document with the intention to advise how a procedure can be performed to promote oral fluency in that school specifically. The population of the investigation was a seventh grade group that consisted of 23 students in Las Americas High School located in Moravia, where they usually received ten lessons of forty minutes each week divided in grammar and conversation.

The instrument first instrument used in this investigation was observation, that was used to analyze the behavior of the students, so the researcher could understand the context and situations in the classroom. The second instrument was a depth interview; this interview was made by the researcher to ask the teacher some specific questions about the methods used to teach a new topic in class, and as the last instrument, the researcher applied the guideline document for the teachers in Las Americas High School with several activities with their specific explanations about how they could use them to enhance fluency for seven graders. Regarding to data analysis, the researcher could conclude that at the beginning some students had problems with participation and they were very nervous about expressing themselves; furthermore, the motivation could increase if the students were interested in the activities. The researcher concluded this investigation by giving some recommendations

“guideline document” to the teacher since, according to the analysis, many of the students had difficulty while paying attention and interacting because of the activities proposed by the teacher.

2.2 Review of literature

Chapter II includes the literature review, which refers to the information read and used by the researcher. This review of literature contains the necessary information used to develop this investigation; it includes the analysis of the ideas from the authors of investigations and publications. First, it will mention the role of English as a common language and the reasons why a common language is settled in the society. This makes it easier to understand why English is an important language nowadays and with the a language influence the society. Besides, it will mention the influence of linguistic power to refer about the importance of becoming bilingual and its advantages, as well as the differentiation between native and non-native speaker and the explanation how some people have the advantage of dominating the language due to their nationality and also how people, especially children, have the ability to learn a new language in an effective way.

As the second point, the concept of fluency will be explained. Even though it is hard to define, there are many factors that can lead to better understanding what fluency is and its importance to succeed while learning a new language. Therefore, it will be explained that fluency is divided into three different parts: productive fluency, perceptive fluency, and nonverbal fluency. Regarding to productive fluency, the structures that integrate this type of fluency will be mention. In other words, this type of fluency refers to oral production and has to do with speech rate, temporal variables, unfilled pauses, among others. Perceptive fluency; on the other hand, is related to the capacity that the learner has to process the message

received and the ability to respond in a correct way to that message. It will mention the parts that are contemplated in this type of fluency, such as accuracy, intonation, accent, and some others. In addition, there is also nonverbal fluency type; it will be described and the parts that conform it will be mentioned, this one refers to signals and gestures made by the learner and how the teacher can identify by this type of fluency when a student has a clear idea about what is happening at the moment.

As the third point, some short facts about the history of poetry will be described and these periods are Old English, Medieval, Renaissance, Neoclassical, Romanticism and the last two, the Victorian and Modernist periods. It will also explain the concept of poetry and the most important parts that can be found in a poem. The first one refers to rhyme which is actually a very important element in this investigation as well as meter and rhythm.

2.2.1 English as a Common Language

It is known that the English language has become more popular around the world; this is a language which can make our interaction with people from any other countries easier. It can help people develop important activities within society and share important information around the world. Those are some of the reasons why the English language can make communication more efficient among people; likewise, there is English language influence all around; it is in movies, in the news, and on social networks. There are English signs and advertisements everywhere; but why is there so much influence of the English language. Let's start first by defining what a common or global language is; according to Crystal, (1998) "a language achieves a genuinely global status when it develops a special role that is recognized in every country"; this refers to the importance of the country which the global

language comes from, this importance can be related to the media influence, education, government, laws, and business.

A global language becomes an important tool in society for every country, this may represent a challenge for the people who speak another language which is called mother tongue; hence, being able to communicate with people from other cultures, global language plays an important role, and it is named as a second language. It becomes a complement for the people who speak another mother tongue and will have to learn how to speak this new global language. On the other hand, English can be considered a global language due to political and economical impact around the world; this may reflect a relation among nations that speak other languages and in order to interact with a country with such a powerful dominance, it will be necessary to settle a language to properly communicate about important issues.

It is important to understand that English has a strong influence in many countries around the world because of the social status of its country, and it means that speaking English can open a whole branch of opportunities to grow; regarding, business, education, politics, laws, and many other important facts involved in our society.

According to Crystal, (1998), "Language exists only in the brains, and mouths, and ears, and hands, and eyes of its users. When they succeed, on the international stage, their language succeeds. When they fail, their language fails." This refers to the influence that a language can make. If the country where a common language is spoken has a strong impact on the society, it will become the most efficient language to communicate, and if people continue to use, it will increase the influence of other cultures. A great example of a language that used to be global in history is Latin. It used to be an international language because of

the Roman Empire and its power; it was not even because of all the great philosophers of that time. It was because of Romans political power, but once they lost all their influence, their language became obsolete.

In the educational field, the usage of a global language can mark a very important difference between the ones who speak the language and the ones who do not. The opportunities a student might have by speaking a common language are numerous; the fact that the English language can lead students to a better future can improve their motivation. English, at this time, is a useful key to succeed, it can connect people from different cultures and eventually bring economic benefits. Even though it may take time and effort to master it, students may feel very proud once they can achieve it.

2.2.2 Linguistic Power

According to Crystal (1998), a disadvantage may emerge when a global language is not the mother tongue of a certain number of people. A person, who has always spoken the language that globally predominates, has some power or advantage over the ones who do not dominate the common language. In the educational field, students can be affected by this situation. For example, if there is an interesting research or investigation that needs to be read by a student about Medicine and this person does not understand the English language, it will become a disadvantage. Another example is when a person writes an important document in another language that is not the global one; only some people could be able to read it, and the rest of the people may ignore this document because there is no translation, even if that research contains valuable information, it may not be relevant for the global community.

Those facts reflect the importance of teaching a global language to children in any school; children have a natural ability to learn any language faster than adults do; consequently, this will help students to be exposed to a second language at an earlier age and make the interaction with this new language more effective. However, adults also have the ability to learn another language. It does not mean that if people did not learn a second or third language when they were children, they will not be able to do it anymore; on the contrary, adults are capable enough to master a new language, but this will require extra effort, attitude, time, motivation, interest, and sometimes money to afford the lessons of the new language.

2.2.3 Fluency

Fluency is an important element involved in the learning process of acquiring a new language. It is ideal to determine the concept of the most relevant sub-topics in this investigation, but it must be clear that there are many definitions to describe a concept; hence, there are always different points of view from different authors. Thus, to give a better a definition for fluency in this investigation, the researcher took as a reference the concept of Rigenbach (as cited in Cristal and Varley, 1993), “the popular sense of fluency refers to the degree of proficiency someone has developed in performing a motor activity. In relation to language, the term implies ease and rapidity of speaking, a continuous flow with little hesitation and a good command of grammar and vocabulary.” This means that fluency may have some specific factors involved, and in order to be achieved, it is important to have flow as well as little hesitation. On the contrary, it is very interesting to know that there are many other descriptions of fluency that reveal that “fluency” cannot be really defined.

According to Riggensbach (2010), in language English teaching, the idea of a clear and consistent concept of fluency, may vary; for example, it can be associated with flow or motion, as it was mentioned before, or it can also be related to the message that is received; this brings the idea that fluency has to do not only with oral production, but also with listening; since the interpretation of the message received must be clear; otherwise, the answer to the question could be wrong or not clear at all; as a result, if little hesitation is part of a fluent conversation then it should also be associated with the correct interpretation of the message received; therefore, there is a close relation between oral skills and listening skills to become more fluent, among some other facts, as well as the ability to use connected speech correctly. Fluency then is a difficult term to be specifically described since it will depend on different points of view to be analyzed. To sum up, this brings the idea that fluency may vary depending on external factors, for example, the topic assigned, the perception of the message, the noise in the classroom, or even the stress the learner may have in that specific moment.

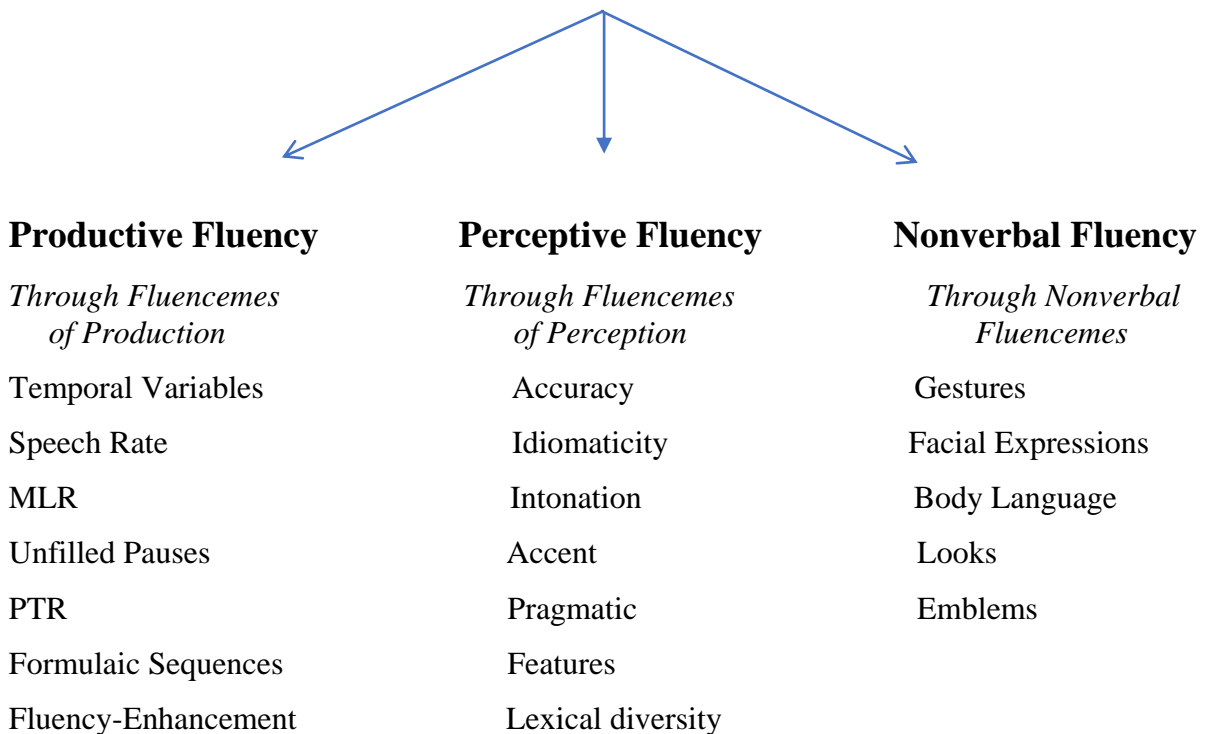
The evidence described above indicates that the concept of fluency is not a global one, and it is difficult to specify what can be included or not in the definition on fluency. Even though some definitions incorporate similitudes to one another; there is not a unique definition, but it is important to mention that there are different types of fluency that can be useful when understanding the aspects of fluency regarding to non-native speakers acquiring a foreign language, and these types of fluency can help to accomplished what the teacher wants to evaluate in the production of fluency with the students by choosing which of the fluency types will be competent in the investigation or practice that needs to be applied in order to work with.

2.2.4 Fluency Types

It is clear now that a concrete concept of fluency is not simple to determine, but there are different factors that can make fluency easier to understand; therefore, the next part will describe different fluency types. There are different factors that are involved in every type of fluency; for example, the first one is related to speaking which is known as “Productive Fluency”; the second one is related to listening skills which is known as “Perceptive Fluency” and the third one, related to gestures is called “Nonverbal Fluency”. In order to have a better idea about the types of fluency, the figure below summarizes how those types are composed; in addition, all the components will be described to understand each of them better.

2.2.4.1 Fluency in English Speech:

Fluencemes as abstract categories of fluency



Strategies	Sentence Structure
Speech	
Management	
phenomena	
(e.g. Repeats,	
Filled Pauses)	
Discourse Markers	
Small Words	

Chart 1 *Fluency in English Speech. Source (Götz, 2013)*

2.2.4.2 Productive fluency

Productive fluency refers to the way a person speaks; this means the linguistic knowledge applied when talking, and it includes the idea of considering the theoretical part, but it also integrates the thoughts or ideas that aim to be expressed. To better understand Productive Fluency, it will be necessary to include a description of the elements that conform this type of fluency; the first one will be about temporal variables. According to Götz (2013), these temporal variables make measure productive fluency easier; for example, it will consider the speech rate. Additionally, it is important to mention that the author makes a comparison between native speech and nonnative speech, but this investigation will only consider the terms related to non-native speech, since it is the aim of this investigation. Therefore, the description of speech rate in non-native speakers needs to be mention. Speed is an important factor in fluency, but it must be considered that there are people who normally speak slowly, even native speakers; this is why, in the speech rate a combination of articulation rate which refers to the number of syllables produced per second and the pause time will be consider. To sum up, it is not about how fast the learner speaks, but about the amount of pauses he\she will produces.

The second element involved is called Mean Length of Runs (MLR). It is also related to the pause during a speech, but this one will consider the number of syllables, words or sentences produced between two pauses; furthermore, the third element is related to unfilled pauses which are related to silence, and there is a classification for those pauses, according to Riggensbach (as cited by Götz, 2013), “It offers to distinguish between micropauses (short unfilled pauses of less than 0.2 seconds), hesitations (unfilled pauses between 0.3–0.4 seconds) and pauses (silence between 0.5–3 seconds)”, but it is important to mention that there are external factors that can interfere while the learner is formulating the ideas, and it is very normal that pauses will occur during the speech. It is not important how long the pauses are but how repetitively they appear.

The fourth element is about formulaic sequences, and this one gives the idea that learners usually express themselves in an automatic way and it is not based on the grammatical rules; for example, when someone has known an answer by heart and applied that answer to many situations instead of analyzing or creating a new one from the new perspective. Greetings, collocations, and idioms are some examples of formulaic sequences, and they are connected to the role of performance in class because the teacher can analyze the learners’ reaction to a new topic and the way they use the material previously learned. In the same way, an important element related to Productive Fluency is speech management strategies and this includes repetition. According to Götz (2013), it is a very useful strategy for learners, and it can be also used with fulfilled pauses which are sounds like (“uh”, “um”, “er”), and they usually occur at the beginning of a noun phrase. It is very interesting to notice that all those elements involved in production fluency are co-related and make the idea to evaluate this kind of fluency easier. Similarly, one important aspect to mention is self-

correction. This element is very interesting to evaluate because the learner has the ability to perceive when there is something wrong with the grammar while expressing an idea.

Finally, to complete all the elements of Productive Fluency, it is important to mention the discourse markers (e.g. you know, like, well) that are usually used by the learners when they have certain level of oral production and are included in the normal speech. Discourse markers are usually used by native speakers, but they can be found in learners since they are normally influenced by native speakers. In addition, the influence of smallwords is the last element to be described according to Hasselgren (mentioned by Götz, 2013). She made a study that “investigates 19 smallwords composed by different small word groups, including not only discourse markers like “you know”, “you see”, “well” , “like” , “right”, “all right” , “okay” , but also vagueness markers like “sort of” / “kind of” , “a bit” , “just” , or “something”, “everything” / “and that” / “and stuff” / “and things” , “not really” , etc. All those elements reviewed are included in Productive Fluency and they make easier for speakers to comprehend why fluency, as a global term, is difficult to describe, but it brings a better idea about what can be evaluated in productive fluency.

