

**UNIVERSIDAD INTERNACIONAL DE LAS  
AMÉRICAS**

**VICERRECTORIA ACADÉMICA**

**SCHOOL OF EDUCATION AND FOREIGN LANGUAGES**

**SIMULATION SPEAKING TASKS TO IMPROVE  
FLUENCY ACQUISITION ON ELEVENTH GRADERS AT  
EMVA HIGH SCHOOL DURING THE FIRST QUARTER OF  
2019**

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

**ANDREA JAEN MÉNDEZ**

**THESIS MENTOR: M.SC. CATALINA GUERRERO**

**SEDE ARANJUEZ**

**APRIL, 2019**

## **Dedication**

First, I thank almighty God for providing me with courage to pursue my dreams and strength to achieve them. Also, I dedicate this investigation to my parents, my grandmother, and my aunt. To my father, even though you are not physically with me, I feel your presence and remember you every day. To my mother, you are my rock and the perfect embodiment of the strong woman I strived to be. To my grandmother and my aunt, I would not be here today if it was not for your unconditional love and support.

## **Acknowledgements**

I would like to thank the people involved throughout the investigation process for making this possible. First, I would like to thank EMVA High School principal, M.Sc. Ilima Malavassi, who allowed me to implement the activities at this high school. Also, I would like to express my gratitude to the English teacher Lic. Hannia Orozco, for her support throughout the finalization of my career, and the eleventh grade students for their cooperation during the application of the activities as well. Likewise, I would like to thank the professors M.Sc. Catalina Guerrero and Lic. Margarita Pérez for their professional guidance throughout the investigation process. Finally, I would like to thank every teacher involved in my educational growth at Universidad Internacional de las Américas.

### **Abstract**

This investigation was conducted to analyze the effects of the application of simulation speaking tasks to improve fluency acquisition on eleventh grade students at EMVA High School during the first quarter of 2019. During her teaching practicum, the researcher observed that teenage students were not capable of communicating in English proficiently. Therefore, she established the following research question: how the application of simulation speaking tasks will improve the fluency acquisition process on eleventh grade students at EMVA High School. In order to provide an answer to the previous question and fulfill with the objectives of the investigation; she consulted different books and theories regarding speaking skills, fluency, and simulation activities.

Besides, the researcher applied the following instruments in order to accomplish the established objectives for the investigation: an observation checklist that was used during the application of the tasks, a pre-test role-play activity, two imitation activities, a post-test role-play, and a post-application questionnaire based on the theory consulted by the investigator. After the implementation of the activities, the researcher concluded that due to the application of simulation speaking tasks, the eleventh grade students were capable of considerably improve not only their speaking skills, but also their fluency acquisition process.

## Resumen

La presente investigación se realizó para analizar los efectos de la aplicación de actividades orales de simulación para mejorar el proceso de adquisición de fluidez en estudiantes de undécimo año en el colegio EMVA High School durante el primer trimestre del 2019. Durante su práctica docente, la investigadora pudo observar que los jóvenes estudiantes no eran capaces de comunicarse en Inglés de manera competente. Debido a lo anterior, la investigadora formuló la siguiente pregunta de investigación: ¿Como la aplicación de actividades orales de simulación van a mejorar el proceso de adquisición de fluidez en los estudiantes de undécimo año en el colegio EMVA High School? Con el fin de dar respuesta a tal pregunta y cumplir con los objetivos de la investigación, la investigadora consultó diferentes libros y teorías sobre las habilidades del habla, fluidez oral y actividades de simulación.

Además, la investigadora implementó los siguientes instrumentos con el fin de cumplir con los objetivos de la investigación establecidos: una lista de verificación de la observación que fue usada durante la aplicación de las actividades, una dramatización como prueba previa, dos actividades de imitación, una dramatización como prueba posterior y un cuestionario aplicado después de la implementación de las actividades. Cada uno de los instrumentos fueron creados y aplicados en base a la teoría consultada por la investigadora. Después de la implementación de las actividades, la investigadora concluyó que debido a la aplicación de las actividades de simulación, los estudiantes fueron capaces de mejorar considerablemente tanto sus habilidades de habla como su proceso de adquisición de fluidez.

## Table of Contents

CHAPTER I INTRODUCTORY FRAMEWORK .....	1
1.1 Problem Statement .....	1
1.2 Objectives of the investigation .....	3
1.2.1 General Objective .....	3
1.2.2 Specific Objectives .....	3
1.3 Justification .....	3
1.4 Antecedents .....	5
1.5 Scope .....	11
CHAPTER II THEORETICAL FRAMEWORK .....	12
Literature Review .....	12
2.1 Speaking Skills .....	12
2.1.1 Definition of Speaking Skills .....	12
2.1.2 Elements of Speaking Skills .....	13
2.2 Importance of Speaking Skills When Communicating .....	14
2.2.1 Assessing Speaking Skills .....	16

2.3 Fluency	.....	21
2.4 Importance of Being a Fluent Speaker	.....	23
2.5 Simulation Speaking Activities	.....	26
CHAPTER III METHODOLOGICAL FRAMEWORK	.....	32
3.1 Research Approach	.....	32
3.2 Research Design	.....	33
3.3 Information Sources	.....	34
Analysis Categories	.....	35
Data Collection Instruments	.....	36
Collection data process and data analysis	.....	39
CHAPTER IV DATA ANALYSIS	.....	41
Analysis and Interpretation of the Results	.....	41
4.1.1 Observation Checklist	.....	41
4.1.2 Role-Play #1	.....	42
4.1.3 Imitation #1	.....	43
4.1.4 Imitation #2	.....	44
4.1.5 Role-Play #2	.....	45
4.1.6 Questionnaire	.....	49

CHAPTER V CONCLUSIONS AND RECOMMENDATIONS ..... 61

5.1 Purpose of the conclusion ..... 61

Conclusions ..... 61

5.2.1 To identify factors causing hesitation while speaking on eleventh grade students ..... 62

5.2.2 To apply simulation speaking tasks to improve fluency acquisition in speaking on eleventh grade students ..... 64

5.2.3 To evaluate the results obtained from applying simulation speaking tasks on eleventh grade students ..... 65

5.3 Restatement of the problem statement and research question ..... 65

5.4 Unexpected results ..... 66

5.5 Recommendations ..... 68

REFERENCES ..... 71

APENDIXES ..... 77

## Table of Tables

Table 1	Students' grades of Critical thinking questionnaire .....	47
---------	---	----

## Table of Figures

Figure 1	Answer to the question number 1 of the questionnaire	.....	50
Figure 2	Answer to the question number 2 of the questionnaire	.....	51
Figure 3	Answer to the question number 3 of the questionnaire	.....	52
Figure 4	Answer to the question number 4 of the questionnaire	.....	53
Figure 5	Answer to the question number 5 of the questionnaire	.....	54
Figure 6	Answer to the question number 6 of the questionnaire	.....	55
Figure 7	Answer to the question number 7 of the questionnaire	.....	56
Figure 8	Answer to the question number 8 of the questionnaire	.....	57
Figure 9	Answer to the question number 9 of the questionnaire	.....	58
Figure 10	Figure 10 Answer to the question number 10 questionnaire	.....	59

## **CHAPTER I**

### **INTRODUCTORY FRAMEWORK**

Speaking is the foundation of human interaction; therefore, mastering more languages than the native one has become imperative in order to be competent in the different areas of human life. Among the different skills in oral production, English as a foreign language (EFL) learners strive to be proficient in one: fluency. The Oxford Dictionary (n.d.) defines fluency as “The ability to speak or write a foreign language easily and accurately.” Being fluent helps to sell ideas, communicate thoughts to others, and express oneself smoothly. Hence, EFL teachers must prepare material and develop activities to decrease hesitation and to improve the fluency acquisition on their students.

#### **1.1 Problem Statement**

The English language is considered one of the most spoken languages in the world, and Costa Rica is not exempt to that. The demand in the bilingual market has been increasing over the last years; however, La Nación newspaper (November 18<sup>th</sup>, 2014) reports that Costa Rica is among the countries with the lowest level of English. The local government invests part of its economic resources in the national educational system and bilingual education, yet the results obtained are not positive. This statement indicates that teachers have the necessary tools and knowledge to teach students, but the delivery might be failing. Therefore, how students will be able to be efficient if they are not fluent in English?

## Simulation Tasks and Fluency Acquisition

Costa Rican educational system focuses on teaching and reinforcing the four basic skills of language learning; however, it does not pay the required attention to the developing of the speaking skill. Even though, this particular skill is equally as important as the other skills, speaking is most used by people to communicate. Because speaking is not being taught properly, students are having difficulties in proficiency and in the ability to communicate in English inside and outside the classroom environment.

Students face many challenges regarding fluency, such as trying to think of ideas, not having a structure to follow, over focusing on grammar or vocabulary, and especially not practicing enough (Cunningham, 1999). Teachers must emphasize to students that fluency does not mean to speak quickly; fluency is speaking and expressing your thoughts and ideas smoothly. Therefore, practice is the best tool to improve fluency on students. Simulation speaking activities are useful means teachers can incorporate into the English lessons to help students. These activities aid students to get used to different accents, improve pronunciation, and loose up and speak fluently when they have to communicate in English.

There is a wide variety of speaking simulation activities. Hence, educators must identify the most suitable activities according to the characteristics of their students and the goals they strive to accomplish to provide the best education to students. In order to achieve that, teachers must know the type of groups under their assignment. Each student has his/her own identity, barriers, and learn differently; so, it is important to choose activities that, not only contribute to the development of their learning process, but also adapt to their specific needs.

Since fluency is one of the oral production elements that presents more challenges and the one students fail the most, the question in hand is how the application of simulation speaking

## Simulation Tasks and Fluency Acquisition

tasks will improve the fluency acquisition process on eleventh grade students at EMVA High School.

### **1.2 Objectives of the Investigation**

The purpose of the investigation is to establish the challenges students deal with when working in their oral production skills; simultaneously, it intends to be a contribution to the English educational system by providing a variety of simulation activities to improve the fluency acquisition process. Also, the research itself proposes objectives to be accomplished.

#### **1.2.1 General Objective**

To analyze the impact of simulation speaking tasks applied on eleventh grade students to improve fluency acquisition in oral production

#### **1.2.2 Specific Objectives**

- To identify factors causing hesitation while speaking on eleventh grade students
- To apply simulation speaking tasks to improve fluency acquisition in speaking on eleventh grade students
- To evaluate the results obtained from applying simulation speaking tasks on eleventh grade students

### **1.3 Justification of the Study**

English has become a great part of people's daily life. Non-speaking English countries have been invaded by the language for years causing people to acquire bilingual skills in order to succeed. Also, thanks to the high demand the language has, worldwide educational systems have been forced to incorporate it into the academic offer.