2.2.4.3 Perceptive Fluency

Perceptive fluency has to do with the message received, it means the impression that the person who received the message has it is related to listening, and as well as in productive fluency, there are several elements or, as Götz (2013) called them, “fluencements”, that are part of perceptive fluency. Accuracy, according to some sources read for this research, is related to fluency, but it is not the same. For example, accuracy can be defined as the capacity of creating correct sentences; this is why it is a strong and very important element in fluency. In the same way, accuracy is an important element in fluency

because if there is not a clear message, the listener may be confused while speaking or giving the answer to that message, and it can produce an error in the intention of the output. In fact, according to Götz (2013), there are two different techniques to measure accuracy; one refers to students' knowledge evaluation according to what has been learned in class and how the students apply that information which is normally what the educational system in Costa Rica uses to determine how effective the progress of students during the scholar period has been. On the other hand, the second way to measure accuracy is the opposite to the first recommendation this one is related to the evaluation of mistakes or deficiency rather than the level of proficiency it is more similar to error analysis. This is an interesting method of evaluation since the students can learn from their mistakes; besides, is not the usual method applied in schools.

The second element in the perceptive fluency is idiomaticity; it seems that the usage of idioms or formulaic sequences can make an impression of better fluency for the learner. If someone refers to a certain thing with the usual name used by the native speaker, it may seem that this person has a usual contact with the language, as if the learner were very secure about when and how that idiom can be used. Therefore, this will represent the idea of a fluent person, but there can be some grammatical errors that may be made when using an idiom. In this respect, it can be a good option to use idiomaticity but not to exceed its usage in order to speak grammatically correctly. The third element is intonation this one embraces different factors such as pitch, speech rhythm and stress, according to Halliday, named by Götz (2013) "tonality, tonicity and tone are an important part in the decision of formulating what to say or express". This refers to how a speaker will stress specific words to sound more natural, in order to catch the listener's attention.

As a fourth element in perceptive fluency, the accent is mentioned. This one is a very difficult element to achieve by the learners since people usually have more contact with their mother tongue. Some rhythms in the native language of the learners are very ingrained in the way they express themselves; this will represent a difficulty for the ones who start learning a new language, and it seems that some people may have less or more difficulty while integrating a native accent to their utterance. The difficulties that a student can have, regarding to accent, will depend on the country where the learner comes from. Some sounds can be more difficult to pronounce for a specific person; moreover, pragmatic features include in the fifth element in the perceptive fluency. Pragmatic features are related to the ability the learner has to speak appropriately. This means when, how, or in which situations can the learners apply the theory learned; from all the options the learner has, which one fits better to be used in the situation that is happening and the effect that this option will have to the listener. It seems that pragmatic features are not as noticeable as the accent, but it is equally important to the listener.

The sixth fluencement is lexical diversity, which is highly important to develop in a conversation. If there is a word that the learner does not remember it can be substituted by a synonym and the student can continue with the idea proposed at the beginning of the conversation. Therefore, having vast vocabulary is a very useful key to become fluent; the learner may combine the best words to create a successful output, and that is also connected to the last element of perceptive fluency, which refers to sentence structure. As well as lexical diversity, sentence structure can also affect the listener's perception about the message that needs to be received; besides, the listener can notice if the learner tries to avoid complex sentences structures and prefers to repeat the same sentence patterns instead of

considering to practice new and complex structures to express the ideas. In summary, the last paragraphs contain a brief description of perceptive fluency and the elements or fluencements that conform this type of fluency specifically named, accuracy, idiomaticity, intonation, accent, pragmatic features, lexical diversity and sentence structure. Its importance is the fact that learners can apply these elements in their outputs to increase their fluency and how these elements play an important role in the listener`s perception.

2.2.4.4 Nonverbal Fluency

As it was seen before, there are different types of fluency; production and perception are part of these types, but they have similarities that are related with verbal aspects. On the other hand, there is also a relevant type that must be mentioned and that one is Nonverbal Fluency. This type of fluency has to do with physical expressions, even babies have the ability to express themselves without the usage of words and this is exactly what nonverbal fluency is. According to Key, named by Götz (2013), “Nonverbal communication includes a variety of features, for example, kinesics or body movements including posture, facial expressions, including mimicry, looks, smiles, grimaces, or general movement of the eyes, eyebrows, nose, cheeks, mouth, tongue, teeth and chin.” All those nonverbal examples have a very important role in the development of the output; besides, they are very natural ways of expression that are usually integrated into conversations and sometimes not always consciously during the speech.

Regarding to the information read, these gestures are a manifestation of what the speaker is thinking while trying to produce the utterance; besides gestures can help the speaker express a clear idea about the message that needs to said, since gestures are physical expressions that represent the same meaning around the world. Additionally, an interesting

fact about Nonverbal Fluency is that it has a direct impact on the speaker, and on the listener, this can work like a bridge between productive and perceptive fluency. As well as in productive or perceptive fluency, nonverbal fluency has also to be appropriately used. The usage of facial expressions and body movements in learners can be positive during the speech; their usage creates the idea of being more fluent when the utterance of the output has a close relationship with physical expressions. It is very important to clarify that there must be a balance between oral production and gestures; this means that the more gestures the learner uses, the less productive in oral terms she or he may be considered, that is why the learner must take control of the nonverbal aspects; in contrast, as it was mentioned before, gestures can probably mean the same around the world, but it is important for the learner to investigate if cultural gestures mean the same in order to avoid misunderstandings and properly use them while speaking. According to Götz (2013), second language learners usually use gestures much more than when they speak in their mother tongue, this can be a very useful key for second language learners and also relevant for teachers.

2.2.5 Poetry

In the history of poetry, according to Strachan and Richard (2010), the evidence about it goes back to the sixth and seventh century, the written evidence starts at that time. At present, a brief description of the history of poetry will be given and it will be divided into different periods of time which poetry was evolved. The first one is called Old English Poetry which was kind of exotic referring to religious topics. The second period is called Medieval this one took place in the middle ages and the late fifteenth century. At that time, the influence of French and European culture conducted to an important change in the English language that produced what is known as Middle English. Furthermore, the third

period, Renaissance, had a lot of Italian influence and it was a reinvention of the poetry style of the Middle Ages. The next period is called Neoclassical; during that time, the classical values were the ones that predominated; it was more like an imitation of the previous periods. In addition, Romanticism contemplates the period of the 1790s; it seems that this one was a stage of poetry with a high level of sensibility.

Finally, the last two periods are the Victorian and Modernist. Victorian period started in the 1830s, and it was characterized by innovation and experiment. On the other hand, Modernist period occurred at the beginning of the twentieth century; it included experimental work with cultural diversity, that was because of the influence caused by World War I and immigration. That was a little description of poetry through the years with some characteristics of each period. Thus, it is a vast topic to develop, and it is important for the investigation to have an idea about the characteristics included in poetry and why is it such an artistic manner to express.

2.2.6 Poetry Definition

Poetry is difficult to define, it has evolved through the years and its significance has changed, but according to Strachan and Richard (2010), poetry can be defined as “Composition in verse or metrical language, or in some equivalent patterned arrangement of language; usually also with choice of elevated words and figurative uses, and option of a syntactical order, differing more or less from those of ordinary speech or prose writing.” It is important to mention that poetry is closely related to culture, sounds and the meaning of those sounds. Since this investigation is about English language and the idea to increase fluency in students, poetry plays an important role in the research because there it will be a method used to practice in class. Poetry, according to Strachan and Richard (2010) is a kind

of language since it has rhythm, but with a metrical pattern and it is full of creativity, emotions, feelings, and imagination that come out to the external world as art.

2.2.7 Rhyme

In order to understand poetry better, it is important to describe one of the most relevant elements that conforms it, that is the case of rhyme. As a normal tendency, rhyme can be seen as a repetitive sound and its normally presented at the end of a poem's line, but according to Strachan and Richard (2010) rhyme can be describe as, "A precise category of sound repetition, very similar in nature to other categories like consonance and assonance, generally, though not always, occurring at the end of the line." As they mention, rhyme is not always found at the end of every line in a poem; it means it is not a rule for a poem to have the rhyme in the last part. On the other hand, rhyme seems to be artificial and it can be explained because in usual language, people never talk applying rhymes in their speeches, but it is a technique that brings pleasure and catches the attention of the readers.

2.2.8 Meter and Rhythm

Meter and rhythm are concepts that can be confused with one another; therefore, they can be usually seen as synonyms and that is because they are closely related. As it was mentioned before, poetry is a kind of language, and every language has rhythm. The exception here is the consistency of patterns and that is what rhythm does. On the other hand, there is meter. According to Strachan and Richard (2010), meter can be defined as "the measurable sound-pattern evident, in varying degrees of regularity, in a line of poetry."; in other words, meter, as it was mentioned before, has a very close relation with rhythm and it is a specific part of it. Besides, meter has various elements that conform it: syllable, foot and

stress. A poem is made of words and those words are conformed by syllables; a word can have one, two, three or many syllables, in this case a word is called polysyllabic. Hence, a line in a poem is composed by many syllables there are usually from eight to ten of them. Now, the union or integration of those syllables is called “feet” and in English verse the most common ones are the ones that contain two syllables or also named “disyllabic feet”; whilst, foot includes what is known as stress within those lines, which is the manner or emphasis in which the word is pronounced.

Chapter III

Methodological Framework

This chapter will describe relevant facts about the research method used in this investigation; the definitions of the different types of research methods, will be given and the differences between those types will be explained. Besides, this chapter will indicate the location and the characteristics of the institution where the investigation was carried out. The population and participants will be mentioned. Another important element included in this chapter is data collection, where the instruments used for the results of the investigation will be analyzed. Chapter III gives relevant information about the strategies implemented.

3.1 Research Method and Scope

The following information describes which type of method is going to be used in this investigation to collect data, and it also compares the differences between quantitative and qualitative methods which are usually the most common ones. In order to have a broad perception, it is important to clarify the meaning of research because it can reveal what the researcher is expecting to obtain from the investigation. According to Mouly, mentioned by Nugrahenny (2012), research can be defined as: “The process of arriving at dependable solutions to problems through the planned and systematic collection, analysis, and interpretation of data”. Even though these kinds of definitions can be applied to many different contexts, it can help to understand the idea of what the researcher aims in this investigation. It describes the role of the researcher in gathering information and solving a problem; besides, these kinds of investigations also contribute to the development of the

researchers' competence in the educational area. It can help other teachers compare other strategies that can be applied during the lessons at school.

No.		Qualitative	Quantitative
1.	PURPOSE	To understand a phenomenon or individuals	To generalize, to predict, and to show a causal relationship
2.	RESEARCH QUESTION	On-going, dynamic (can change) and can be changed	Static: fixed, decided prior to collecting the data.
3.	PARTICIPANTS	Tend to be a small number, even one person.	Large number
4.	LENGTH OF THE STUDY	Long-term	Short-term
5.	DATA DISPLAY	Participants' words and stories (narratives).	Using numerical figures, percentage and/or table
6.	LANGUAGE	Descriptive	Technical
7.	DATA ANALYSIS	Interpretative analysis by categorizing data according to, for example, emerging themes.	Statistical analysis

Table 1. *Qualitative Research Methods for Second Language Education. Source Nugrahenny, (2012).*

As it was mentioned before, there are different types of research methods which can be classified regarding how the data was gathered. In this investigation, the quantitative and

qualitative research method will be described. According to Nugrahenny (2012) the Qualitative Method is related to words; this means, that this kind of method includes a hypothesis that must be written and it also should be tested in order to confirm the results. On the other hand, the Quantitative Method is related to numbers; this means, it explains a phenomenon that is measured by numerical facts or statistical data. In order to understand the characteristics of the Quantitative and the Qualitative Method better. The chart above indicates the differences between them.

Once the definitions of research methods have been shown, it is important to mention that this research will apply the Qualitative Method. The researcher is an important part of the investigation since the instruments applied will involve the participation of the researcher by observing the participants in their natural location and interacting with them in order to understand their ideas, behavior, and experiences.

3.2 Selection and Description of the Population and Participants

In this section, the population required for this investigation will be described, as well as the participants and the institution where they study. It is very important to know the details regarding the population; this will help to understand what the population target for this investigation is. It will contemplate specific aspects, such as the age of the students, their grade, their gender, the economic situation, the location of the institution, and the conditions of the place. It is important to mention that this description may help readers decide if this research will eventually help them develop other investigations or be effective as a point of reference in other projects that could include similar characteristics.

3.2.1 Description of the Institution

The current research will be carried out at Jorge Debravo School located in Hatillo 8, San Jose, Costa Rica. This school belongs to circuit 05; besides, it is located in an urban area, directed by the Minister of Public Education. This means that it is a public school where students attend to classes, and they do not have to pay any bills for the classes. This school was founded in 1978, and it was named in honor of to Jorge Delio Bravo, known as Jorge Debravo, a Costa Rican poet and writer, who was born in Turrialba, Cartago in 1938. Regarding to the infrastructure of the school, it has around 16 classrooms; all of them are equipped with chairs and desks for the students; it also has enough restrooms that are very clean and a public dining hall where students can have breakfast or lunch for free depending on their schedule. It is important to mention that for some children the only food they take during the day is at this dining hall; this is why it is a very important part of the school. There are problems in some areas of the school where the amount of water is not enough to wash their hands properly.

Since the location of the school is in a marginal neighborhood, there are several problems regarding drugs, robbery, poverty, consumption of alcohol, fights among drug dealers and shootings; therefore, students are seriously exposed to the dangerous intentions of the people involved in those activities. It is important to mention that there used to be some problems related to drug dealers who tried to sell drugs at the entrance of the school; that is why, in this institution there is always a person in charge at the entrance of the school, who verifies at the end of the lessons who is picking the children up, due to the insecurity of the place. Inside the school, students have big corridors with lots of plants that they have planted;

besides, there is a big assembly hall where the school's social activities usually take place and also a computer laboratory in excellent conditions.

3.2.2 Description of the Population

In Jorge Debravo School, there are around five hundred students of the ages from seven to twelve. This school contemplates six grades, which are first grade, second grade, third grade, fourth grade, and sixth grade, all in the diurnal schedule. Since the school is located in Hatillo, which is a community in the south of San Jose, there are plenty schools all around the area; that is why most of the students live specifically in Hatillo #8 and their houses are really close to the school. In regards to the schools' schedule, there are two different shifts: one goes from 7:00 am to 11:40 am, and the other one goes from 12:00 pm to 4:30 pm, and it applies for all students every other day. Every group has its own teacher; she or he teaches basic subjects, which are Spanish, Mathematics, Science, and Social Studies. They spend most of the time with this teacher. On the other hand, English, Music, and Physical Education teachers give classes to all the students in the school with no specific group and there is at least one lesson every day, which is around forty minutes.

3.2.3 Description of the Participants

To develop this investigation, it was necessary to work with students in order to understand their needs and apply the best method according to the researcher's opinion. It was also important to consider that students were selected related to the institution they belong to and the idea of helping to improve English skills with public education students; therefore, it was necessary to evaluate which of the grades at Jorge the Bravo School better fit for that purpose. The idea of the researcher is to compare two groups from sixth grade;

specifically, the 6-1 section and the 6-3 section. The participants in this investigation were about twelve years old with no special needs. That was an important fact because, otherwise, the researcher would have to modify the program. In regard to 6-1 section, it was composed by sixteen students, where ten of them were female and six of them were male. On the other hand, the 6-3 section was also composed also by sixteen students; nine of them were female and seven of them were male.

The learning strategies used by the teacher of this school are based on the program of the Ministry of Education (MEP); therefore, there are certain rules and programs that must be followed. It is important to mention that students from both sections were not motivated with English classes; participation was poor in some students, and it was highly reflected in the 6-1 section, especially among male students. Another relevant fact is that students made a lot of noise during the classes, and it became harder for them to follow the instructions. Once students realized they could really learn and participate with no shame, they began to integrate to the classes and pay attention to the researchers` commands.

3.3 Implemented Strategies

The elaboration of detailed plans and procedures must be required to develop the correct data collection that will eventually help the researcher gather the appropriate information related to the purpose of the investigation. It is highly important to determine the method that will be used to collect the data; consequently, this chapter will describe the instruments used to gather the information that supports this research. According to the strategies used, there is a questionnaire that brings the students` opinions, and it is composed of ten questions about their feelings related to English as a second language; there is also the observation instrument composed by a rubric which works as a pre- test and a post- test in

order to compare the progress before using the method applied and after using it. As it was mentioned before, all the instruments applied in this investigation were the most appropriate according to the researcher`s opinion because they better fit about collecting the information required. In order to demonstrate the results of the objectives proposed with an organized collection of the conclusions and uncomplicated manner for the reader to analyze.

3.4 Data Collection Instruments

This part of the chapter explains the instruments chosen for this investigation, the characteristics of each of instruments, and the importance of their development through the investigation with the purpose of providing reliable results. The idea in this part of the chapter is to understand how the implementations of the instruments chosen were obtained. According to Nugrahenny (2012), a summary of data analysis in the Quantitative Research can start first by searching the topic, second, by constructing the instruments which are related to the data collection, third, by organizing the categories, fourth, by starting with the data collection process and, finally, by analyzing the data gathered.

3.4.1 Observation

This type of instrument is a very common one, and it is important to know that there are three purposes for it. According to Nugrahenny (2012), observation can be used to learn. This will help to understand and discuss the teaching learning process, as an important tool to realize what the participants need to improve and be aware of making the respective changes. Observation can also be used to describe; this means to know what is happening in the classroom, as a professional, this may bring the opportunity to analyze how other teachers work and deal with the problems that usually come up during the lessons. Besides, it could

help to implement other strategies used by other teachers and make teachers think about the way they behave and develop their own lessons. The observation to describe will eventually help not only teachers but also students when the right changes appear during the lessons. Observation can also be used to evaluate, which seems to be the most popular way according to Nugrahenny (2012). This purpose of observation refers to the idea of supervising during the lessons, and it is usually applied by the ones who are more experienced than by those who are less experienced.

According to Barrantes (2013), "Observation can be classified according to the means employed, the number of observers, the participation of the observer, and the place where the observation took place." For the development of this observation the researcher designed a check list to notice the behavior of the students during English classes and some relevant facts about the materials and the lesson plan applied during the class; besides, the researcher did the observation without any direct participation and the development of the observation took place in the students` natural environment.

3.4.2 Questionnaire

According to Nugrahenny (2012), Open Ended Questionnaires consist of responses, which has, at the same time, the participants` freedom to give their point of view and not feeling controlled by the decisions they could take. The questionnaire is related to the students` opinion, and this one, in particular, is about their feeling regarding speaking English as a second language. According to McKay (2006), mentioned by Nugrahenny (2012); "There are two kinds of Open-Ended Items: Fill-in Questions and Short-Answer Questions. Fill-in questions are commonly used to ask demographic information such as the gender of the participants, how many languages a learner speaks, and how long they have

been studying English. Short-answer questions provide a space for detailed information regarding some aspects of researched topics; for example, participants might be asked to describe the way they learned English.”

This type of instrument has the benefit of collecting effectively the information required in a short period of time effectively, compared to other types of instruments, such as interviews. Besides, depending on the type of questionnaire design, students have the opportunity to explain what they really expect from a certain topic. It is important to take into account some important facts that researchers should avoid while designing a questionnaire. According to Nugrahenny (2012), “The questions should not ask about different issues at the same time, that could not be clear enough and may cause confusion to the participants in their responses. Another fact to consider is leading items” this means, questions that incite participants to answer in a specific way; finally, there are irrelevant items which refer to questions that have nothing to do with the purpose of the research.

This questionnaire is composed of ten questions where students must should mark with an x the answer they felt more comfortable with; in the same way, students did not have to write their names, so they could feel free to respond the answers sincerely. In order to avoid misunderstandings, the questionnaire was designed in the students’ mother tongue; hence, it could help them express freely and be very clear about the questions that were asked.

3.4.3 Test

The intention of the researcher about using a test as an instrument of the investigation is to evaluate the students’ progress related to fluency; the idea was to apply a test before

using the method to enhance fluency in order to compare the results with a second test applied after the usage of the strategy proposed. This will help the researcher follow the students` progress and validate the results; therefore, in order to collect the data, the researcher, created a test in order to evaluate the student`s fluency while reading a poem provided by the researcher. This test evaluated the speech rate where the researcher graded if the students read the poem slowly with many pauses. If a student reads the poem too quickly with uncomfortable pauses or if a student reads the poem smoothly with confidence. As a second element, the researcher evaluated accuracy; here the researcher graded the errors made by the students. The third element is about intonation, in this part the students were graded on their tone of voice and punctuation. Finally, the last element evaluated was the volume of their voice; if it was very soft, extremely loud, or appropriate. The same test was applied at the end of the method proposed in order to compare the results of both: the pre-test and the post-test.

Chapter IV

Data Analysis

This chapter explains the results obtained by the implementation of the instruments and the method applied to the sixth grade students of Jorge Debravo School who had the possibility to work with poems in order to improve their fluency level. The method consisted on repeating the poems during the lessons through dynamic activities in the class with the finality of obtaining positive effects in the students' fluency level. Once the researcher applied the instruments, it was important to analyze the datum results to give a clearer idea about the implementation of the method used based on the accomplishment of the investigation objectives. In order to demonstrate this, the researcher explained the results obtained from the observation applied to two different sections, the 6-1 and the 6-3, by a checklist, in order to analyze the usual environment of the class regarding to the application of the lesson plan, the teacher's instructions and the student's behavior. These results are shown on the graphs. Besides, the graphs show the results of the questionnaire about students' personal opinions regarding the English language.

The last part of this chapter shows the results from the implementation of the pre-test, applied to both sections in order to have an idea about the students' level regarding to speech rate, accuracy, intonation and volume. After that, the researcher worked only with section 6-1 by using poems and repetition method for about two weeks. Once the method was applied, the researcher administered a post-test to evaluate the 6-1 section results; furthermore, the evaluation outcomes from the pre-test and the post-test were compared.

4.1 Analysis and interpretation of the results

4.1.1 Class Observation

The researcher considered important to make an observation during an English class to have a clear idea about the relationship among the students and the teacher, the teacher's duties during the class, and the students' behavior. This observation was evaluated by using a checklist that the researcher applied at the beginning of the investigation for both sections, the 6-1 and the 6-3 in order to evaluate the facts mentioned before. This observation check list consists of ten items with a "Yes" or a "No" as an answer. The first item to evaluate was if the teacher used a lesson plan, and actually, the teacher in charge of both groups, the 6-1 and the 6-3 makes a monthly lesson plan to evaluate every unit of the book they work with, and that helped her to create an organized lesson.

As a second item, the researcher considered it important to observe if the teacher motivated the students during the class; about this aspect, the researcher noticed that the teacher encouraged students to work during the class even though they were very distracted talking to each other or doing things that did not correspond to the English class. The third item was if the teacher explained the instructions clearly, where by the way, the researcher observed that she gave very good examples while explaining, but students not always understood the instructions because they forgot the vocabulary easily and as it was mentioned before, most of them did not pay attention. In the fourth item, the fact if the teacher spoke English during the lesson was observed, and it is very related to the third item because the teacher actually spoke English most of the time, but the students did not understand because of their lack of vocabulary.

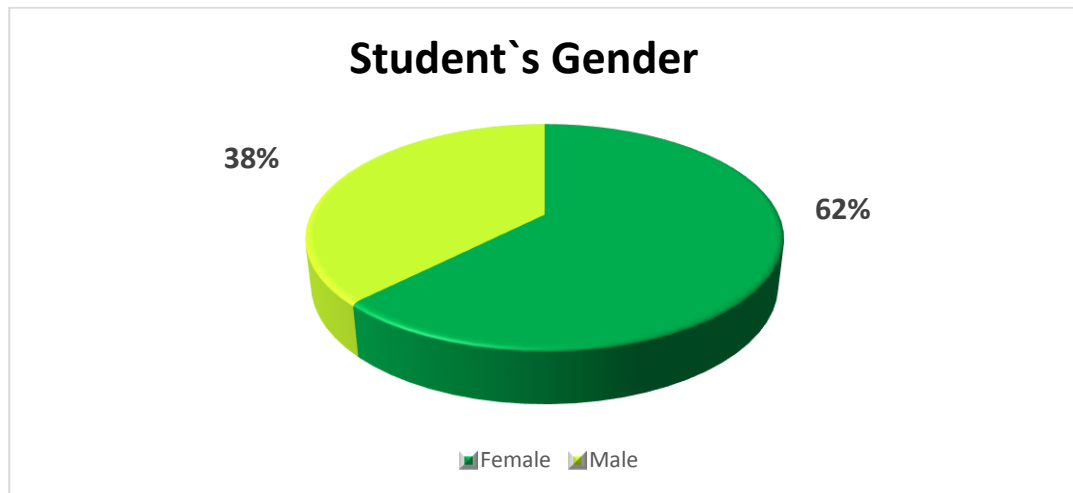
After the fourth item, the researcher started to focus on the students. For example, the fifth item was if the students paid attention to the teacher's instructions. Regarding this item, the researcher found out that the teacher explained the instructions, but students did not pay attention at first, so she had to repeat for the second or even the third time; therefore, that took away valuable time for the activities programmed by the teacher. The sixth element was about the students' communication; the researcher wanted to know, if they spoke English during the class which, by the way, was almost impossible in spite of the fact that the teacher was very strict. They only remembered basic things, such as permissions, but they were not able to communicate. Regarding the seventh item, the researcher observed if the students behaved properly during the class, as it could be seen in some other items, students did not always pay attention because they were distracted and talked a lot during the class about things that were not related to the English class; that made the lesson hard to control.

Finally, the last three items were related to the usage of the dictionary during the class, the students' participation, and the willingness to ask for help when having doubts. According to the eighth item regarding the usage of the dictionary in class, it was observed that students did not even have a dictionary, and it made difficult for the teacher to incite them to look up a specific word since they did not have the requested material. On the other hand, the students' participation was acceptable; once the students understood what to do, they were very excited to participate. The tenth item, the last of this checklist observation, was if the students asked for help during the class when having doubts, and the researcher observed that students were very confident when they asked the teacher for help or when they helped each other if someone did not understand something.

4.1.2 Students questionnaire

As the second instrument to collect the data, the researcher elaborated a questionnaire for the students that consisted of ten questions about their opinion regarding the English language. This questionnaire was created in Spanish for the students to understand better and feel free about expressing their opinion; besides, students did not have to write their names, so they could feel more comfortable with their answers. Since the idea of the investigation is to confirm the results about the usage of poems to improve fluency, the researcher first worked with two groups from sixth grade, the 6-1 and the 6-3; therefore, this questionnaire was applied to all of them, who are thirty-three in total. This questionnaire includes ten questions that are very important for the investigation; it will be described in the following figures.

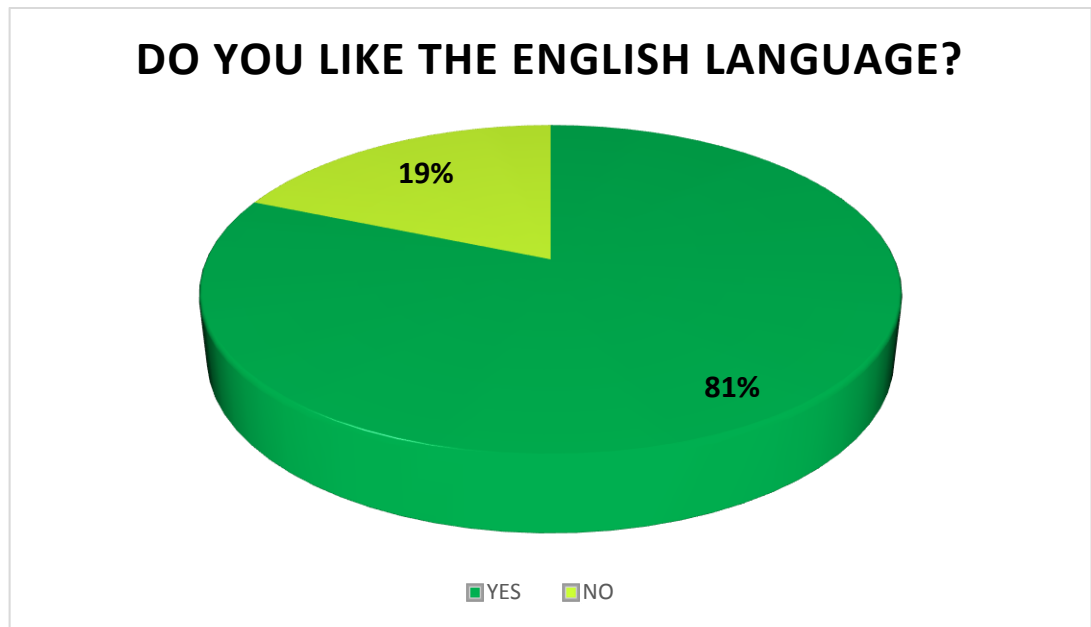
Figure 1



*Figure 1: Shows students' gender
Population: 16 Students
Source: Researcher' own creation*

Figure 1 shows the information about the gender of the participants. It was important for the researcher to demonstrate how many participants were female, and how many of them were male. The 38%, that represent 6 students of the total population, correspond to male students, and the 66%, that represent 10 students correspond to female participants. The second question was if students liked English language. The results can be seen below.

Figure 2



*Figure 2: Shows students' opinion regarding English Language
Population: 16 Students
Source: Researcher' own creation*

Figure 2 shows the students' preferences regarding English language. It was interesting to realize that most of the students liked English language, that is a positive fact to work with. 81%, that represent 13 students, indicated that they liked English language; on the other hand, 19%, that represent 3 students, indicated that they did not like English language.