## Simulation Tasks and Fluency Acquisition

In Costa Rica, the English subject has been part of the national educational program for several years. EFL educators have been teaching listening, speaking, reading, and writing to students since they started school. However, by the time they become senior students in high school, they are not able to have a conversation without hesitating a lot or failing in the delivery of the message.

Costa Rican students spent around five to six years in high school. Thus by the end of those years, they should be considered bilingual; however, studies say otherwise. According to La República (August 3<sup>rd</sup>, 2017), the level of English is not sufficiently good because people are not producing the language fluently. Consequently, this investigation aims to identify what factors are preventing students to speak fluently and provide a solution by applying different simulation tasks in order to reach a high level of proficiency when speaking in English.

The purpose of this study is to be a reference and a tool for EFL teachers on how to approach the variety of obstacles students face when practicing and acquiring fluency in English. Simultaneously, the investigation is directed to eleventh grade students who will enter a more competitive world after graduating from high school.

Students will recognize the barriers holding them back from speaking smoothly and will get a better understanding on how to approach them by working on simulation speaking tasks; at the same time, they will know which tasks suit their learning necessities better. This type of tasks provides a positive change to the class routine by incorporating more dynamic activities into the agenda. Also, simulation speaking tasks are a useful tool because they work directly with the oral skill of the language.

#### **1.4 Antecedents**

As previously stated by the researcher of the current investigation, fluency is a quality that every bilingual speaker must possess, therefore, the effectiveness in communication depends on the assertiveness of the teaching-learning process. In a paperwork about improving adult English language learners' speaking skills, MaryAnn Cunningham (1999) from the National Clearinghouse for ESL Literacy Education, Washington D.C stated that communicative and language instructional approaches promote integration of the four macro skills (listening, speaking, reading, and writing) in a variety of ways that reflect natural language use. Also, she emphasized that "opportunities for speaking and listening require structure and planning if they are to support language development."

Cunningham (1999) considered that, "Speakers must be able to anticipate and then produce the expected patterns of specific discourse situations." Based on her own statement, the investigator established different strategies that teachers must apply in order to help students become good speakers. Among such strategies are: the correct use of grammar structures, the assessment of the group's characteristics, to select understandable and appropriate vocabulary, the application of strategies to enhance comprehensibility, the use of gestures and body language, and so forth.

To complement her information, Cunningham (1999) presented how a speaking lesson should be planned following the usual pattern of preparation, presentation, practice, evaluation, and extension. In the preparation stage, the teacher can establish a context for the speaking task (where, when, why, and with whom) and set up awareness of the target speaking skill. In the presentation stage, the teacher can provide students with an example that stimulates learner

### Simulation Tasks and Fluency Acquisition

comprehension and helps them to pay more attention to language use. Practice involves students in reproducing the speaking structure they have just learned, usually the educator provides assistance in case of doubts.

The process of evaluation consists on focusing and analyzing the skill examined during the lesson. The researcher emphasizes the importance of asking students to follow up and evaluate their own progress. Finally, extension is a combination of activities in which students put into practice the speaking skill in a different context in a communicative situation, or combine the skill learned with previously acquired ones.

On the other hand, Kamonpan Boonkit from Silpakorn University, Thailand (2009) prepared a qualitative investigation about enhancing the development of speaking skills in non-native English speakers. Boonkit stated that undergraduate students study English for approximately eight to ten years; however, the majority of them are unable to speak English confidently. He believed that anxiety about making errors was causing them not to feel confident enough to produce the language.

In order to, not only address the anxiety barrier, but also design the speaking activities for the methodological part of the research, Boonkit (2009) used a task-based learning approach. To build the speaking activities, he took into account principles like content selection based on the students' educational needs, opportunities to use English, an enhancement of the learners' experiences as important contributing elements to classroom learning, as well as the linking of speaking situations to real world English.

The subjects of the investigation were 18 students from the Listening and Speaking for Special Communication course from the Silpakorn University. As part of the 15-week data

### Simulation Tasks and Fluency Acquisition

collection and analysis procedure, the investigator used “Strengths and Weaknesses” evaluation sheets to compile the students’ speaking performance. Afterwards, the students answered the following two interview questions: 1) What factors helped you to develop your speaking skill for special communication?, and 2) What suggestions would you make for the improvement of Thai EFL students’ speaking competence?, in order to determine which factors help EFL learners to improve or develop their speaking skills.

Finally, the researcher selected a speaking task to be recorded and analyzed, in which, aspects like speaking content, pronunciation, and language were evaluated. Boonkit (2009) considered that the results of the task were useful to get a better identification of the students’ strengths and weaknesses in speaking English for special communication. Among the conclusions, the investigator stated that during the 15 weeks of the listening and speaking course, students’ confidence was gradually developed. Also, he emphasized that the use of a task-based learning approach enabled the course participants to speak in different scenarios, which helped to turn “passive” vocabulary into “active” simultaneously expanding English lexicon from different speaking topics. Finally, the investigator categorized creativity in topics as a speaking strength, while aspects like mispronunciation and errors in grammatical structure were categorized as weaknesses among the research findings.

Among other investigations, Lily Compton, from the Iowa State University (2004) proposed that chatting can be incorporated in oral practice to improve spoken fluency. In her research, she explained that including a chatting activity into the lesson plan can help ESL learners to become proficient speakers in different ways. First, she found out that chatting helped those students with the lowest levels of oral proficiency to feel prepared to speak up in class. Daily chatting practices helped to develop and organize their ideas to construct sentences

### Simulation Tasks and Fluency Acquisition

correctly; also, it helped them to familiarized with the vocabulary required increasing their speaking competence and self-confidence.

Secondly, Compton (2004) stated that a chat session adds benefit to the lesson because students are able to see and analyze their thoughts as well as their classmates' thoughts before speaking in front of the group. Compton revealed that "there is a significant transfer of language from the written mode (chatting) to the spoken mode (oral report)." Finally, the investigator declared that when students paraphrase from chat mode to oral communication, they maintain ideas but change word choice, sentence structure, and organization. Also, she pointed out that "learners not only transferred their own language, but also transferred their classmates' utterances."

From the Iowa State University as well, Ketty Ruth (2004) stated that, "Students are often intimidated by academic speaking tasks, including both formal presentations and participation in large-or-small group class discussions." She suggested that the academic factors causing this problem could be solved by incorporating the reading skill into the speaking improvement activities.

In her investigation, Ruth (2004) proposed that fluency improvement in students could be achieved by introducing poetry and children's literature into the class planning. She claimed that this type of literature is appropriate and suitable for older students because it provides motivation and builds confidence, can be easy understandable, and provides stimulating material for discussion. At the same time, she suggested that because of its simplicity, students can feel less intimidated towards the language and more drawn to produce it.

### Simulation Tasks and Fluency Acquisition

In order to support her hypothesis, the investigator prepared different speech activities in three treatment groups: a group which used children's picture books written in verse, a group which used poetry written for adults, and a group which received no treatment at all and served as a control group. After selecting the treatment groups, the investigator proceeded with the application of the tests in the following way: during the two week treatment period, the two literature treatment groups met twice a week for a one hour class using the literature previously selected for them (either picture books or poems). At the time the first recording took place, the students completed a background questionnaire to identify how familiar they were with literature in English, and at the time of the final session of recording, students in the two treatment groups completed a follow-up questionnaire. The researcher established that the questionnaires the students completed were mainly created to address whether they perceived poetry and children's picture books as interesting, helpful, and useful texts for their language learning process and whether participating in activities using these specific type of texts increased not only their confidence in their oral English skills, but also their attitude towards the language in general.

By the end of the investigation, Ruth (2004) concluded that the literature based activities did not lead to substantial improvements in the participants' oral fluency qualities. This was likely due to a combination of circumstances including the short treatment period and the lack of explicit focus on form. On the contrary, the adult literature was a success with the participants of the test and the children's literature was somewhat interesting for them.

After analyzing the results obtained from her study, Ruth (2004) suggested that literature of various types, when carefully selected with learners needs in mind can be interesting, as well as helpful texts for language learning, even though they are not directly related to students' everyday language needs. The students' response to literature showed that it can be stimulating

### Simulation Tasks and Fluency Acquisition

and engaging to learners. It is of interest in its own way and, consequently, takes off the students' pressure and allows them to be more than language learners for a while.

Among national researches, Susan Vargas, from Universidad Internacional de las Américas (2017) conducted an investigation about the effect of self-evaluation as a metacognitive strategy to improve grammar in oral production. She implemented a series of activities in students of English Commerce at Instituto Nacional de Aprendizaje (INA). First, she applied a self-questioning strategy in which she explained to the students how to ask themselves questions in order to find out what they have learned about a certain topic in order to create a stronger foundation for upcoming learning.

Afterwards, Vargas (2017) introduced two role playing activities. The first activity helped to recognize the most frequent grammar mistakes students made when speaking, and the second activity was applied after the implementation of metacognitive strategies to measure up their progress throughout the investigation process.

Finally, the investigator presented two metacognitive strategies: self-recording and self-monitoring and learning planning by creating a language learning book. Vargas (2017) provided students with these strategies so "they can be their own evaluators and become more autonomous learners by correcting their own mistakes." Also, she stated that the creation of the language learning book helped students to consciously evaluate and plan their own learning process. By the end of the investigation, the researcher stated that the students' awareness about metacognitive strategies and how they help to correct grammar errors and enhance the language learning process improved. Plus, students learned how to evaluate and monitor their progress.

## Simulation Tasks and Fluency Acquisition

The previous investigations demonstrate that being a fluent speaker is one of the main objectives EFL students around the world have and, at the same time, it is one of the principal barriers they deal with. Therefore, including activities or tasks into the lesson planning that contributes to the development or improvement of speaking skills has become imperative for teachers.

### **1.5 Scope**

The investigation strives to give a closer and deeper look to the circumstances causing oral production hesitation in eleventh grade English learners at EMVA High School and provides a variety of solutions through simulation speaking tasks to address those limitations. The research should be considered as a complement to prior investigations and a contribution to future investigations, not only related to the improvement of fluency in speaking, but also to the study of the English language in general.

On the other hand, the research attempts to be a reliable source of information and an input to the educational field and EFL educators that aim to provide the best education possible to students who are either expanding their knowledge or improving their abilities in any foreign language. At the same time, the research contributes to help students who are looking to become proficient bilingual speakers by granting them a variety of simulation speaking activities that adjust perfectly not only to their learning needs, but also to the different learning styles of each of them.