Once the researcher finished the questionnaire, it was asked to the students why some of them did not like English language and most of them said that it was because English was hard for them to learn, and they did not like the sensation of not understanding things. This was a very important evaluation, so the researcher could notice most of the population in the classroom did like English language in general. The third question in this questionnaire is highly related to this one; figure #3 will show the reason why.

Figure 3

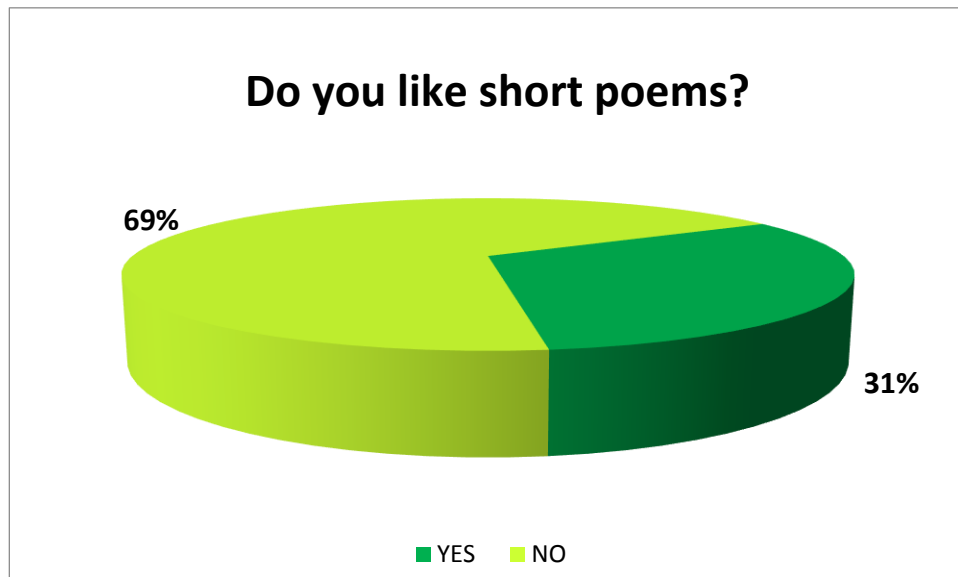


*Figure 3 shows students' opinion about learning English Language
Population: 16 Students
Source: Researcher' own creation*

Figure #3 shows the results for the question, "Do you want to learn English language?" This figure demonstrates that 88% (14 students) of the participants wanted to learn English language, and the 12% (2 students) of the participants did not want to learn English Language. These results revealed that most of the students wanted to know more about English, and it was very important for the researcher to know these facts in order to

promote English language in a positive way, so students who did not want to learn could eventually feel attracted to learning this language and be achievable for the researcher to have positive results in the investigation. This evaluation brings relevant information for the researcher because it could be easier to work with students who like and want to learn rather than the ones who do not want to do it, but there is a low percentage of the participants that needed extra effort from the researcher.

Figure 4



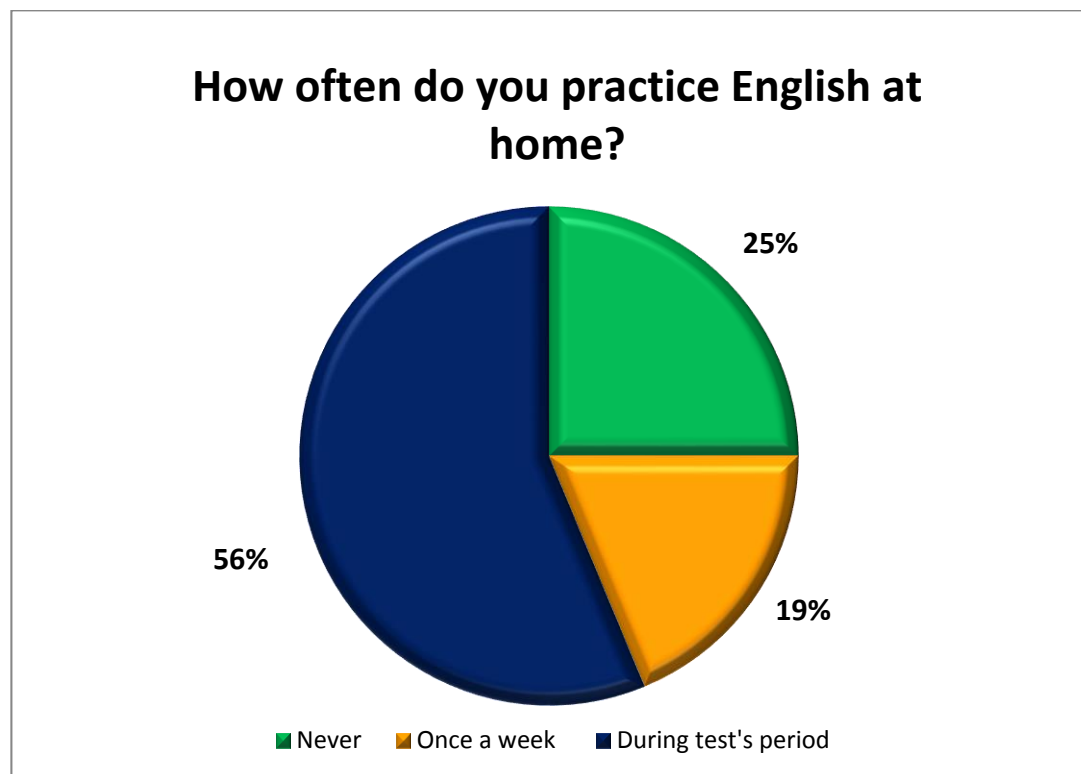
*Figure 4 shows students' opinion regarding short poems
Population: 16 Students
Source: Researcher' own creation*

Figure 4 shows the students' opinion towards short poems. This question was answered with a "Yes" or "No" and it revealed that 69% (11 students) of the participants did not like poems which was a relevant fact for the researcher since the investigation is about the usage of poems. On the other hand, 31% (5 students) of the participants liked poems. It is important to mention that most of the students that were asked about their opinion regarding to poems were very skeptic, as the figure shows, and most participants did not like

poems because they thought poems were boring and complicated to understand. That is, indeed, something that the researcher wanted to promote among the students; that poems are very useful to learn and they can be very funny too.

Next figure is related to the commitment of the students once they left school. It is known that they spend most of the time at school, but some students do not practice at home what they learned at school, and that makes it difficult to have an idea about obtaining better results at class since they easily forget what they learned.

Figure 5

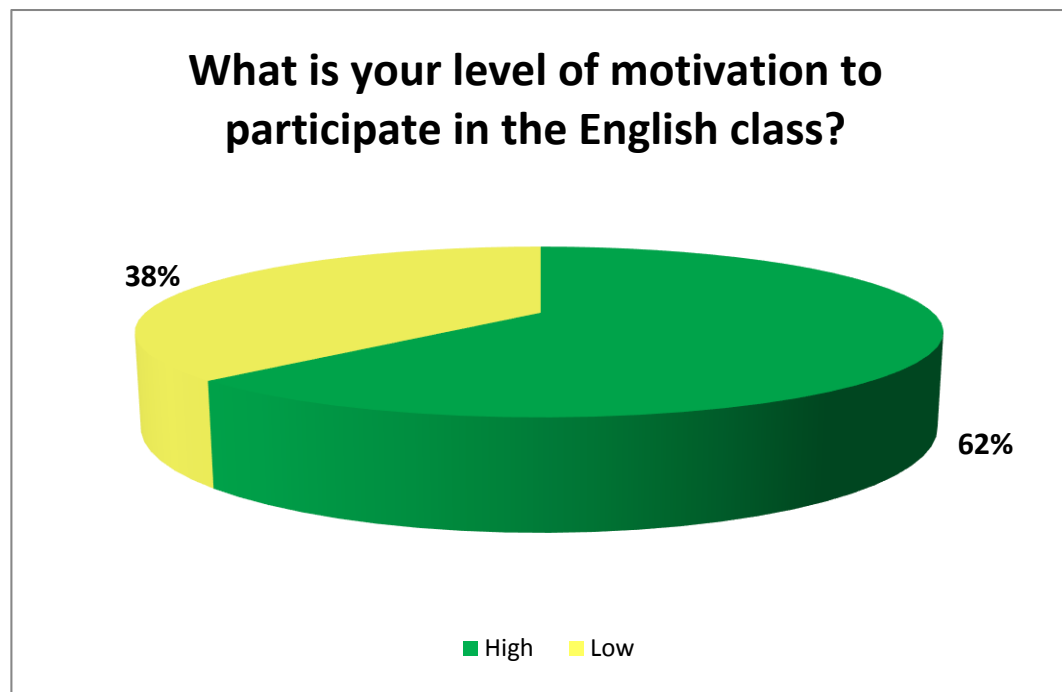


*Figure 5 shows how often students practice English at home
Population: 16 Students
Source: Researcher' own creation*

According to the study of the population, 56%, which represent 9 students, practice English only during the test's period while 25% that represent 4 students show they never practice English at home. Finally, the figure shows that 19% that represent 3 students

practice English at home only once a week. The results shown on this figure made the researcher think about the theory of improving students' commitment regarding English language by the application of a weekly quiz since the results showed that most of the students practiced English only during a test's period, to obtain a better grade during the test. That idea could be helpful to increase students' willingness to practice at home because it can become students' regular practice.

Figure 6

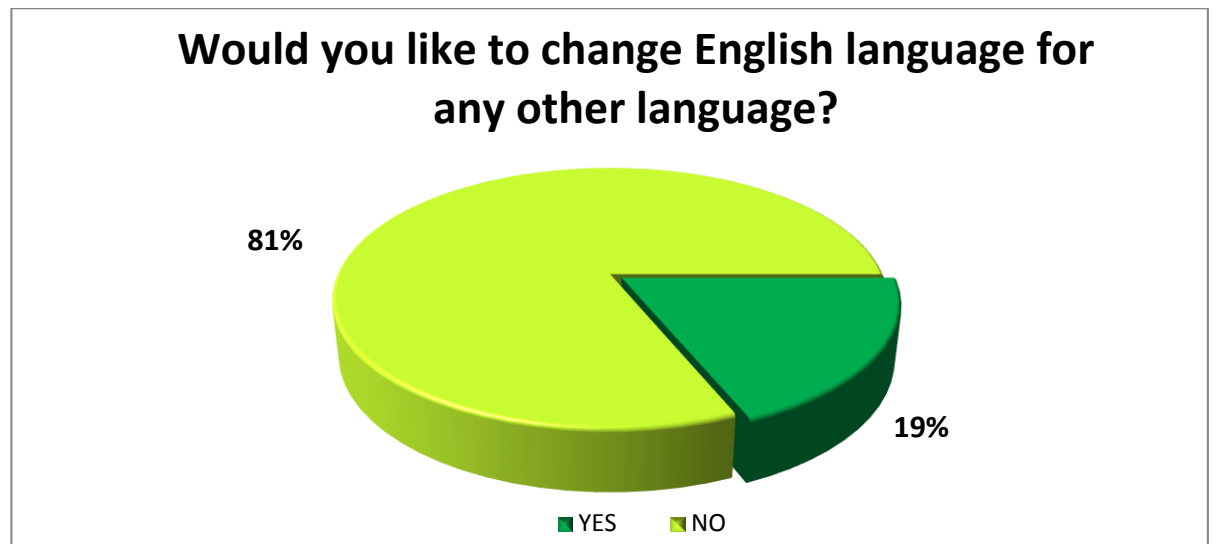


*Figure 6 shows the students' motivation towards English class
Population: 16 Students
Source: Researcher' own creation*

Regarding figure 6, it reveals the results of the student's motivation to participate in English classes where 62% that represent 10 students, had a high level of motivation to participate. On the other hand, 38% that represent 6 students, had a low level of motivation. This is an important fact in which the researcher can work with although most of the students feel motivated, there is a percentage that did not feel the same. The researcher

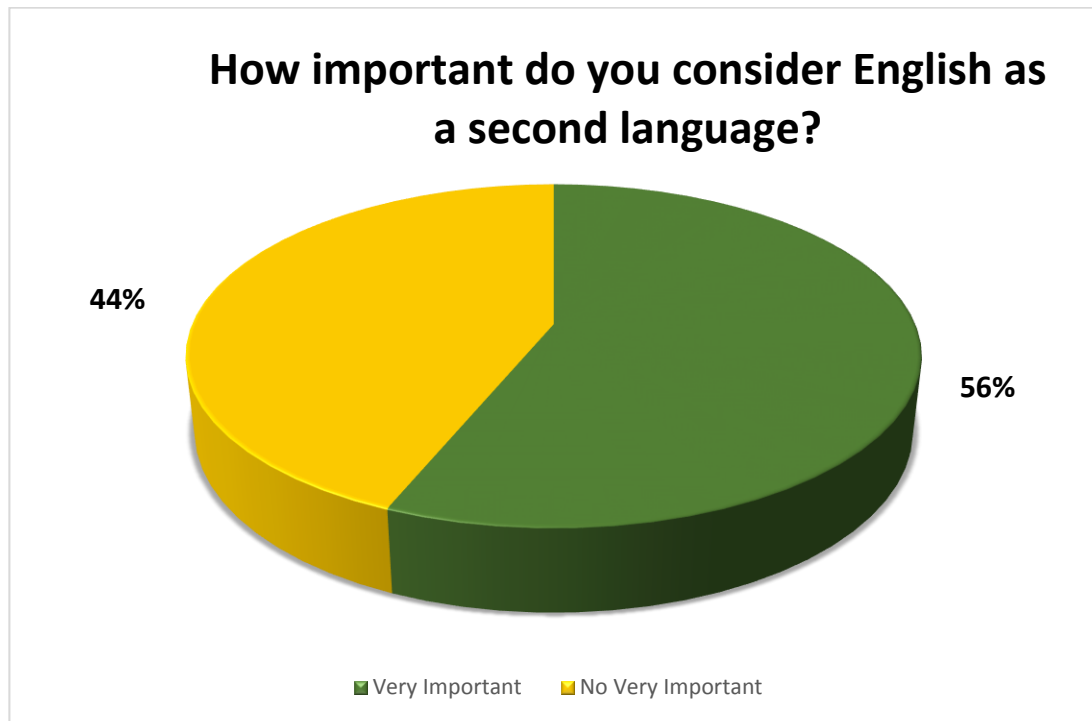
considered the idea of using more dynamic activities that can motivate students to participate in class, make them feel more comfortable and self-confident about the answers they would give; besides, it could increase students' willingness regarding learning English.