## CHAPTER II

### THEORETICAL FRAMEWORK

The following section constitutes one of the most important parts of the present investigation. Grant and Osanloo (2014) established that, “The theoretical framework serves as the guide on which to build and support your study, and also provides the structure to define how you will philosophically, epistemologically, methodologically, and analytically approach the dissertation as a whole.” Specifically, the present theoretical framework provides the readers with the literature review in which the investigator based her work on. Also, concepts and theories regarding speaking skills, fluency, and simulation speaking activities can be found throughout the chapter.

#### Literature Review

The purpose of this section is to analyze how researches about the speaking skill have changed over the course of time as well as provide support to the topic under investigation. The researcher based the current research on the following theories.

#### 2.1 Speaking Skills

##### 2.1.1 Definition of Speaking Skills

In the language teaching field, the four skills are divided according to their direction. Namely, language created by the learner, whether oral or written, is classified as productive. While, language that the learner perceives by listening or reading is classified as receptive (Bailey, 2003). As previously established by the investigator, the focus of the current research is the development of fluency of speaking. Bailey (2003) stated that speaking is a group of verbal

## Simulation Tasks and Fluency Acquisition

articulations working cohesively in order to deliver a message carrying a purpose and a meaning.

Therefore, speaking skills are the abilities to achieve effective communication.

On the other hand, Bygate (1987) strongly established the importance of identifying the difference between knowledge and skill. He stated that learners might have enough knowledge regarding a certain topic, yet they do not possess the skill set to put that knowledge into practice. This statement demonstrates that providing learners with vocabulary and grammatical knowledge will not enhance or improve their speaking skills without acting on that knowledge.

### **2.1.2 Elements of the Speaking Skills**

Goh (2007) recognized the importance of having domain of the basic grammar and vocabulary of the language being studied; however, she established that in order to become effective speakers, learners must work on developing the four skills of speaking competence. Such elements are: the phonological skills, speech function skills, interaction management skills, and extended discourse organization skills.

#### **2.1.2.1 Phonological Skills**

Phonological skills consist on the correct production of sounds (vowels and consonants), as well as the proper usage of stress and intonation. Goh (2007) mentioned that when students learn how to articulate phonemes, this helps them to speak in a clearer manner. Also, using stress and intonation properly contributes to deliver a coherent message.

#### **2.1.2.2 Speech Function Skills**

Speech function skills refers to the words executing communicative functions that learners produce, such as, agree, beg, complain, decline, demand, direct, encourage, explain,

### Simulation Tasks and Fluency Acquisition

request, and warn. Goh (2007) mentioned the importance of these skills to achieve specific communicative goals in social and transactional situations.

#### **2.1.2.3 Interaction Management Skills**

Goh (2007) stated that interaction management skills consist on being able to handle real time and spontaneous interactions by initiating, sustaining and ending conversations, being able to give and take conversational turns, changing or redirecting the focus of a subject, and conveying meaning in order to be understood by the receiver of the message.

#### **2.1.2.4 Extended Discourse Organization Skills**

Extended discourse organization skills refer to the relationship between coherence and cohesion within the different structured types of contexts in a conversation. Goh (2007) expressed that this particular skill is important to improve because when learners are verbally interacting with other people, they should be able to provide oral structures that are easy for the listener to follow up. In order to achieve the previous statement, learners must have a strong grammar and vocabulary foundation and should be able to use intonation properly as well.

## **2.2 Importance of Speaking Skills When Communicating**

Throughout the years, human communication has changed with the introduction of technology into people's daily life. Thanks to the invention of smart phones, people can text, e-mail, or even use social media to initiate a conversation without producing a single verbal utterance. Thanks to the great amount of advancements technology has made, people might believe that human interactions are easy to replace by just using these devices; however, Denny (2001) explained that regardless of the advancements technology has achieved, humans engaging

### Simulation Tasks and Fluency Acquisition

in verbal exchanges with each other cannot be stopped. As a matter of fact, he stated that technology is not contributing to people communicating in a skillful manner when speaking because technology is not a conduct to oral conversation.

Also Denny (2001), stated that speaking does not receive the importance or relevance it should. He expressed that people take for granted this ability and therefore, do not work on improving or enhancing it in order to become efficient communicators. Denny pointed out that the success of every aspect of people's life like professional, educational, personal, and interpersonal ambits relies on how assertive and effective a speaker can be. Additionally, Denny remarked the power of being a skillful speaker by using the words of the theoretical physicist Stephen Hawking, who said that despite what groups or organizations people belong to, the world's problems and human conflict can be solved if they keep on talking. Denny (2001) stated that the statement made by Hawking can be applied to any situation.

On the other hand, Denny (2001) considered that education is all about communication because teachers around the world use this asset to transmit their knowledge to their students. Therefore, if the educator can communicate effectively, he or she will be able to instruct a class appropriately by creating qualified students. Nonetheless, Denny stated that when teaching speaking, educators must emphasize the ability to communicate thoughts to others. He remarked that when teaching, it is not only important to pass on knowledge appropriately, but also have students practice what they have learned. Therefore, well-prepared learners will be able to exploit the variety of advantages that comes from being an effective speaker.

### **2.2.1 Assessing Speaking Skills**

Evaluating speaking skills in EFL learners is one of the most crucial parts for teachers around the world. However, in order to do so, teachers must plan and set the context that the speaking lesson will follow. To achieve that, Bailey (2003) established the following series of principles that educators should take into account to prepare an appropriate speaking lesson.

#### **2.2.1.1 Awareness of the Differences Between Second Language and Foreign Language Learning Contexts**

Bailey (2003) explained that learning speaking skills takes place in two different contexts. First, a foreign language context happens when the target language is not among the means of communication of the population. For example, the current investigation will apply different tests on eleventh grade students from Costa Rica where the official language is Spanish. On the other hand, a second language context occurs when the target language is used among the population of certain place to communicate. For example, learning English in England or learning French in France.

#### **2.2.1.2 Students Practicing Fluency and Accuracy**

Bailey (2003) established that accuracy happens when the students are able to keep up with the context of a conversation in the target language. Fluency occurs when speakers produce the target language in a quick and confident manner, without constant hesitation or pausing. Bailey (2003) noted that the moment learners are practicing both traits, teachers must restrain themselves from making corrections, and otherwise, the development process gets interrupted.

### **2.2.1.3 Use Group Work or Pair Work and Limit Teacher Talk**

Bailey (2003) stated that at least 80 percent of the classroom speaking comes from the teacher. She explained that by accommodating the students in group or pair activities, the teacher's speaking time will be reduced and, automatically, the students will assume a much bigger speaking role in class.

### **2.2.1.4 Plan Speaking Tasks Involving Negotiation for Meaning**

Bailey (2003) suggested that students' learning progress increases by negotiating for meaning. This process consists on using the target language to understand the information being received and to convey the message being produced. Also, Bailey (2003) stated that the application of this method helps students to get the people they are having a conversation with to approach them in the target language, but on a level they learn and understand.

### **2.2.1.5 Design Classroom Activities Involving Guidance and Practice in Transactional and Interactional Speaking**

Bailey (2003) referred to interactional speech as the process of using the target language to communicate in social contexts. On the other hand, she established that transactional speech consists on communicating in order to exchange goods or services. Bailey (2003) stated that teachers must apply activities using both speeches because learners will make use of the target language in both contexts.

Thornbury (2005) stated that evaluating an oral feature in a test makes more difficult the testing process in terms of assessment. The author explained that while testing speaking features, simple factors like time can cause alterations to the evaluation process and its results. However,

## Simulation Tasks and Fluency Acquisition

despite the possible difficulties, Thornbury (2005) remarked that if an overall speaking test does not evaluate a specific spoken element, it provides an incorrect procedure for speaking assessment. The author proposed the following four types of spoken tests, teachers can apply in order to measure up speaking progress.

### **2.2.1.6 Interviews**

This type of activity consists on a one-on-one interaction between the teacher (interviewer) and student (interviewee) to discuss a pre-selected topic. As a consideration, the formal nature of the interviews may cause students to underperform during the application. In order to create a more comfortable environment and ease the interviewees, the teacher can initiate a casual conversation before the interview can help to achieve that, especially if the students were given an established time to prepare.

### **2.2.1.7 Live Monologues**

In live monologues, the students must prepare and present a short speech about a previously selected topic. Unlike interviews, this activity helps teachers to be aware of students' capacity to handle long speaking turns. Also, as the rest of the students will be the audience, a question-and-answer session can be conducted in order to discover if the students are able to speak in an interactive and spontaneous environment.

### **2.2.1.8 Recorded Monologues**

Unlike live monologues, recorded monologues are less stressful than having students speaking publicly. In this case, students have the opportunity to take turns to record themselves speaking about a certain topic. Regarding assessment, recorded monologues are an advantage for

## Simulation Tasks and Fluency Acquisition

teachers because the scoring process can be done after the application of the activity, and the results can be compared to measure up students' speaking progress.

### **2.2.1.9 Role-Plays**

The role-play activity consists on two or more people acting out a situation described by the instructor. For evaluation purposes, Thornbury (2005) recommended that the first role should be occupied by the student being evaluated and the second role should be played by one of the learners, so the teacher can observe and assess the performance of both. Even though the activity should not need an advanced performance skills or imagination, the chosen situations must be based on real-life contexts.

### **2.2.1.10 Collaborative Tasks and Discussions**

In this type of activity, students have the unique opportunity to simply be themselves because they must provide answers based on their own thoughts and opinions to different statements of a topic previously selected by the teacher. As this activity takes place in front of the rest of the group, one student's performance can have effects on the rest of the students; however, the teacher can take advantage of the situation and analyze the learners' interactive skills in situations that are approximate to real life contexts. On the other hand, Baker and Westrup (2003) proposed the following four types of tests teachers can use to measure up students' speaking skills. Both authors stated that in order to choose which test to apply, teachers must be familiarized with the group' speaking needs and know why they want to test students' speaking skills.

### **2.2.1.11 Achievement Tests**

Also known as progress or attainment tests, Baker and Westrup (2003) stated that these tests are applied to know how much students have learned. They recommend apply this type of test by the end of the month, term, or year. Depending on tests' results, educators have the opportunity to innovate their teaching methods and the material they use.

### **2.2.1.12 Placement Tests**

Baker and Westrup (2003) established that these tests help teachers to identify and distribute students whose speaking skills are on the same level. Both authors highly recommend applying placement tests at the beginning of the educational cycle because it provides time for teachers to prepare content and material to address the language necessities that demand enhancement or improvement.