Figure 7



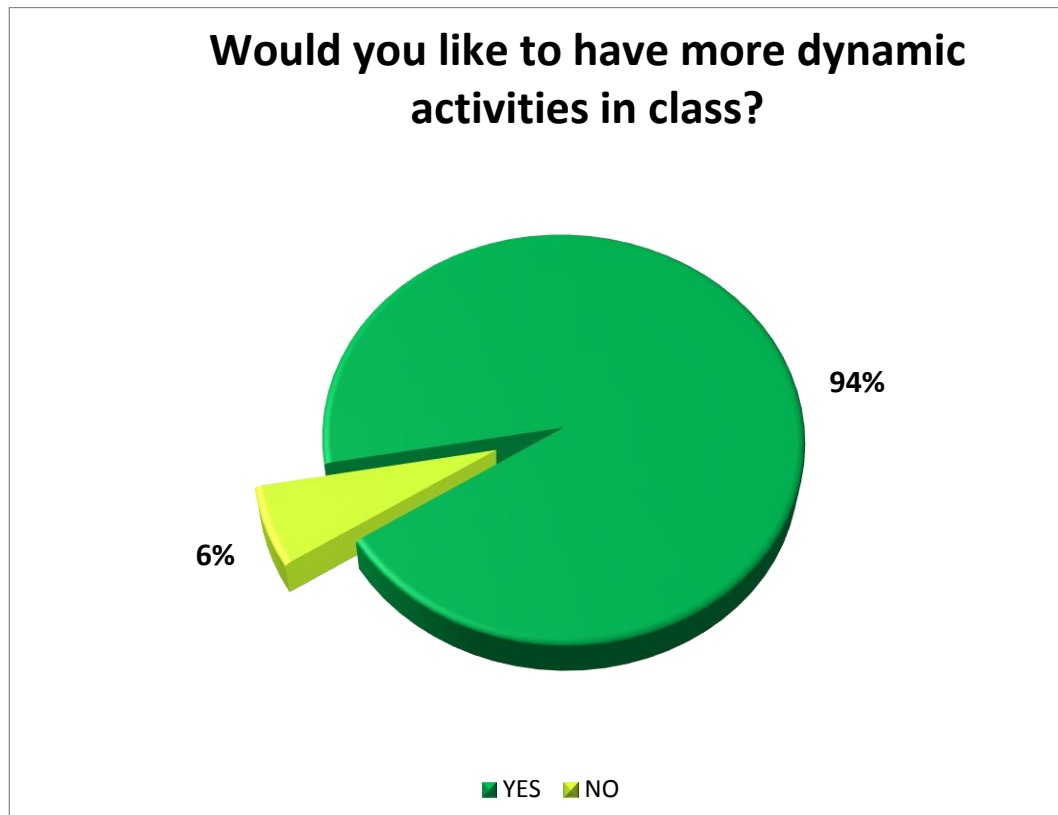
*Figure 7. Shows the students' preference for English language
Population: 16 Students
Source: Researcher' own creation*

Figure 7 shows the students' preferences towards English language. In this question, the students were asked if they would like to change English language for any other language. The question was answered with a "Yes" or "No", where 81% that represent 13 students said they would not change English for another language, and the 19%, that represent 3 students, said they would change it. There is a high number of students that prefer English; this is a very useful fact, so the researcher can motivate students to feel passionate about English.

Figure 8

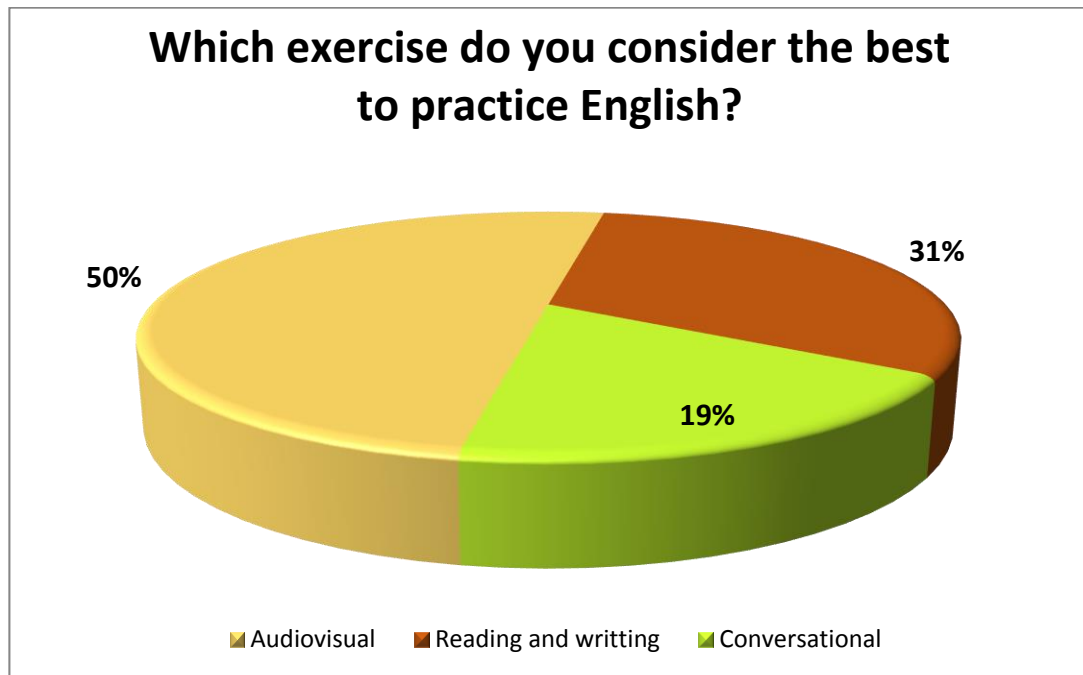
*Figure 8: It shows the students` preference about the English class
Population: 16 Students
Source: Researcher` Creation*

According to figure 8, students were asked about how important they considered English as a second language. 56%, that represent 9 students, considered English very important as a second language, and 44%, that represent 7 students, did not consider English very important. This question revealed that sometimes students have no idea about the importance of a second language; it will depend very much on the environment they usually live in and the ideas of the people who surround them. That is why it is important to give a different perception to the students about learning something new, not only languages but also something that can motivate them, such as acquiring new knowledge and being curios.

Figure 9

*Figure 9: Shows the students' preference about the integration of dynamic activities at class
Population: 16 Students
Source: Researcher' own creation*

Graph 9 shows the results of the question: “Would you like to have more dynamic activities in class?” This question was answered with a “Yes” or “No”. 94%, that represent 15 students, would like to have more dynamics activities in class; on the other hand, 6% that represent only 1 student who did not want more dynamic activities in class. This graph affirms that more than 90% of the participants prefer dynamic activities; students said they really like them because they usually have fun while working in class and they can share with other classmates; besides, they expressed that during dynamic activities they feel with less responsibility.

Figure 10

*Figure 10: Shows the students' preference about exercises to reinforce the English's practice at class.
Population: 16 Students
Source: Researcher' own creation*

The last question will be described on figure 10. This figure shows which exercise the students consider the best to practice English. Actually, 50%, that represent 8 students, said it was audiovisual and 31% which represent 5 students, considered Reading and Writing, and 19% that represent 3 students, chose conversational activities. The researcher asked the students what they liked about those exercises; some students said that they preferred audiovisual activities because they like watching movies and listening to music, some others indicated that they liked reading and writing because they enjoy stories about super heroes or fairytales and the rest of them preferred conversation because they said they would like to practice more and learn how to speak English fluently.

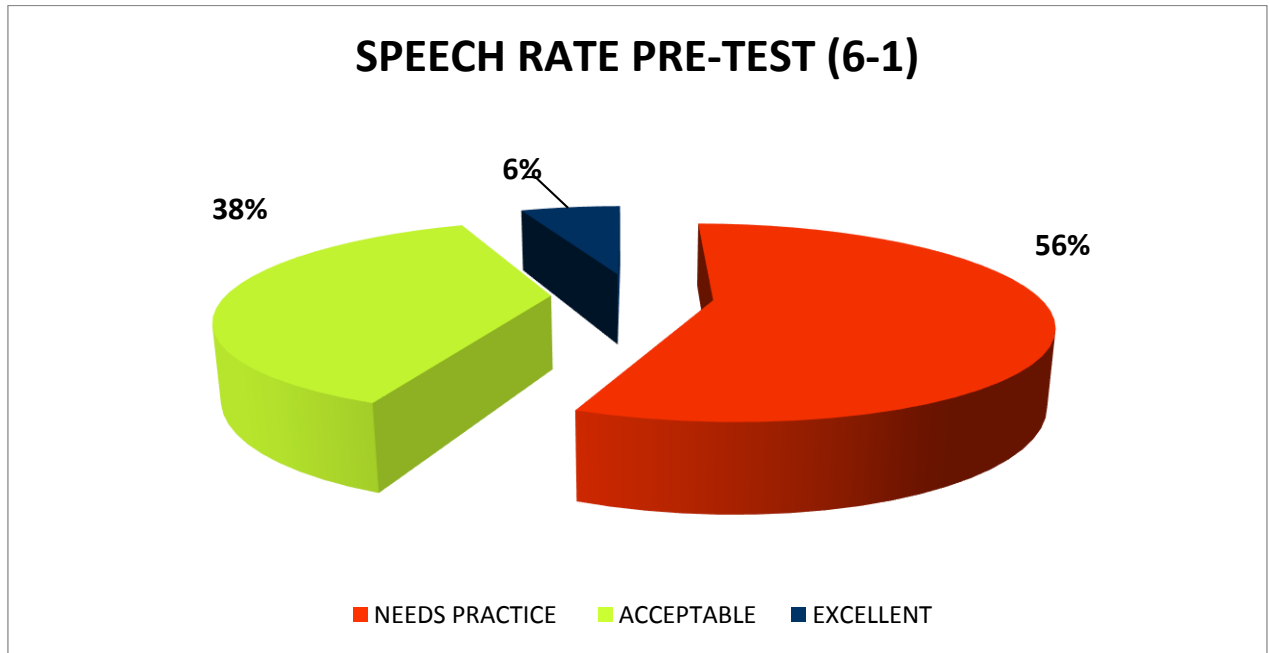
4.1.3 Test

As a third instrument, the researcher elaborated a pre-test where a poem was given and read to the students during the class. The idea of the researcher was to write down the poem on the board in order to read it aloud to all students; next the students would read the poem with the teacher and finally the students did it alone. Once done so, the teacher asked the students which words they knew from the poem's vocabulary; after that the researcher explained the students the rest of the vocabulary they did not know about, so the students could understand and debate among themselves what the poem was about in order to practice the poem in pairs. When students practiced the poem for a few minutes, the researcher called each student to apply the pre-test.

The pre-test was about reading the poem in front of the researcher and evaluate certain aspects, such as the speech rate which was related to the speed or pauses the student made during the reading. The second aspect to evaluate was accuracy; that means the errors made while pronouncing the words, and if the students self-corrected the mistakes. The third aspect of evaluation, was intonation which had to do with the punctuation of the words and the students' expression while reading, and the final aspect was volume. It means that if students read extremely loudly, very softly or appropriately and if they could adjust the volume while reading the poem. That pre-test was applied to two different groups, the 6-1 section and the 6-3 section; on the other hand, the application of the post-test was only to the 6-1 section, that because this was the section the researcher chose to apply the method of repetition. That post-test was exactly the same as the pre-test; it took the same aspects into account to compare them and evaluate the results. This part of chapter IV will describe the results of both, the pre-test and the post-test.

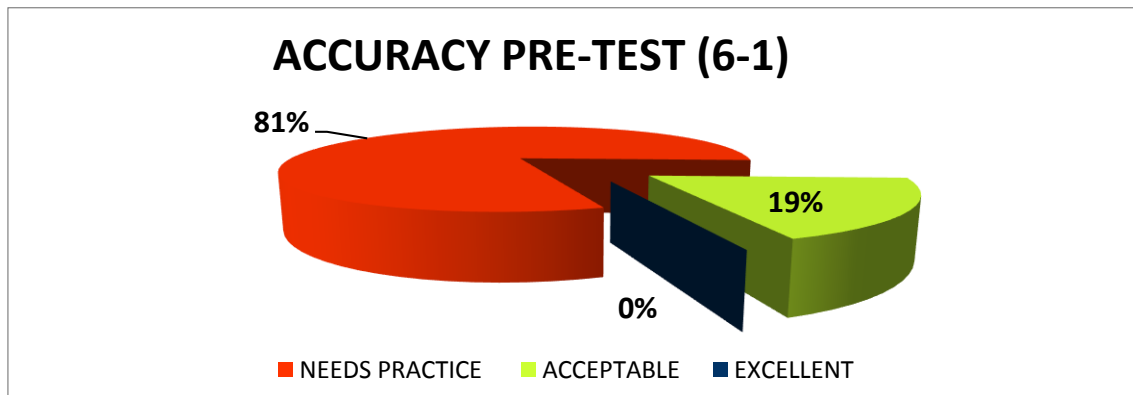
4.1.3.1 Pre-test section 6-1

Figure 11



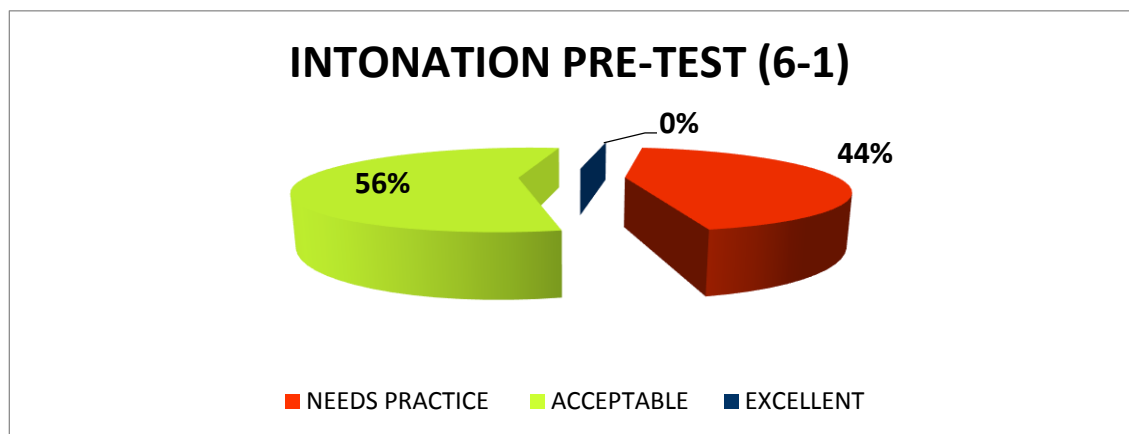
*Figure 11. Shows the student's speech rate related to the pre-test
Population: 16 Students
Source: Researcher' own creation*

Figure 11 shows the results about the speech rate evaluated in the pre-test to 6-1 section, and it was divided into three different elements: "Needs practice", "Acceptable", and "Excellent". The graph confirms that 56% that represent 9 students needed practice, the 38% that represent 6 students were acceptable, and 6% corresponding to only 1 student was excellent in the speech rate.

Figure 12

*Figure 12: Shows the student's accuracy from the pre-test
Population: 16 Students
Source: Researcher's own creation*

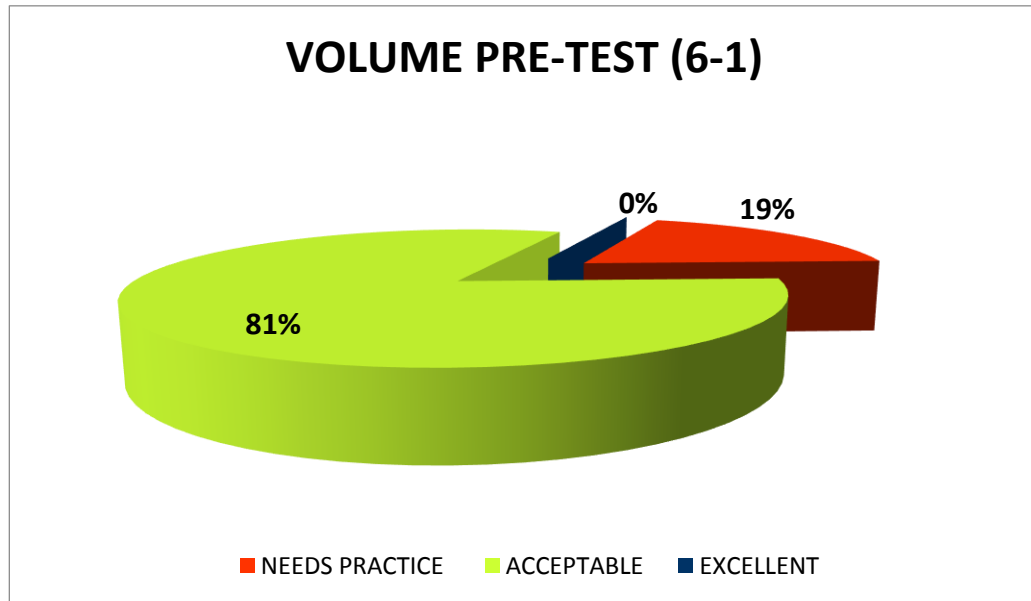
Figure 12 shows the results about the accuracy evaluated in the pre-test to the 6-1 section, and it was also divided in three different elements: "Needs practice", "Acceptable", and "Excellent". This figure indicates that 81%, that represent 13 students "Needs practice", 19% that represent 3 students were "Acceptable", and 0% were "Excellent" in accuracy.

Figure 13

*Figure 13: Shows the student's intonation from the pre -test
Population: 16 Students
Source: Researcher's own creation*

Regarding to intonation in the pre-test evaluation, the figure #13 reveals that 56%, which represent 9 students, showed acceptable results, 44%, that represent 7 students, needed practice, and 0% corresponded to excellent.

Figure 14

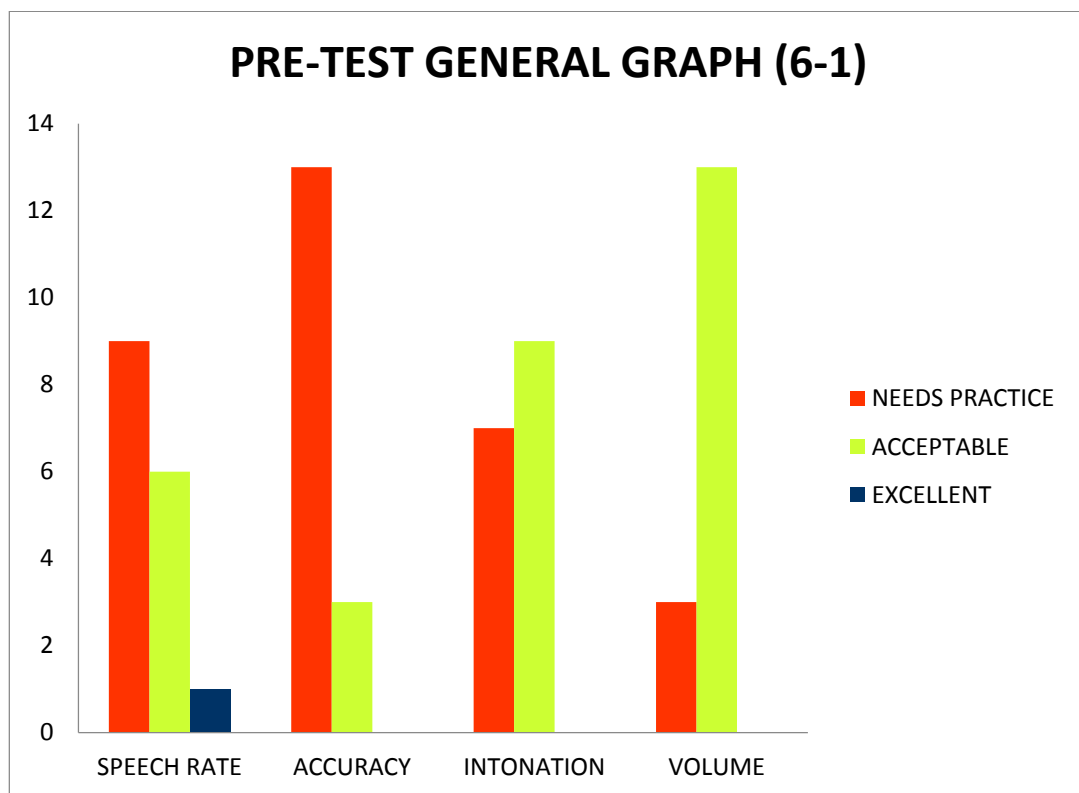


*Figure 14 shows the student's accuracy from the pre-test
Population: 16 Students
Source: Researcher' own creation*

In relation to figure 14, the results about volume will be described. In the evaluation of the pre-test in the 6-1 section, the elements: "Needs practice", "Acceptable", and "Excellent", were estimated. The figure indicates that 81%, which represent 13 students, had acceptable accuracy, the 19% that represent 3 students needed practice, and 0% corresponded to excellent accuracy.

Once the graph about the pre-test implemented in the 6-1 section was described with their specific data, it was important to gather all that information in one graph that could give the idea of which of the four elements evaluated while reading the poem, had the least or the most incidence among the students. Figure #15 will bring that information in order to understand the results better.

Figure 15

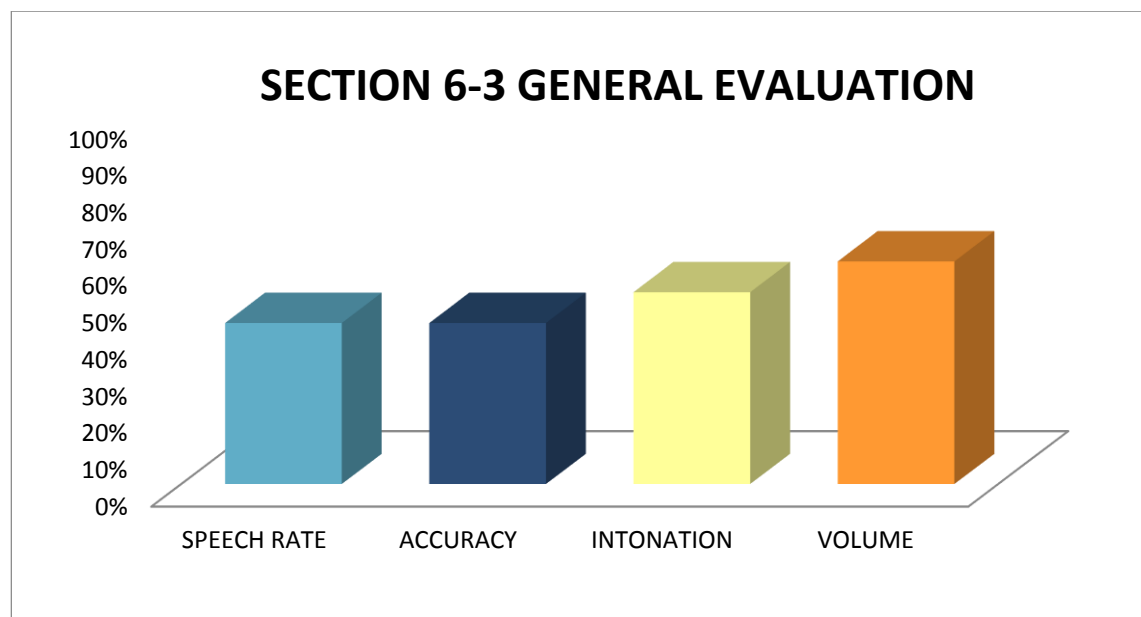


*Figure 15 shows the general pre- test results from 6-1 section
Population: 16 Students
Source: Researcher' own creation*

This graph will help to understand the results about the pre-test applied to the 6-1 section. This figure demonstrates that in speech rate 9 students needed practice; this means students needed to avoid pauses while reading the poem. Regarding accuracy, 13 of the students also needed to practice, and that refers to being conscious about the mistakes made

in the pronunciation of the words and being aware of self-correction. In regard to intonation, 9 of the students demonstrated an acceptable level where they were able to pay attention to punctuation and had some consistent tone of voice; on the other hand, the last element evaluated was volume in which, most of the students, had an acceptable level, that means; they had an appropriate tone of voice while reading the poem.

Figure 16



*Figure 16 shows the general pre-test evaluation from 6-3 section
Population: 16 Students
Source: Researcher' own creation*

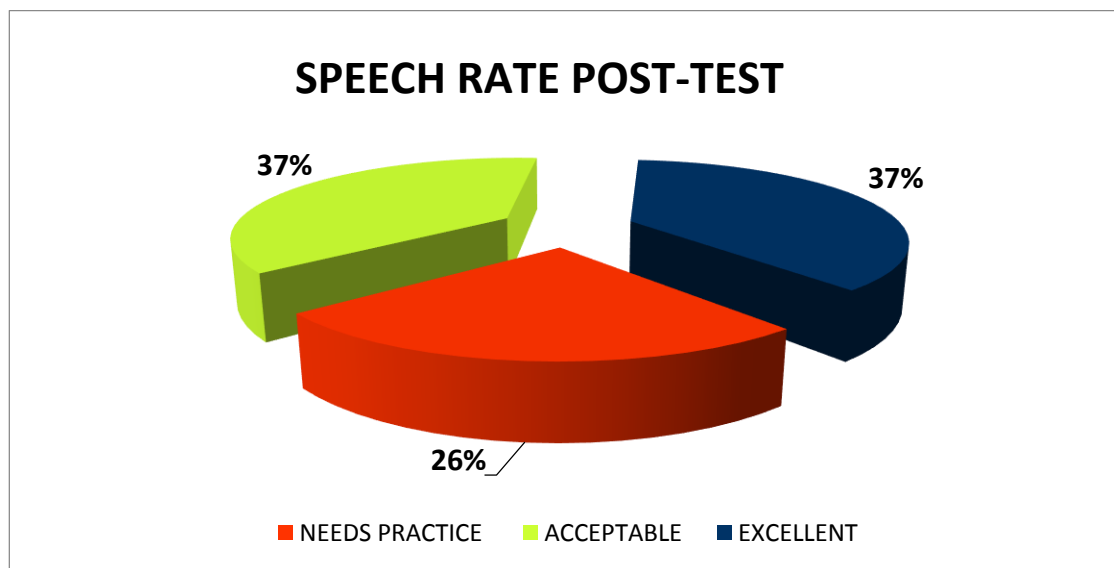
As it was mentioned before, the researcher worked with two different groups at the pre-test in order to evaluate students' level. The information contained in this graph, represents the evaluation of 6-3 section pre-test with the same rubric as for the 6-1 section. This evaluation will eventually allow the researcher to compare between the group that worked with the method and the one that did not. This figure shows the percentage related to

the answers or points obtained, where 60% (29 points) represent the volume, 52% (25 points) represents the intonation, 44% (21 points) refer to accuracy and the other 44% (21 points) indicate the speech rate. In conclusion, the students from the 6-3 section had a higher score in the volume; this means that they were competent by adjusting the volume while reading the poem.

4.1.3.2 Post-Test Section 6-1

Once the pre-test and the method of repetition were applied by the researcher, it was time to apply the post test. This one was only for the students from 6-1 section since they were the ones the researcher worked with by using the method of repetition. The post test showed the results after the usage of the method and they will be described on the following figure.

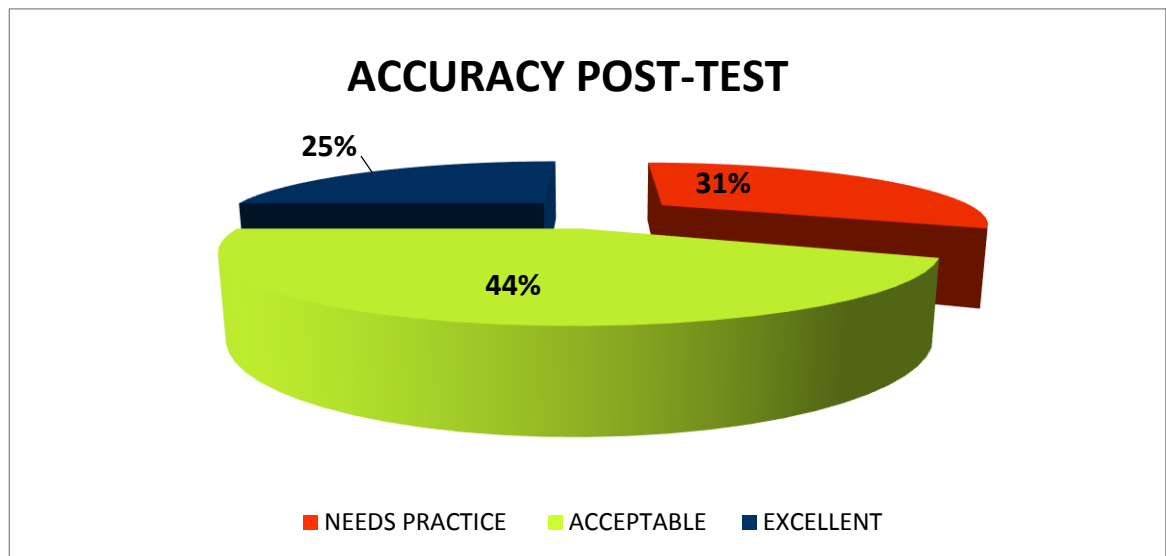
Figure 17



*Figure 17 shows the student's speech rate from the post-test
Population: 16 Students
Source: Researcher' own creation*

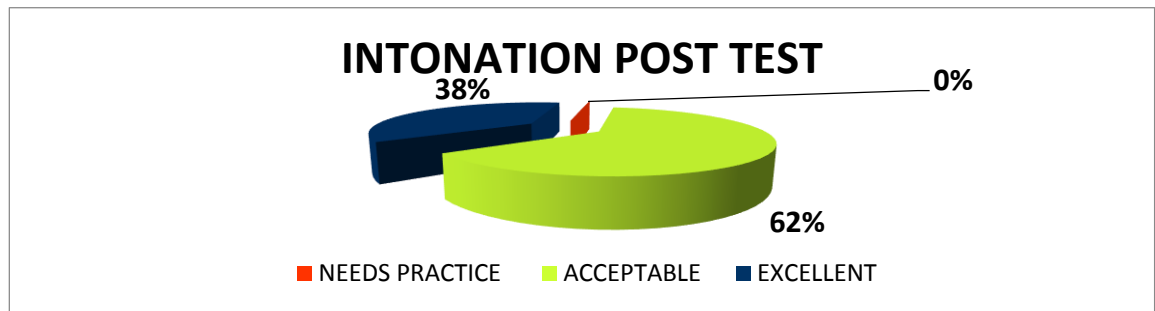
Figure #17 shows the results about the speech rate evaluated in the post test in the 6-1 section and as the pre-test, it was divided into three different elements: “needs practice”, “acceptable”, and “excellent”. This figure confirms that 37%, that represent 6 students, showed acceptable results, the other 37%, that represent 6 students showed excellent speech rate, and 26% corresponding to 4 students, needed to practice.