### **2.2.1.13 Diagnostic Tests**

Like placement tests, this type of evaluation is applied by the beginning of the school term. Baker and Westrup (2003) explained that diagnostic tests provide a closer look at the speaking shortcomings students face, giving teachers the opportunity to plan a more suitable learning program that addresses those needs.

### **2.2.1.14 Proficiency Tests**

Baker and Westrup (2003) remarked that proficiency tests are the best option to measure up speaking skills in learners because they directly evaluate the students' verbal development while communicating in real-life contexts.

## **2.3 Fluency**

### **2.3.1 Definition of Fluency**

When studying a new language, learners' main goal is to achieve a high level of proficiency, showing that they are able to initiate and keep up an interaction. EFL teachers around the world provide students with the necessary knowledge and tools to face the multilingual world they live in. However, when communicating, there is one feature that requires to be taught correctly, fluency. According to Goh (2007), fluency can be defined as the unification of the domain of grammar, knowledge in vocabulary, and clear and understandable pronunciation. Also, Goh established that fluent speakers are able to communicate thoughts and meaning effectively without overusing pauses or hesitating a lot.

On the other hand, Nation and Newton (2009) based their definition of fluency on Schmidt (1992), they defined it as the process when native and non-native speakers exchange verbal meaning-focused utterances calmly but quickly, without interfering with the progress of the interaction. Both authors complemented the previous definition by stating that fluency consists on the best usage of the knowledge already acquired.

### **2.3.2 Characteristics of a Fluent Speaker**

As previously stated, fluency plays a very important role in proficient communication. Becoming a fluent speaker takes a great amount of time and practice; therefore, there are some elements or characteristics that fluent speakers master in order to achieve effective communication when speaking English. Thornbury (2005) established the following characteristics speakers must comply in order to be considered as fluent.

### **2.3.2.1 Speed**

As formerly stated by the investigator, fluency is not equal to speaking at a high speed; however, Thornbury (2005) explained that speed in speech is part of fluency, but not the most important factor. He said that while experienced speakers should keep a pace where they do not overuse the pausing moments, being able to speak in such way that the message the speaker is delivering is clear and easy to understand is the most important thing.

### **2.3.2.2 Pausing**

Thornbury (2005) stated that pausing is an inevitably part of human speech. While speaking, people naturally pause in order to gasp for air, even proficient speakers. They need to pause to match the verbal utterances to their concepts, nonetheless, proficient speakers are aware of how frequent these pauses should be and their length. Also, Thornbury (2005) shared the listener's perspective by explaining that they identify if a speaker is fluent or not by how often he/she pauses and by length of each pause, as well.

Thornbury (2005) explained that natural pauses issued by the speaker are those that take place between clauses and/or after a structured sentence. On the other hand, the author stated that speakers, who lack of fluency while speaking, tend to place unnatural pauses in the middle of a sentence causing the interruption of the natural speaking process.

### **2.3.2.3 Length of Run**

According to Thornbury (2005), length of run consists on the amount of verbal utterances between pauses. In the case of fluent speakers, their speaking runs are usually higher than the average speakers. Thornbury (2005) presented the example of remarkably fluent speakers like

## Simulation Tasks and Fluency Acquisition

auctioneers; he explained how they are able to speak without hesitating or retracting. At the same time, their pausing level is particularly low and their speaking runs are immense as well.

### **2.3.2.4 Production Strategies**

Moreover, Thornbury (2005) added that being a fluent speaker requires a lot of focus, but even they succumb to the attentional requirements oral production causes. At those moments, fluent speakers make use of production strategies like pause fillers and vagueness expressions. Pause fillers are used to disguise pauses; utterances like uh (er) and um (erm) are the most commonly used. On the other hand, “sort of” and “I mean” are examples of vague expressions that also help to fill pauses while communicating.

## **2.4 Importance of Being a Fluent Speaker**

As students begin their studies in English, they usually share a common goal, being fluent speakers. Throughout the investigation, it has been established that this particular speaking asset takes time and a lot of effort to develop. The process might be exhausting and sometimes frustrating, but it sure is rewarding. Nelson (2018) established the following three major advantages students get when becoming a fluent speaker.

### **2.4.1 Shows Education**

Nelson (2018) stated that a fluent bilingual speaker is considered a better-educated person, meaning that when they express points of view, opinions, or thoughts, their words are taken in higher regard than non-bilingual speakers. In order to illustrate her point, Nelson (2018) set the example of fluent people who are often in front of large audiences and their words are highly valued like senior corporate executives and government personnel.

## Simulation Tasks and Fluency Acquisition

### **2.4.2 Professional Competence**

Due to the fact English has become a globalized language throughout the years, its demand has widely increased, as well. Nelson (2018) explained that fluent speakers have the upper hand when applying for a position than those who are not. The author added that fluent speakers show more confidence and more potential at job interviews.

### **2.4.3 Accent Reduction**

Nelson (2018) stated that speaking without an accent has become crucial for bilingual speakers. According to the author, English learners' accents can be remarkably reduced when they practice their fluency abilities. Nelson (2018) added that working on the reduction of accent is not exclusive of non-native speakers, but native speakers as well.

### **2.4.4 Development of Fluency in Speaking**

Ever since English demand increased, educational institutions around the world added the language to their academic offer in order to shape students into more competent bilingual speakers. Clearly, students who started their bilingual learning process at a young age have a better development of fluency in oral communication than the ones who do not. Regarding the latter group, Geikhman (2017) stated that the best practice is to interact with English native speakers; however, not every student has the possibility to do so. In those cases, Geikhman (2017) proposed the following methods students can do by themselves in order to help develop fluency in oral communication.

## Simulation Tasks and Fluency Acquisition

### **2.4.5 Think in English**

If learners make constant use of their native language, by the time they have to speak in English, the translation process will keep them from achieving a proper fluency level. Geikhman (2017) stated that by thinking in the target language, the use of pauses will reduce and fluency will come more naturally.

### **2.4.6 Talk to Themselves**

By talking to themselves, English students will become more confident and more comfortable with the language and its oral production. Also, they will develop awareness in self-correcting.

### **2.4.7 Focus on English Fluency Instead of Grammar**

By focusing on fluency, English learners will reduce the need of pausing constantly and getting longer speaking runs. Regarding grammar, as the English learning process advances, students have the opportunity to improve their grammatical skills.

### **2.4.8 English Tongue Twisters**

Geikhman (2017) stated that these kinds of word games allow English learners to figure out the correct placement of mouth and tongue in order to produce the words correctly. Also, fluency will be enhanced thanks to the speaking speed this game requires.

### **2.4.9 Listen and Repeat**

By listening and repeating, English speakers have a better opportunity to match and improve tone and speed while repeating what they hear. At the same time, with the application of

## Simulation Tasks and Fluency Acquisition

this activity, students' accent can be importantly reduced. Also, Geikhman (2017) added that when students practice repetition, they are learning to give words and sentences different meanings by practicing stress placement.

### **2.4.10 Learn Phrases Instead of Words**

Vocabulary and grammar are an important part of any language; however, language learners sound more fluent and natural when they use phrases and popular sayings instead of plenty of words.

### **2.4.11 Prepare for Specific Situations**

Like in any language, speech adapts to the occasion. As part of being a fluent speaker, English learners must identify the different contexts that might present to them in order to prepare and produce the language properly.

## **2.5 Simulation Speaking Activities**

### **2.5.1 Definition of Simulation Activities**

English speaking fluency is a feature that every English learner hopes to achieve, causing ESL teachers to add into the classroom planning speaking activities that help students to achieve their speaking goals. Before providing a definition for simulation activities, it must be mentioned that simulation activities are divided into three categories. According to Garrison (2005) there are three different types of simulations: all-machine simulations, person-machine simulations, and all-person simulations.

All-machine simulations occur when students' learning depends on a computer or technological equipment in order to implement the simulation strategy. While person-machine

### Simulation Tasks and Fluency Acquisition

simulations consist on the use of computer programs in order to assist people to communicate with each other. Finally, all-person simulations consist on participants assuming different roles to recreate a situation or solve a problem without depending on computer equipment or any technological assistance. However, it is the instructor's decision if he/she wants a technological involvement or not. For the purpose of this investigation, the researcher will implement all-person speaking simulations in order to improve fluency acquisition.

According to Thornbury (2005), simulation activities can be defined as exercises that involve a drama element in which students go from practicing the commonly scheduled classroom activities to encounter activities more relatable to real life situations. Thornbury (2005) also added that in this type of activity, learners are basically "playing" themselves in a simulated context that could be applicable in real life. The following four activities, not only serve to that purpose, but also are the three instruments the investigator will use in order to test if simulation activities help to improve oral production fluency.

#### **2.5.1.1 Role-Play**

Glenn (2014) explained that role-plays consist on creating an organized and formal environment in the classroom, in order to recreate a situation regarding a specific topic of interest for the students. The application process consists on the following: the teacher chooses a topic that will help him/her to achieve a purpose or cover a classroom need. According to the chosen topic, the teacher also must choose the situations and the roles students will perform in groups.

Moreover, Glenn (2014) stated that in order to apply a successful role-play, there must be a pleasant class dynamic, in which teacher and students feel comfortable with each other. Also, the author remarked the importance of holding a group discussion after the role-play activity; he

## Simulation Tasks and Fluency Acquisition

stated that talking about the development of the activity and getting feedback from the students, not only strengthens the group dynamic, but also improves the application of this activity.

### **2.5.1.2 Imitation**

Cummins and Davison (2007) quoted Tomasello (1999) in order to provide a definition for imitation activities. Both authors stated that imitation is not equal to repeating or mimicking others, rather it consists on the ability of comprehending the intentions and motives of others to act. In terms of education, imitation is a perfectly fitting activity if speaking skills and fluency need to be improved. Due to the fact that imitation works with both, body language and language itself, students have the possibility to put into practice all the different components that embodies speech, like intonation, tone, and, of course, fluency.

As an aspect to be considered, Cummins and Davison (2007) established that it is important to apply this type of activity with students who have developed their cognitive skills at a proper level. This recommendation is given because simulation activities require learners to watch and perform every single speaking feature as possible.

### **2.5.1.3 Debate**

According to Sharp (2011), the implementation of a debate activity consists on students discussing with each other by presenting valid arguments to support one of two perspectives of a conflict or topic of interest. In order to apply the activity, the teacher selects a topic that generates different thoughts and opinions among the students. Afterwards, the students are divided into two groups (pro and con) to discuss well-founded arguments and present them to the opposite side. The purpose of this activity is to help learners to feel more comfortable to form and communicate their own thoughts and opinions to others in the target language.

### Simulation Tasks and Fluency Acquisition

Moreover, Sharp (2011) mentioned why debates have a great value for students' learning. The author explained that while practicing, they learn a variety of verbal skills in a dynamic and competitive context. Besides, the application of debates in the classroom helps students to gain different perspectives on relevant topics, and to analyze, evaluate, and synthesize information in order to form valid arguments.

#### **2.5.2 Benefits of Simulation Activities**

Throughout the investigation, it has been stated that practice is the key to improve speaking skills and fluency as well; however, Zsolt (2017) stated that adding simulation activities into the practice phase helps to enhance students' learning acquisition process. The author explained that children's curiosity exceeds any explanation they receive, in order to learn, they need to know a demonstration and put it into practice by themselves. This process is called simulation and Zsolt (2017) said it is perfectly applicable to students of any age.

For educators, simulation activities are particularly beneficial in terms of innovation, further than that, they are highly beneficial for the students. Zsolt (2017) explained that simulation activities allow students to understand better the theoretical part of the target language and its application to real life interactions. At the same time, simulation activities deeply engages students to their learning process by turning learning into an interactive and fun process. Also, these activities allow students to learn fast by receiving immediate feedback after the application of the activity, and to try out their knowledge in a wide variety of ways without facing real-life consequences.

### **2.5.3 Incorporating Simulation Activities into the Class Planning**

Even though simulation activities are an innovative way to teach students, there are some considerations that must be taken into account. Zsolt (2017) explained that choosing and creating meaningful and engaging simulation activities is a process that should be done carefully. The author presented recommendations for the phases of preparation, active participation, and post-simulation discussion.

#### **2.5.3.1 Preparation**

When teachers plan to introduce simulation activities into the classroom routine, they need to corroborate that they have provided students with the enough course material, the appropriate description of the activity, and the explanation of the purpose of the activity in order for them to perform. Also, providing students with materials and a script (if necessary) for the simulation activity is highly important.

#### **2.5.3.2 Active Participation**

When applying simulation activities, educators should elaborate them in a way that every single student participates during the process. Depending on the simulation activity, every student can participate at once or even take turns, but it should not be inactive roles among the learners. Taken into account every student to participate helps to increase their confidence and motivation towards the learning process.

#### **2.5.3.3 Post-Simulation Discussion**

Once the simulation activity is over, it is recommended that the teacher along with the students discuss what transpired during the application process. At this moment, the teacher can

### Simulation Tasks and Fluency Acquisition

provide feedback and improvement tips to the students and receive suggestions to improve the simulation activity for the next application. Simultaneously, students can take advantage of the discussion process to express what they learned from the activity and what obstacles they experienced during the application process.

#### **2.5.3.4 Assessment of Simulation Activities**

For purposes of this investigation, simulation activities will be applied in order to evaluate their effects on the development of fluency. Due to the fact just one speaking aspect will be evaluated, Thornbury (2005) explained that there are two ways assessment can be applied. First, holistic scoring consists on giving a single score based on the student's general performance. This type of scoring is quicker and it is recommendable to use it when the evaluating progress informally. On the other hand, analytic scoring consists on giving scores separately to different features being evaluated. Even though this scoring takes more time, it evaluates more factors chosen by the teacher, and students feel that is fairer and has more credibility.

Finally, Thornbury (2005) established the importance that teachers motive students to assume responsibility for their own learning process by measuring up their progress and evaluating themselves. Educators can request they record themselves and then use the scoring system previously applied by the teacher. In terms of fluency, students can count the amount of pauses they took between speaking runs in order to assess themselves.

## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

The following chapter describes the methodological procedures the investigator applied in order to continue the investigation process. Also, in this chapter, the investigator presents the instruments and strategies that are going to be executed to achieve the objectives already established in the first chapter of the current research. In addition, as Ifeanyi (2016) established, the methodology of an investigation consists on a guide about how the research will be managed. Also, he stated that in the methodological framework, there will be described and analyzed, not only the methods used, but also their limitations and results.

#### **3.1 Research Approach**

Addressing the educational necessities observed and stated by the investigator, choosing the correct approach to apply strategies, and collecting results determine the success of the research. Hernández (2014) established three different approaches in which any investigation can be conducted. These approaches are: quantitative, qualitative and mixed. Hernández (2014) explained that a quantitative approach uses data collection based on numerical and statistical analysis in order to prove the hypothesis proposed in the investigation. On the other hand, a qualitative approach collects and analyzes data in order to provide an answer to the research question presented in the investigation; however, in this particular approach, it is possible to raise new questions given the empirical nature of the approach. Finally, Hernández (2014) explained that a mixed approach consists on systematic (quantitative approach) and empirical (qualitative approach) processes working cohesively to collect and analyze data in order to gain better understanding of a phenomenon.

## Simulation Tasks and Fluency Acquisition

Due to the nature of the current investigation, the qualitative approach will be used in order to provide simulation speaking tasks to improve the fluency acquisition process on eleventh grade students at EMVA High School. This approach will be used because the investigator aims to gain understanding of the reasons and barriers that students deal with when studying the English language and what factors are preventing them from communicating successfully in the target language. Simultaneously, the investigator strives to develop simulation speaking tasks to solve those difficulties and improve students' attitude towards the English language.

Thanks to the qualitative approach, throughout the investigation each situation students face when working on the acquisition of oral production fluency will be described. The main purpose is to discover and apply simulation speaking tasks to cover and improve the skills students are lacking of. These tasks will be chosen considering, not only the learning difficulties students might have, but also their speaking needs and other factors that the observation process might show.

### **3.2 Research Design**

According to Hernández (2014) a research design consists on the plan or strategy the investigator will implement in order to achieve the established objectives of the investigation and, at the same time, provide an answer to the research question. Considering the current investigation and its approach, the phenomenology and action research will be used as the investigation design.

Hernández (2014) explained that phenomenology consists on studying what the effects of certain situation are, and how they affect a specific group of individuals. Simultaneously, this particular design evaluates the impact and significance the group of individuals have on the

## Simulation Tasks and Fluency Acquisition

phenomenon under study. In the case of the on-going investigation, the simulation speaking tasks are the phenomena that students will experience in order to evaluate the effect these tasks have on them.

On the other hand, Cohen, Manion and Morrison (2007) established that an action research can be defined as “a small-scale intervention in the functioning of the real world and a close examination of the effects of such an intervention.” Regarding the current investigation, the researcher will implement different instruments to identify and try to solve the factors that are holding students to communicate in a fluent manner. Afterwards, she will evaluate the effects that such instruments have on the students.

### **3.3 Information Sources**

Information sources, not only provide an important support to the arguments and information provided by the investigator, but are also used as a reference in selecting and elaborating processes of the instruments that will be applied in order to corroborate the hypothesis presented by the investigator. These information sources are divided into three categories: primary, secondary, and tertiary.

The University of Minnesota Crookston (n.d) defines that primary sources are the evidences that occur without interpretation or commentary meaning that the information presented is original, without any other investigation as foundation. Primary sources present “original thinking, report on new discoveries, and fresh information.” Regarding the current investigation, the researcher has used as primary sources a variety of books and websites in order to complement the information displayed throughout the chapters and support the hypothesis previously described. Books like *Metodología de la Investigación* by Roberto Hernández (2014)

Simulation Tasks and Fluency Acquisition

and *How to Teach Speaking* by Scott Thornbury (2005) were used to elaborate the investigation following the correct methodology and, in the case of Thornbury's work, to reinforce the investigation in the speaking area.

On the other hand, the University of Minnesota Crookston (n.d) established that secondary sources are used to complement the primary sources by describing or explaining them. Secondary sources are often works that summarize, interpret, reorganize, or simply add value to the primary sources. The investigator chose thesis like "Literature and the Development of Oral Fluency: a Study Using Poetry and Children's Literature in Adult ESL Instruction" by Ketty Ruth (2004) and "The Effect of Self-evaluation as a Metacognitive Strategy to Improve Oral Production Made by the Basic Level Students at Instituto Nacional de Aprendizaje" by Susan Vargas (2017) to support, not only her hypothesis, but also the investigations carried out in the speaking area.

Finally, the University of Minnesota Crookston (n.d) also defined tertiary sources as "sources that index, abstract, organize, compile, or digest other sources." Tertiary sources are easy to identify because they are not credited to any author. In the case of the on-going investigation, the researcher used some dictionaries, such as Merriam-Webster and Oxford in order to clarify technical terms for a better comprehension of future readers of the investigation.

### **3.4 Analysis Categories**

Throughout the current investigation, the researcher has presented two main categories: speaking tasks and fluency acquisition.

### **3.4.1 Speaking Tasks**

Nunan (2011) established that there are two main categories that speaking tasks might fit in. First, a reproductive speaking task occurs when learners produce the target language by following the guidance of the teacher, the course textbook, or audio-visual resources. On the other hand, creative speaking tasks happen when learners have the possibility to communicate in any language they are able to use in order to deliver their message.

In the case of the on-going investigation, the researcher will apply simulation speaking tasks by using audio-visual material in order to improve fluency in eleventh grade students. Due to the fact the investigator as well as the students will make use of audio-visual material, the simulation speaking tasks are considered reproductive.

### **3.4.2 Fluency Acquisition**

As previously stated in chapter II, Goh (2007) defined fluency as grammar, vocabulary, and pronunciation working cohesively in order to deliver a message effectively. The investigator will apply simulation speaking tasks to attempt to provide an innovative method to make a real improvement in fluency in English learners when producing the language orally.

## **3.5 Data Collection Instruments**

In the first chapter of the present investigation, the researcher established a series of objectives to be achieved. Therefore, the investigator must apply instruments, not only to measure students' speaking skills, but also to detect any progress the students might make. The investigator used the following instruments to collect data and prove her hypothesis.

### **3.5.1 Observation Checklists**

According to the British Council (n.d), an observation checklist is a specific inventory of characteristics that an observer is going to look at. Regarding the current investigation, the researcher will elaborate an observation checklist to evaluate aspects like behavior during the application of the instruments, students' speaking skills, and level of fluency while speaking. As this research focuses on oral fluency, the investigator based the fluency observation part on the characteristics of a fluent speaker established by Thornbury (2005), described in chapter II.

Moreover, the observation checklist will be used in the three phases of the data collection process: pre-test, test, and post-test. The objective is to be able to measure up if there is an improvement in oral fluency by applying simulation speaking tasks; therefore, the investigator considered that a single observation checklist will be sufficient.

### **3.5.2 Pre-Test**

Insights Association (n.d) established that a pre-test is used as “an initial measurement before an experimental treatment is administered and subsequent measurements are taken.” In this case, the investigator will apply a role-play activity in the pre-test phase of the current research. As previously stated in chapter II, role-plays consist on recreating a specific situation based on real life (Glenn, 2014). The investigator will apply this activity in order to analyze the English speaking skills of eleventh graders and, especially, how fluent they are when communicating in the target language. The results that the application of role-play show, will determine the difficulty of the simulation speaking tasks.