Figure 18



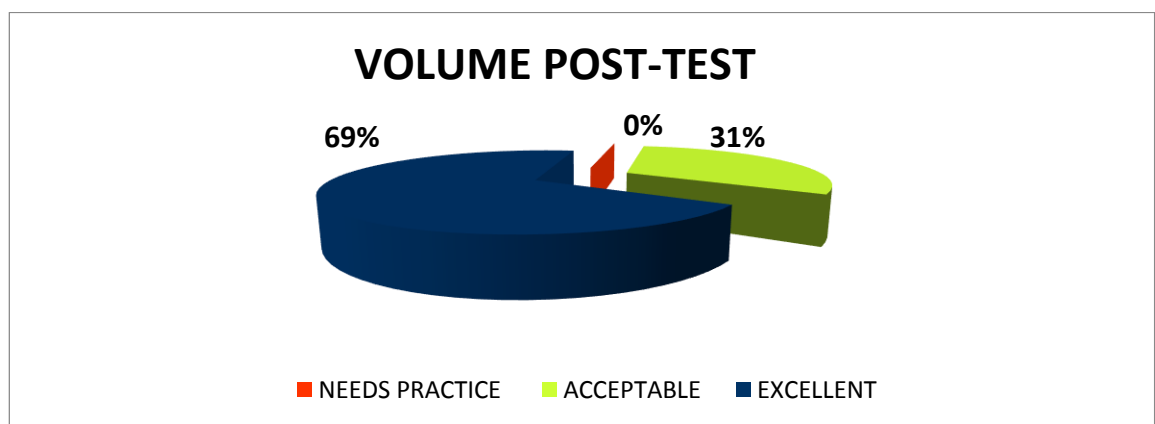
*Figure 18 shows the student's accuracy from the post-test
Population: 16 Students
Source: Researcher's own creation*

Figure 18 shows the results about the accuracy evaluated in the post test to the 6-1 section. As the previous graph, this one was also divided into three different elements: “Needs practice,” “Acceptable,” and “Excellent”. This graph confirms that 44%, that represent 7 students had “Acceptable” accuracy, the 31%, that represent 5 students “Needed practice,” and 25% corresponding to 4 students, demonstrated “Excellent” level of fluency.

Figure 19

*Figure 19 shows the student's intonation from the post test
Population: 16 Students
Source: Researcher' own creation*

Figure 19, shows the results about the intonation evaluated in the post-test in 6-1 section divided into three different elements: “Needs practice,” “Acceptable,” and “Excellent”. This figure indicates that 62% that represent 10 students showed acceptable intonation, the 38% that represent 6 students showed excellent level, and 0% corresponded to “Needs practice”.

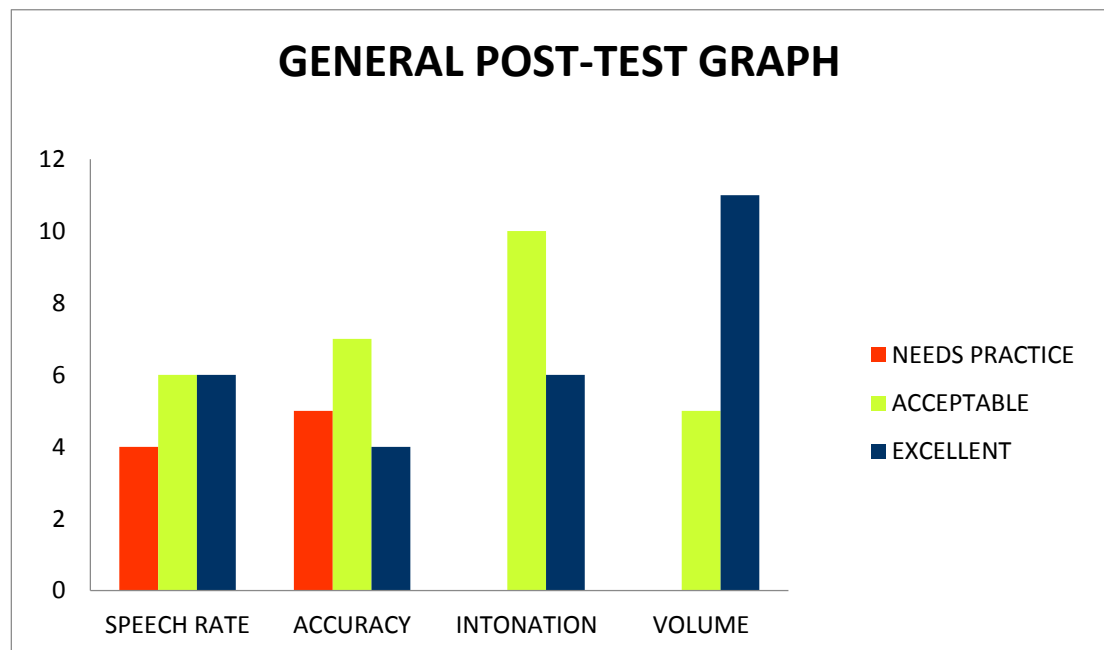
Figure 20

*Figure 20 shows the student's volume from the post test
Population: 16 Students
Source: Researcher' own creation*

Finally, figure 20 shows the results about the volume evaluated in the post test in the 6-1 section, and it was also divided in the three different elements: “Needs practice,”

“Acceptable,” and “Excellent”. This figure confirms that 69% that represent 11 students presented excellent volume, the 31% that represent 5 students showed acceptable volume, and the 0% correspond to “Needs practice”.

Figure 21



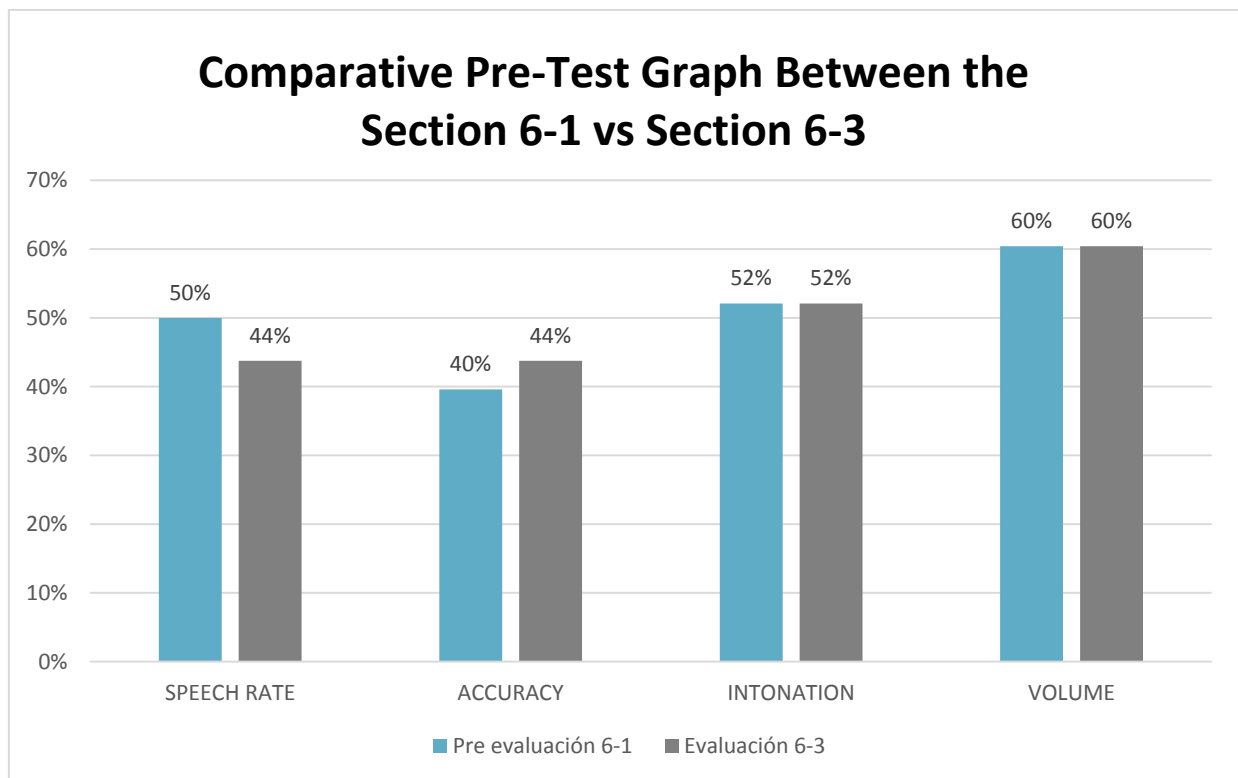
*Figure 21 shows the general post-test results from 6-1 section
Population: 16 Students
Source: Researcher' own creation*

In order to understand the results better, this graph includes all the information of the post-test, and it shows the results obtained in every evaluated element. In this figure, it could be seen that from the 16 students, 6 were located between the acceptable and the excellent rubrics of the speech rate, and that only 4 of them needed to practice. Secondly, 7 students showed acceptable level in the accuracy while 5 of them “Needed practice” and 4 of them were excellent. Thirdly, regarding to intonation ,10 students presented acceptable level whereas 6 of them showed excellent results. It is very important to mention that there were

no students that needed to practice intonation, and finally there is volume in which 11 students were excellent, 5 of them were acceptable, and there also were no students that needed to practice the volume.

As a final aspect to conclude this chapter, the researcher created two different graphs that compare 6-1 section pre-test and post-test to the 6-3 section general evaluation. This will make it easier for the reader to compare the results obtained through the whole investigation with the data collected.

Figure 22

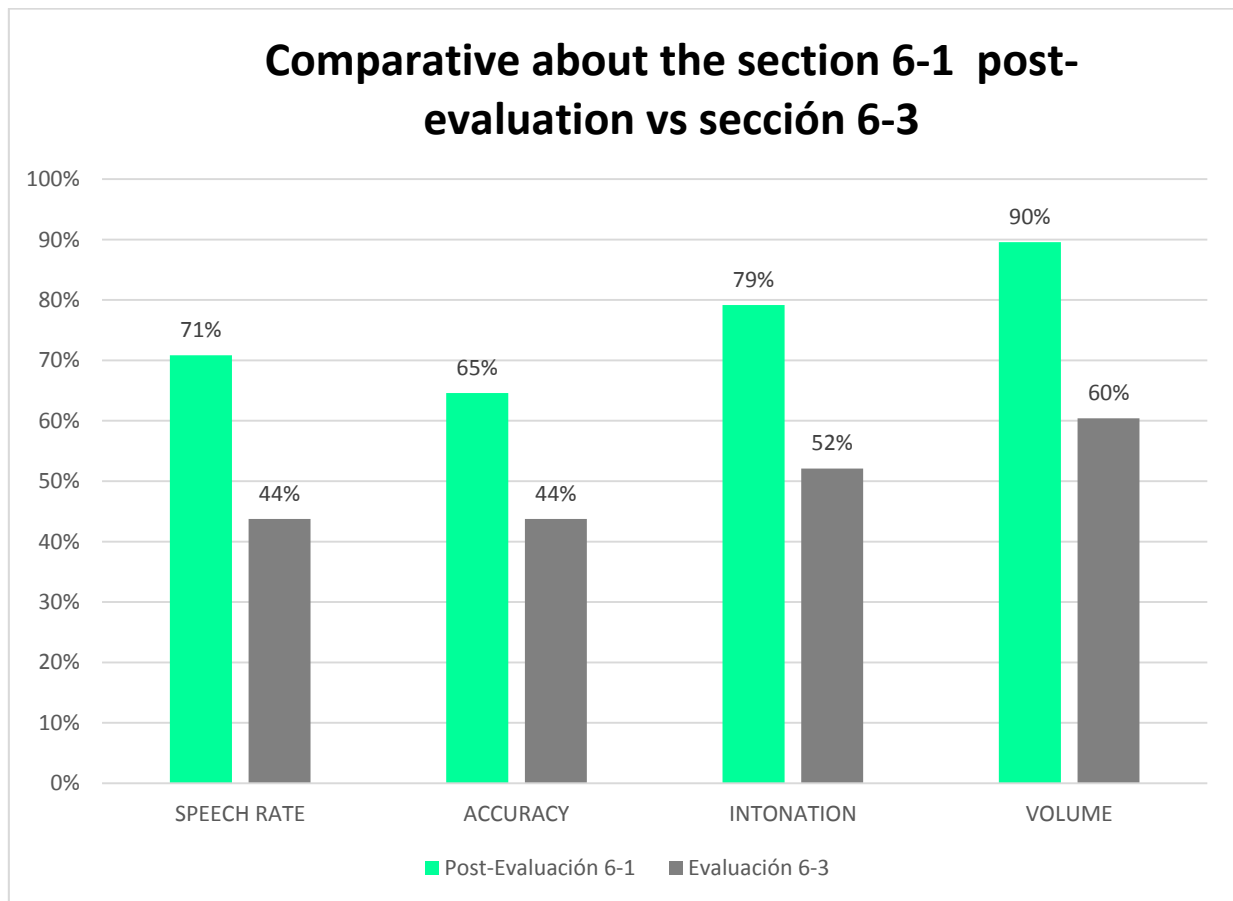


*Figure 22 shows the comparison between section 6-1 pre-test results vs. the 6-3 section evaluation
Population: 16 Students
Source: Researcher' own creation*

This graph demonstrates the results of the pre-test applied to both sections. Here, it can be seen that both sections had similar results in the pre-test. Regarding the volume, both sections obtained 60% that represent 29 points; the same happened with intonation where

both of the sections obtained a 56% that refers to 25 points; on the other hand, the accuracy was pretty similar in both sections. 6-3 section had 44% that represent 21 points while 6-1 got 40% that represent 19 points. Finally, there is the speech rate in which the 6-1 section gained 44% that represent 21 points and 6-3 section obtained a 50% that correspond to 24 points.

Figure 23



*Figure 23 shows the comparison between section 6-1 post-test results vs. the 6-3 section evaluation
Population: 16 Students
Source: Researcher' own creation*

The last graphic of the investigation is very relevant; here the researcher interprets all the results from both sections. In the volume, the 6-1 section increased 30% from 6-3 section; this means that students improved in adjusting the volume while reading the poem.

Regarding to the intonation the students from 6-1 section increased 27% from 6-3 section, this reveals that the students from 6-1 section payed close attention to punctuation.

According to accuracy, there was some increase of 21%, where 6-3 section obtained 44% and 6-1 section obtained 65%. This indicates that students from 6-1 section were able to decrease their pronunciation mistakes and they were aware about self-correction while reading the poem. Finally, this graph concludes that the speech rate from 6-1 section increased 27% in relation to 6-3 section. To sum up, this graph demonstrates the positive results obtained by the application of the repetition method and the idea to enhance fluency through poems.