## Simulation Tasks and Fluency Acquisition

### **3.5.3 Test**

According to UK Essays (2016), testing is considered an essential tool in education because it measures up students' abilities and improves their attitude towards the learning process. As established throughout the paperwork so far, the investigator will implement simulation speaking activities in order to test if they have a positive impact on the fluency acquisition process of eleventh grade students. Within the simulation speaking tasks, the investigator will introduce two imitation activities in which students will mirror a celebrity whose native language is English. The purpose of these activities is to help students to become fluent speakers by adopting someone else' speech.

### **3.5.4 Post-Test**

The Merriam-Webster dictionary (n.d) defines post-test as “a test given to students after the completion of an instructional program or segment and often used in conjunction with a pre-test to measure their achievement and the effectiveness of the program.” In this phase of the investigation, the researcher will also apply a role-play activity to test how effective simulation speaking tasks can be. By applying the same activity, the researcher will be able to compare the results of both role-plays in their respective phases in order to determine if the objectives of the investigation have been achieved.

### **3.5.5 Questionnaire**

According to the Merriam-Webster dictionary (n.d), *questionnaire* can be defined as “a set of questions for obtaining statistically useful or personal information from individuals.” To conclude the data collection process, the investigator will implement a questionnaire with five closed questions and five open questions in order to determine if the students feel that the

### Simulation Tasks and Fluency Acquisition

simulation speaking tasks have been useful to improve, not only their speaking skills, but also their fluency acquisition process. Also, by applying this questionnaire, the researcher will determine if the simulation tasks should be taken into account when planning a bilingual class.

## **3.6 Collection Data Process and Data Analysis**

In the first chapter of the current investigation, the researcher established the hypothesis that simulation speaking tasks have a positive impact on the fluency acquisition process of English students, along with that statement, she proposed a series of objectives to be achieved. In order to achieve the goal, a data collection and analysis must be carried out. The activities previously mentioned will be explained in this section.

### **3.6.1 Role-Plays**

As formerly explained, two role-play activities will be conducted in the pre-test and post-test phases with the purpose to measure up the advancement eleventh grade students have had with the introduction of simulation speaking tasks. In the pre-test phase, 15 students will be divided into five groups to recreate situations, such as international space station, lost in Paris, eating out at the freaky fast food joint, the interrogation room, and surveyed on the street. Each group will choose a situation to create its dialogue and then perform it in front of the rest of the class. The investigator will use an observation checklist to identify the students' attitude during the activity, the speaking skills they have developed up to that point, and how fluent they have been while communicating.

In the case of the post-test, the students will also be divided in five groups; however, they will be partner up with classmates they have not worked yet. The purpose is to analyze if working with other classmates affect their communication skills when performing situations such as

### Simulation Tasks and Fluency Acquisition

trapped in an elevator, speed dating, awkward job interview, blind date, and phone complain.

Even though students will have the opportunity to choose the situation they prefer, they will not have a scripted dialogue to follow, being the activity totally improvised. The purpose of adding improvisation to the role-play activity is to identify if the simulation speaking tasks were effective. The researcher will also use an observation checklist to compare the students' advancement.

#### **3.6.2 Simulation Speaking Tasks**

In order to test her hypothesis, the investigator will implement two simulation speaking tasks. Both activities consist on using audio-visual material to imitate a celebrity whose native language is English; however, both activities vary on their application. In the first activity, the students will use their cellphones to access YouTube, Facebook, Instagram, or any other social media to watch a celebrity they like from the English speaking area. After they complete the first step, they will be divided into five groups to create a small dialogue that will be performed by impersonating the celebrity they have chosen.

In the application of the second activity, the students will also have the opportunity to use their electronic devices to watch an English speaker celebrity; however, this time the students will choose a celebrity for their classmates. Also, the students will be randomly separated in groups to create an improvised dialogue by mirroring the celebrity they have been assigned. In both activities, the investigator will use the observation checklist to analyze how effective these set of activities have been and how students have reacted towards them.

## CHAPTER IV

### DATA ANALYSIS

The following chapter will provide readers with the analyzed results of the data collection process. Hernández (2014) expressed that the data analysis in a qualitative investigation is primordial because, not only the investigator provides an organized structure to the obtained results, but also it identifies significant findings and generates more theories. In the current investigation, the researcher applied qualitative instruments in an eleventh grade group formed by fifteen students from EMVA High School, in order to determine the impact of simulation speaking tasks in their fluency acquisition process.

#### 4.1 Analysis and Interpretation of the Results

In the following section, the investigator will provide a detailed explanation about how each instrument was implemented during the data collection process, as well as the analysis of their corresponding results. Such instruments are: an observation checklist, a role-play in the pre-test phase, two simulation activities, a role-play in the post-test phase, and a questionnaire.

##### 4.1.1 Observation Checklist

Prior to the initiation of the investigation process, the investigator made an observation of the group benefiting from the current research. In such observation, the investigator could identify and observe that the students received the correct grammatical knowledge and the sufficient vocabulary to be able to interact in English. The researcher observed that the English teacher used different books, such as Objective First and Objective PET to instructor students with the grammatical part of the English language. However, the investigator also determined

### Simulation Tasks and Fluency Acquisition

that the theoretical knowledge provided to them was not enough to create effective bilingual speakers. Within their learning program, the eleventh graders have the opportunity to practice their oral production skills through activities, such as oral presentations and plays organized by the high school's English department. Also, the teacher used the book *Let's Talk*, which focuses on the speaking skill improvement, and the platform called *Speak Now*. In such online platform, the students practice their speaking skills by listening and repeating, recording themselves reading a text, and pretending to have a real verbal interaction. Despite of that fact, the students have had difficulties to communicate effectively.

Based on that observation, the investigator focused on determining what specific factors are causing students not to develop fluency correctly, applying simulation speaking tasks in order to address those necessities, and evaluating the outcomes of the implementation of such activities. In order to achieve this goal, the researcher prepared a variety of activities previously explained and, as an evaluation support, she also created an observation checklist. In this observation checklist, the researcher took into account aspects regarding behavior, speaking skills, and fluency features. Such observation checklist can be seen in detail in the annexes of the investigation.

#### **4.1.2 Pre-Test**

As previously explained, the researcher implemented different phases in order to collect data as precisely as possible. The first stage consisted on a pre-test applying a role-play activity. In this activity, the students performed real-life based situations in order to measure up the students' attitude towards the English language, the speaking skills they had already developed, and the fluency traits they possessed.

### Simulation Tasks and Fluency Acquisition

In the first role-play activity, the 15 participants of the investigation were divided into five groups to perform situations, such as international space station, lost in Paris, eating out at the freaky fast food joint, the interrogation room, and a survey on the street. In this case, the students were given the opportunity to choose the situation they preferred and create a dialogue to present it in front of the class. Due to the use of the observation checklist, the investigator was able to collect the following information. Regarding the students' behavior towards the English language, the researcher could observe that the students' motivation towards speaking English in class lied on an intermediate level, causing students not to be constant English speakers inside the classroom. On the other hand, students were perfectly capable of following instructions and maintaining a proper body language while performing. Speaking skills wise, the researcher observed that the eleventh grade students were able to provide a high level of detail about the content of the activity making small mistakes in grammar and vocabulary.

As explained in previous chapters of the investigation, the researcher took into account the fluency features established by Thornbury (2005) in order to observe the speaking effectiveness students possessed. The investigator determined that the eleventh graders were irregular when trying to keep a proper speaking pace causing them to frequently make pauses. Also, when pausing, the students did not place them correctly which led to the production of short speaking runs.

Based on the results of the application of the role-play activity in the pre-test, the investigator decided to apply two imitation activities in order to address the fluency deficiencies she detected among the eleventh grade students.

### **4.1.3 Imitation #1**

The investigator considered that by introducing imitation activities, the students not only had an innovative way of practice, but also a useful tool they can use to manage their own English learning process improvement. As thoroughly explained before, the students mirrored a celebrity of their choosing whose native language was English. By using the observation checklist, the investigator was able to obtain the following results.

As the students were not familiar with the imitation activity, they felt reluctant about speaking in the target language; however, once they got out of their comfort zone, they communicated in English during the time of the application. The imitation activity also had a positive impact on their speaking skills, because grammatical and pronunciation mistakes were noticeably reduced. Finally, regarding fluency, the investigator noticed that due to the fact that students were imitating another person, they were able to slightly improve their speaking pace by decreasing the need to constantly pause. Also, the students were capable of identifying where the natural pauses a speaker makes should be placed; consequently, they produced longer speaking runs this time.

### **4.1.4 Imitation #2**

In order to reinforce the improvements made during the implementation of the first imitation activity, the investigator prepared a second imitation activity with a few variations previously mentioned. The most remarkable change was to produce a more spontaneous environment by eliminating the dialogue preparation from the instruction, causing students to appeal to their improvisation skills. Shockingly, adding the improvisation factor made a

### Simulation Tasks and Fluency Acquisition

significant difference in the improvement process among the students. The investigator along with the observation checklist, gathered the following information.

After the first imitation activity, the eleventh grade students felt excited to practice again by using this strategy. Adding the improvisation element to the activity caused nervousness among the group, yet they felt motivated to communicate in the target language. As per usual among the group, they did produce the language when the situation or the instructor required it. In respect to the observation of the speaking skills, even though the students made a few grammatical mistakes, the pronunciation of their verbal utterances during the application of the activity was accurate.

Moreover, the addition of the improvisation element into the imitation activity had a bigger positive impact to the fluency improvement process. The researcher could observe how the eleventh grade students became more aware of their own speech production without overthinking or overanalyzing. When interacting with each other, the students were capable of producing long speaking runs at a remarkable pace. Although there were a few errors in placing pauses, the students did not feel the need of making frequent pauses other than to draw breath.

#### **4.1.5 Post-Test**

As previously established, the final stage of the data collection process was the pre-test, in which a role-play activity was applied. The implementation of the second role-play had the purpose to determine and strengthen the researcher's approach about the effectiveness of simulation speaking tasks in the fluency acquisition process. As formerly explained by the investigator, in this role-play activity the students were also divided into five groups, but partner up with classmates who they have not worked previously. Each group had the opportunity to

### Simulation Tasks and Fluency Acquisition

select the situation they preferred to perform in front of the class, such situations were: trapped in an elevator, speed dating, awkward job interview, blind date, and phone complain. However, unlike the first role-play activity, the students did not have time to prepare a dialogue because the verbal interactions they had to recreate were completely improvised. Just like the previous activities, the researcher used an observation checklist to collect the results of the role-play implementation.

The investigator determined that the eleventh grade students' attitude towards the language improved, which can be shown on the motivation they demonstrated during the implementation of the activity. It is important to add that the students followed directions given in English perfectly, which led them to speak in English when they were required to do it. Also, the researcher determined that the students never showed any indication of having difficulties to provide a high level of detail about the content or sufficient vocabulary. Even though the grammatical errors did not disappear, they did decrease progressively with the application of the activities. At the same time, the eleventh graders' pronunciation was remarkably enhanced.

The principal purpose of the current investigation was to improve the feature of fluency in eleventh graders. After the post-test phase of the research, the investigator was able to inform that the students accomplished to verbally communicate in a remarkably pace without having the necessity of frequently pausing. Even though there were a few misplacement of pauses, they managed to use fillers such as uh (er) or um (erm). While communicating in English, the eleventh grade students were able to produce long speaking runs in such a proficient manner, they did not possess prior to the application of simulation speaking tasks.

## Simulation Tasks and Fluency Acquisition

For a better interpretation of the results obtained, the investigator prepared the following comparative table, in which future readers can contrast the results of the first role-play activity applied during the pre-test phase and the second role-play activity implemented during the post-phase of the investigation. Also, in the comparison table, future readers of the investigation are able to analyze and observe the improvement the eleventh grade students made through the application of simulation speaking tasks.

Criteria	Pre- Test			Post -Test		
	A	S	N	A	S	N
<b>BEHAVIOR</b>						
1. Students feel motivated to speak in class.		✓		✓		
2. Students speak in English when it is required.		✓		✓		
3. Students maintain a proper body language.	✓			✓		
4. Students follow instructions.	✓			✓		
<b>SPEAKING</b>						
1. Students provide a significant level of detail about the content.	✓			✓		

## Simulation Tasks and Fluency Acquisition

Criteria	Pre- Test			Post -Test		
	A	S	N	A	S	N
2. Students use sufficient vocabulary.	✓			✓		
3. Students make correct use of grammar.		✓			✓	
4. Students' pronunciation is accurate.		✓		✓		
<b>FLUENCY</b>						
1. Students keep a proper speaking pace.		✓		✓		
2. Students frequently pause while speaking.	✓					✓
3. Students place pauses correctly.			✓		✓	
4. Students produce long speaking runs.		✓		✓		
<b>A= Always   S= Sometimes   N= Never</b>						

*Table 1 Pre- test and Post -Test Observation Checklist*

*Source: Researcher's own creation*

#### **4.1.6 Questionnaire**

After the application of the simulation speaking tasks during the data collection process, the investigator implemented a ten-question questionnaire in order to determine the students' thoughts regarding the simulation speaking tasks they were able to be a part of. The opened and closed questions consisted on asking the eleventh grade students about whether or not the application of these activities had an impact on their development as confident and proficient English speakers, as well as suggestions in order to improve the implementation of such activities.

As thoroughly mentioned, the investigation focuses on students currently assisting the eleventh grade class at EMVA High School. The following figures graphically represent the questions elaborated by the researcher and the answers provided by the students benefiting from the investigation process.

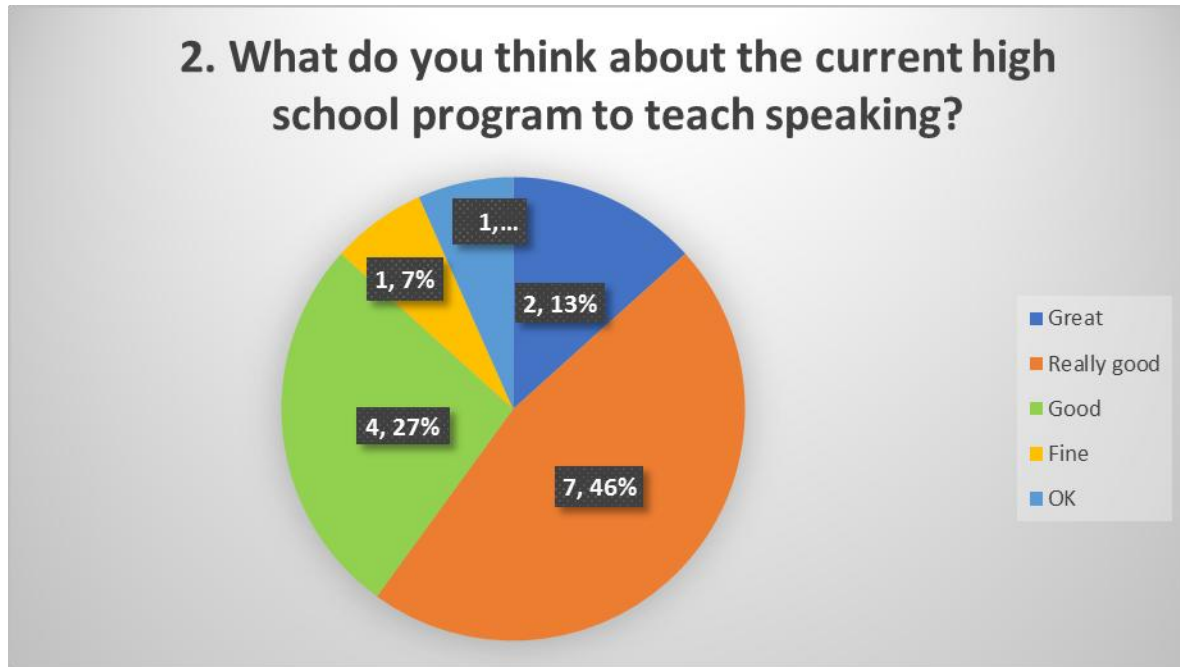
**Figure 1**

*Figure 1 shows the answer to question number 1 of the questionnaire.*

*Source: Researcher's own creation*

This figure demonstrates that 9 students (60%) do not practice their English speaking skills by themselves, 3 students (20%) believe that reading books help them to improve their speaking skills, 2 students (13%) use their singing skills to practice, and 1 student (7%) uses the digital platform Duolingo to strengthen the oral production skills.

As previously mentioned by the investigator, the authors formerly presented established that practice is a key element in speaking skills improvement. The investigator determined that even though the students have different tools to practice, they decide not to do it, while the rest of them use books and applications like Duolingo to enhance their oral production skills.

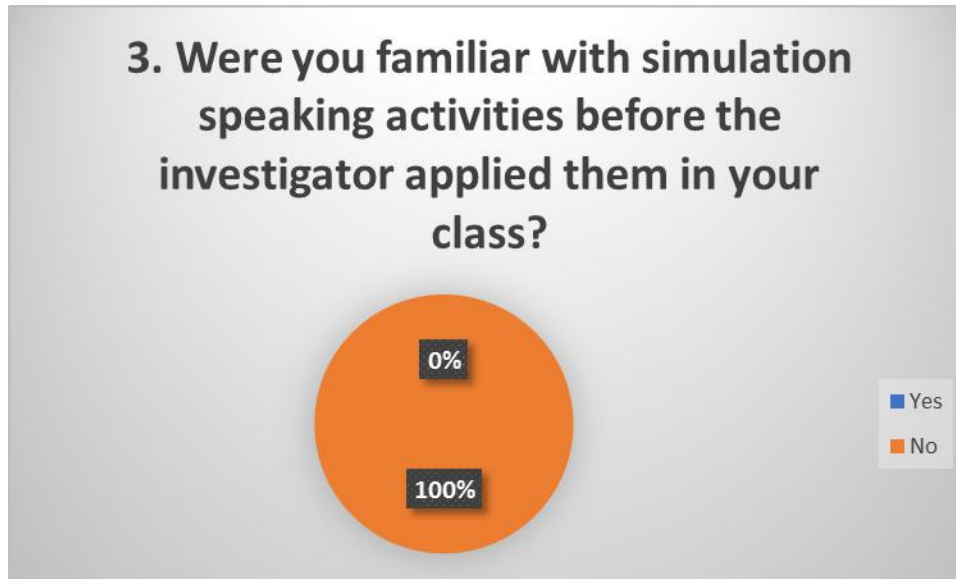
**Figure 2**

*Figure 2 shows the answer for question number 2 of the questionnaire.*

*Source: Researcher's own creation*

This figure graphically demonstrates that 7 students (46%) believe that EMVA's High School speaking program is really good and 4 students (27%) believe that the program is good. On the other hand, 2 students (13%) think the program is great, while 1 student (7%) thinks is fine, and also 1 student (7%) thinks is okay.

Thanks to the preliminary figure, the investigator is able to determine that the 15 participants of the investigation are overall satisfied with the speaking program that EMVA High School provides for them. As Denny (2001) explained, in order to people to be successful in the different areas of life, they must learn how to be an assertive and effective speaker. Therefore, educational institutions must offer a strong speaking program.

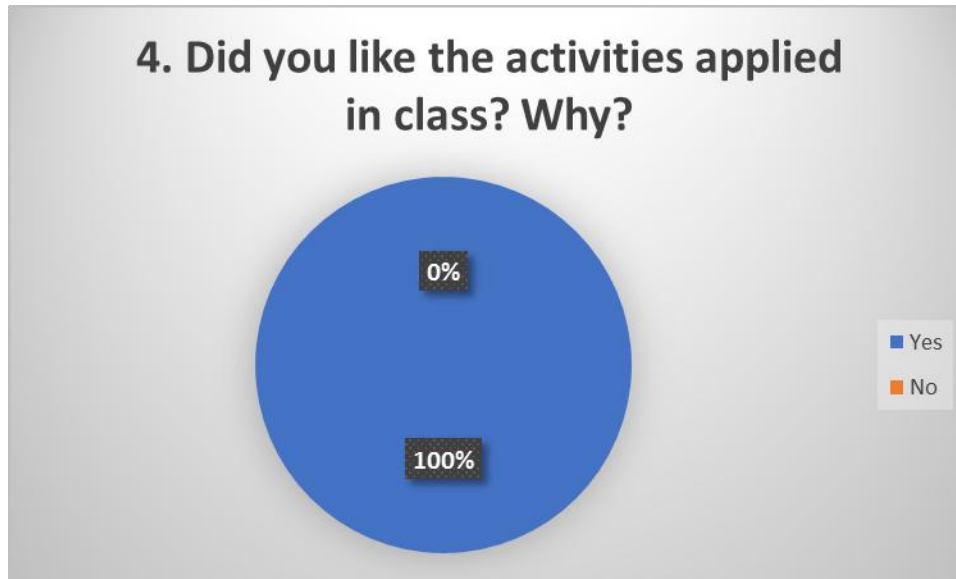
**Figure 3**

*Figure 3 shows the answer for question number 3 of the questionnaire.*

*Source: Researcher's own creation*

The previous figure shows that the 15 students (100%) that participated in the application of simulation speaking tasks were not familiarized with such activities before the investigator introduced them to the group.