Chapter V

Conclusions and Recommendations

5.1 Conclusions

English as a second language is a very useful tool that high school students can take advantage of, but it is important to mention that it requires hard work, commitment, constancy, willingness, and love, not only from the students but also from the teachers. The teachers from public schools have a big responsibility on doing their best to educate children, taking into consideration the external issues and complications that may appear during the scholar period. That is why investigations like this one can contribute with significant information about new techniques that can be included in daily lessons in order to have better results in the development of the English learning process.

To accomplish the investigation, the researcher took into consideration relevant indications that are important parts of the research, such as the observation of the students in their natural setting, the purpose of the investigation, the objectives proposed, and the research question. The activities were implemented with the previous investigation about topics related with the research. The research method, and the description of the population, participants and the institution were also included. The implemented strategies were a relevant step in the elaboration of the research, there the instruments to collect the data in order to elaborate the conclusions and recommendations were proposed. The purpose of this investigation is to determine the positive effects of the usage of poems to enhance fluency on sixth graders at Jorge De Bravo School during the Second Quarter of 2017.

This chapter contains a review of the development of this investigation and the conclusions of the specific objectives proposed at the beginning of the investigation that will lead the researcher to give the final conclusions and recommendations of the research.

5.1.1. To identify any difficulty in fluency when reading poems on 6th graders at Jorge Debravo school during the second quarter of 2017.

This objective was a very important one to analyze the environment where the students develop their knowledge. This helped the researcher understand the processes of a normal lesson, the way the teacher implemented the lesson plan, the way she encouraged children to learn, the way she developed the lesson and of course the students' behavior towards it; those are relevant facts to identify what could cause problems or difficulties while applying the strategy proposed by the researcher.

Through the instruments applied, specifically, the observation checklist, the researcher could observe that most of the students did not behave in a good way; this made hard for the teacher to give the lesson properly; therefore, this kind of behavior affects the progress of the lessons not only regarding the usage of poems but also regarding any other topic that needed to be reviewed because the teacher had to repeat the same information several times until they understood the instructions. In relation to this, there were a few problems with the usage of poems as a strategy to enhance fluency; for instance, the low motivation of some students due to their lack of knowledge was a relevant fact. When students did not know what to answer or they did not understand a specific word, they felt uncomfortable and insecure. On the other hand, the researcher could notice that when a student knew a word or the answer of a question, she or he was very enthusiastic and encouraged the others to pay attention.

Another important issue was that students did not have vast vocabulary or not even simple one. They did not know basic words that they should already know from the previous grades; besides, they easily forgot words because they did not pay attention to the teacher's instructions at first, and that made the lesson difficult to flow to the next step. Pronunciation was also an issue that was part of the difficulties because students did not know the vocabulary; therefore, since students did not know some words and the teacher presented the lesson in English, they could hardly understand what the teacher was talking about and that generated distraction, so they did other things during the class that were not part of the lesson plan. To sum up, vocabulary as well as pronunciation were relevant issues at the development of the lesson.

Regarding the researcher's experience while working with the students, it is important to mention that the first time it was asked to the scholars if they liked poems, they were very skeptical, as it was shown in figure 4 about the questionnaire made for the students. In question #4 it was asked if they liked poems and 69% of the students expressed they did not like them. That was a risky fact to know for the researcher since students' opinion about poems was not favorable; they thought poems were long, boring, old fashioned and even complicated to understand, and that constituted an issue for the researcher because students had a negative opinion about using poems to work in class. The first day the researcher introduced the poem to the class they were not very convinced since it was a new way to learn how to be fluent, but once the researcher explained to the students that it was a short poem and it had rhythm, they really liked it; in conclusion, this issue was only presented at the beginning of the method's application.

5.1.2 To design activities where 6th grade students can use poems as strategy, in order to be more fluent at Jorge de Bravo School during the second quarter of 2017.

The application of different activities proposed in this research in order to enhance fluency by the usage of poems motivated students to participate, behave in class, learn new vocabulary and understand the instructions given better. According to the questionnaire given to the students, specifically in figure 9, where it was asked if students would like to have more dynamic activities in class, 96% of the students expressed a positive answer about it. That was relevant information for the researcher since this objective had the purpose to design activities that included poems in order to enhance fluency. Once the researcher was aware about that valuable fact, some dynamic activities were designed to encourage students to participate in class and get involved with the English language.

First, the researcher chose a poem that had relation with the unit that was being evaluated by the teacher, so students could practice the vocabulary and at the same time have better results in their formal tests. Once done so, the researcher introduced the poem to the students by writing it down the board; next the researcher explained the instructions where the idea was that at first, the researcher read the poem to the students aloud and then they were asked about the words they already knew. The words they did not know, were discussed with the students and that was a very interactive part because they really wanted to participate. After that the students were asked to read the poem out aloud with the researcher and by their own the second time. The final part of the activity was to write the poem in their notebooks paying close attention to the words; then the students practiced the poem in pairs, The idea was to correct their own mistakes while the researcher called them one by one to read the poem in order to apply the first test.

There were other activities designed by the researcher where students could practice the poems, like filling the blanks or playing with little games, like repeating the words, playing in pairs and also some doing activities where they had to go to the front and write on the board. Since poems were short, students had a positive attitude; besides, it was funny because the poems had rhythm and it was easier for the students to learn them.

5.1.3 To evaluate how poems can help 6th grade students improve their fluency at Jorge de Bravo School during the second quarter of 2017.

This objective is very important because it helped to evaluate if the investigation about the usage of poems to enhance fluency had positive results. At the beginning of the observation and the evaluation with the checklist, the researcher noticed that there was a lot of work to do with the students because there were several elements involved in the development of the learning process. As it was mentioned before, this was a public school in a marginal neighborhood and that is highly important to consider because there were external factors that attributed to certain situations. It is also significant to mention that the questionnaire helped the researcher know the students' opinions about the English language and their preferences; those results helped to direct the investigation to achieve its purpose.

The implementation of poems to enhance fluency in this investigation had positive results. As it was described in chapter IV, the usage of poems helped students increase certain elements that were evaluated in both, the pre-test and post-test. In this context, poems helped sixth grade students from 6-1 section to improve volume; this means that students were able to have an appropriate volume and some could adjust the volume throughout the text. It was noticeable for the researcher that some students were very shy in the pre-test; therefore, the volume while reading was so low that in some cases it was hard to hear what

they were saying but-during the application of the method, students could adjust the volume and felt more confident because they knew they were doing a great job.

The usage of poems as a strategy could also help students to enhance fluency through intonation. In that case, students had an increase where they were able to pay close attention to punctuation and had a consistent tone of voice while reading. The researcher was aware about the importance of punctuation in order to be fluent and most of the students did not respect the commas or periods; they also read with monotonous voice and it was boring to hear them read, but once students practiced the poems and learned the correct way to read them, it was very impressive how they paid attention to punctuation; besides, their expression changed because they knew what they were talking about.

On the other hand, poems helped to enhance fluency with the improvement of accuracy. At first, students made many errors in the pronunciation of the words and constantly asked for help during the poem's reading; moreover, most of them were not aware about the mistakes done, but they kept reading the poem. When they repeated the poems and got accustomed to the words, they noticed when they were making mistakes and they were aware to correct those errors immediately and continued with the reading. Accuracy was one of the elements in which students improved the most, and it was highly important because they were conscious about what they learned.

Finally, there was the speech rate, and that was a very important element because at first, some students read very slowly. Since they did not know how to pronounce the words it was very difficult for them to be fluent; On the other hand, there were other students who read really fast because they felt so uncomfortable that they wanted to finish fast. Once they practiced the meaning, the pronunciation of the words and the poem's phrases, they were

capable to read better than they did at the beginning; indeed, it was very pleasant to heard them reading the poem and they actually felt more comfortable.

5.2 Restatement of the Research Question

Regarding the research question, the researcher considered it important to know the positive effects of the usage of poems to enhance fluency on sixth graders at Jorge De Bravo School during the Second Quarter of 2017. In order to answer that question, the researcher had to implement several strategies to develop the investigation. First, it was important to have a different view about the groups the researcher chose to work with; therefore, it was necessary an observe and analyze the students' natural environment and their relationship with teacher. After that, the researcher implemented a questionnaire to know about the students' opinion about English language, so there was a point of reference about the preferences of the students and the final step was to create a test to evaluate the students' level regarding fluency and collected all the data gather with those instruments.

It was hard for the researcher to realize that the majority of the students did not like poems; therefore, it was a challenge to work on changing the students' opinion about poems, encourage them to work on something they did not feel attracted to, and have to implement activities that could give positive results about the improvement of fluency, but it is highly relevant to indicate that the strategy about the usage of poems by applying repetition as a method, did have positive effects in relation with fluency in the students of the sixth grade. This was achievable due to the researcher`s work, but it was also possible because the students had the willing to know and feel good when they could be fluent by reading poems; therefore, the researcher can indicate that the research question proposed at the begging of the investigation was successfully answered.

5.3 Recommendations

According to the researcher's experience during the elaboration of the investigation, the interaction with the students, and the implementation of the instruments and strategies, there are certain aspects to share, so the reader can take them into consideration in order to improve further researchers. The first aspect to consider is that all environments are different; this means that public schools have their similarities regarding the educational method, but they differ depending on the teachers' willingness and the principal's commitment with the institution. A school with a leader that follows the rules and takes care of the students' wellness is a school that will bring security and opportunities to the students; therefore, it is important for the researcher to invite all the future teachers and the ones who are already teachers to do their best effort for the students' wellness. Even though it is a hard labor but not a impossible one, the researcher could notice that is it up to every teacher to do a professional and passionate job or just be part of the rest who do not care about the children's wellness.

Another relevant aspect to consider is that all students are different; therefore, all of them have different ways to learn. It was very frustrating for the researcher to realized, that the educational public system method was designed like as if every child were the same, but fortunately teachers can mark the difference in every classroom. Teachers are the ones who know the children they are working with better; therefore, the teacher can implement exercises, activities, and methods which can help students that have a different way of learning.

The researcher suggests being careful at the time of selecting the topic of the investigation. The researcher was very secure about the implementation of poems to enhance

fluency, but it was difficult for her to realize that most students did not have a positive response about poems the first time it was exposed to them. It required extra effort and time for the researcher to demonstrate that poems were not that boring, old fashioned and difficult to understand as they believed. Fortunately, with the activities proposed by the researcher, the students that did not like poems had a positive response towards them; they actually enjoyed the exercises and participated in class, but it is important to take into consideration for further investigations to be sure that students like the topic they will work on or at least to be sure that the participants are flexible in order to change their mind and have successful results in the investigation.

Another recommendation is to be careful about the time needed for every activity. It is very important to design the activities that will be implemented during the class by taking into consideration estimated time, because if the activity is too long, the students would not have time to finish it and that could be a relevant issue for the researcher. On the other hand, if an activity is too short, the students could finish it faster or before the end of the lesson there could be valuable time wasted. This is why, the researcher recommends evaluating first how many lessons will be spend and previously verify if that day there will be any civic act at the school, another activity outside the classroom or if the students will have less lessons that day because that could take away valuable time from the activities proposed by the researcher. This will help to invest all the time required for every activity properly and develop all the activities that the researcher will need to complete the investigation.

Finally, the researcher recommends motivating students with activities and poems that they feel more attraction to. It is important to mention that the researcher had some difficulties due to the students' behavior during the class. At first, students did not pay

attention to the instructions given; they made a lot of noise and talked to each other during the class; therefore, they were very distracted and it was very difficult for the researcher to start the lesson. Some students were not motivated during the English classes; this is why the researcher created some dynamic activities to develop in class in order to catch the students` attention and integrate them to learn and play at the same time. After that, it was easier for the researcher to give the instructions, students had a positive attitude and were motivated to practice and pay attention to the researcher during the class. To sum up, the students really needed something they could expressed their feelings and dynamic activities related with poems were very effective for that purpose.

The usage of poems to enhance fluency demonstrated to improve some student`s skills; therefore, this research can be used for further investigations related to poems and their application to improve fluency.

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Annexes

Universidad Internacional de las Américas
School of Education and Foreign Languages
Graduation Seminar

Observation

School: Jorge Debravo

Student: Amanda Mora V.

EVALUATION CRITERIA	YES	NO	COMMENTS
The teacher uses a lesson plan in the class			
The teacher motivates students during the lessons			
The teacher explains the instructions clearly			
The teacher speaks English during the class			
Students pay attention to the teacher`s instructions			
Students speak English during the class			
Students behave in a proper way during the English class			
Students use the dictionary in class			
Students participate in class			
Students ask for help when having doubts			

Universidad Internacional de las Américas
School of Education and Foreign Languages
Graduation Seminar

QUESTIONNAIRE

School: Jorge Debravo
Student: Amanda Mora V.

1. ¿Cual es tu género?
 Femenino Masculino
2. ¿Te gusta el idioma Inglés?
 Si No
3. ¿Tienes ganas de aprender Inglés?
 Si No
4. ¿Te gustan los poemas cortos?
 Si No
5. ¿Con que frecuencia practicas inglés en casa?
 Nunca Una vez por semana En periodo de exámenes
6. ¿Que tan motivado te sientes para participar en clase de inglés?
 Mucho Poco Nada
7. ¿Cambiarías el idioma inglés por algún otro?
 Si No
8. ¿Que tan importante consideras el idioma inglés como segundo idioma?
 Mucho Poco
9. ¿Te gustaría que hubiera actividades más dinámicas en clase?
 Si No
10. ¿Que práctica consideras que facilita el aprendizaje efectivo de inglés?
 audiovisual lectura y escritura conversacional

Universidad Internacional de las Américas
School of Education and Foreign Languages
Graduation Seminar

RUBRIC

School: Jorge Debravo
Student: Amanda Mora V.
Student's name: _____

ORAL FLUENCY	NEEDS PRACTICE (One Point)	ACCEPTABLE (Two Points)	EXCELLENT (Three Points)	TOTAL
SPEECH RATE	Student reads slower than normal speech. Students makes many pauses.	Student reads the text either too quickly or with uncomfortable pauses. Many words are sounded out.	Student reads text smoothly. Students feels comfortable when reading the text.	
ACCURACY	Student makes numerous errors or asks for help. Errors are not self-corrected.	Students makes some errors that do not affect meaning. Some mistakes are self-corrected.	Student makes zero errors. All mistakes are self-corrected.	
INTONATION	Student reads with monotone voice. Little evidence of attention to punctuation. Student doesn't read with much expression.	Student pays attention to punctuation. Tone of voice is consistent throughout text.	Student pays close attention to punctuation; including commas. The student varies voice or pitch to match text.	
VOLUME	Student reads at an extremely loud or very soft level. The audience is unable to hear most of the text.	Volume is appropriate throughout text and the partner can hear the text being read.	Student adjusts volume throughout text for effect. Includes both soft and loud depending on the text.	

Universidad Internacional de las Américas
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Graduation Seminar

POEM

School: Jorge Debravo

Student: Amanda Mora V.

I'm in love with food,

Bananas and pineapples.

Oh I love all my fruit!

See the good thing is,

you have a lot to choose!

Don't play with my rice,

and please don't touch my fries!

Don't play with my beans,

Or I'll be very mean!

Don't touch my spaghetti,

avoid my noodles too!

See cupid is a genius!

Cause I'm in love with food!