The investigator is able to conclude that even though EMVA High School and the English teacher of the group provide students with different methods to practice, such as oral presentations, plays, books, and the online platform Speak Now; students are not familiar with newest and more innovative strategies like simulation speaking tasks. Also, the eleventh graders pointed out that they were not aware that such activities could be used in an educational context.

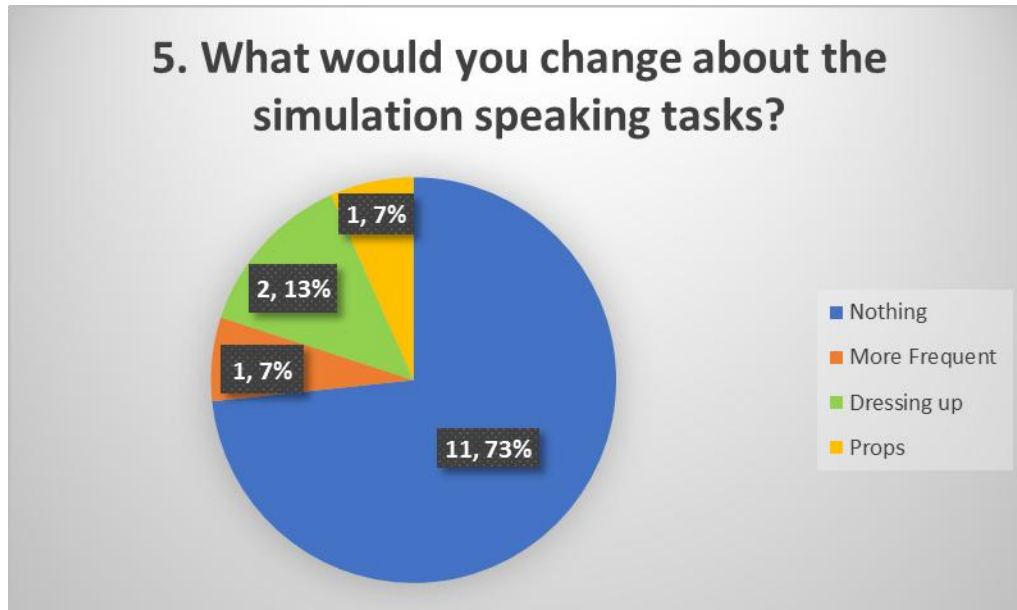
**Figure 4**

*Figure 4 shows the answer for question number 4 of the questionnaire.*

*Source: Student's own creation*

This figure represents that the 15 students (100%) benefiting from the investigation like the implementation of simulation speaking tasks. The eleventh grade students commented that the activities were fun and entertaining, as well as an innovative way to practice the English speaking skills.

During the application of simulation speaking tasks and complemented by the students' answer to question number 4, the investigator concludes that applying activities in which there is an element of fun helps students to commit and be an important part of their own learning process. Also, by implementing and introducing new activities to the group, the classroom's dynamic constantly refreshes.

**Figure 5**

*Figure 5 shows the answer to question number 5 of the questionnaire.*

*Source: Researcher's own creation*

The figure graphically shows that 11 students (73%) would not make any change to the simulation speaking tasks. However, 2 students (13%) would like to add the possibility to dress-up for the activity, 1 student (7%) suggested the addition of props, and 1 student (7%) would like that the activities were implemented more frequently.

Thanks to figure 5, it could be demonstrated the impact of the application of simulation speaking tasks had on the eleventh grade students and how committed they were towards the activity. While the majority of the students would not make a change, the rest of them would have liked to dress-up and use props to impersonate the celebrities they had chosen. Also, a student commented that he/she would like the activity to be implemented within their classroom schedule.

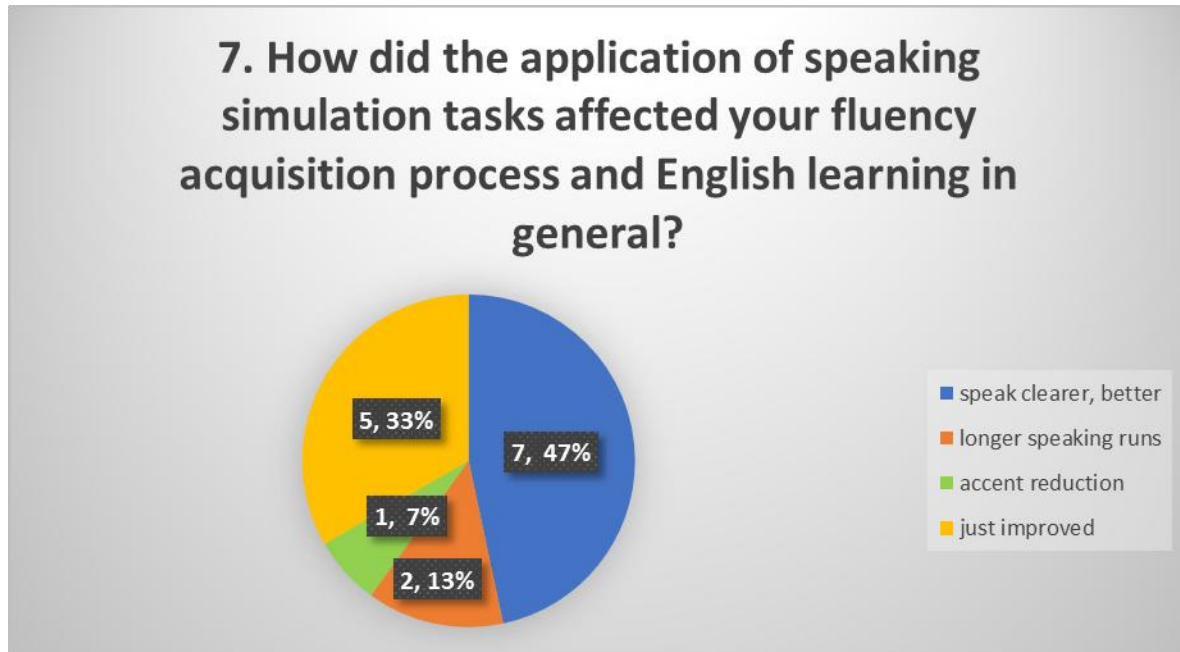
**Figure 6**

*Figure 6 shows the answer for question 6 of the questionnaire.*

*Source: Researcher's own creation*

The sixth figure demonstrates that 13 students (87%) feel that the application of simulation speaking tasks helped to improve their English speaking skills. They commented that they could feel how their accent reduced, helping them to speak clearer. Also, they added that such activities decreased their constant hesitation and enhanced their pronunciation level. On the other hand, 2 students (13%) think that the activities helped a little, but there is still room for improvement.

The application of simulation speaking tasks consisted on a five-day treatment. Because of the graphic representation of the answers obtained in question number 6, the investigator could conclude that even though the activities were implemented in a short matter of time, there was an improvement in the students' speaking skills.

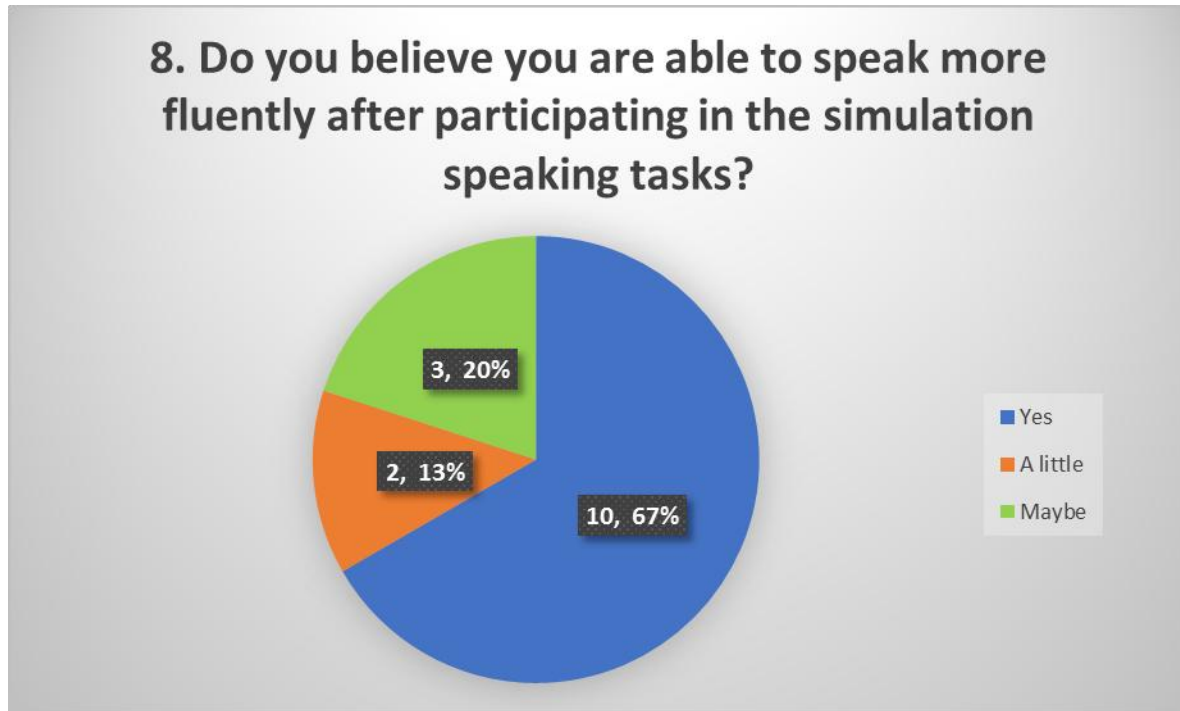
**Figure 7**

*Figure 7 shows the answer for question number 7 of the questionnaire.*

*Source: Researcher's own creation.*

In this figure, 7 students (47%) expressed that due to the application of simulation speaking tasks, they were able to speak better and clearer, 5 students (33%) said they just felt an improvement, 2 students noticed that they were able to produce longer speaking runs, and 1 student (7%) felt her accent was diminished.

As a matter of a fact, figure 7 provides the answer, not only to question number 7, but also to the investigation itself. By this graphic representation, the students confirmed that due to the application of simulation speaking tasks their speaking fluency got enhanced. The eleventh grade students assured that by creating dialogues and improvising throughout the implementation of the activities, they were capable to understand better the speaking process.

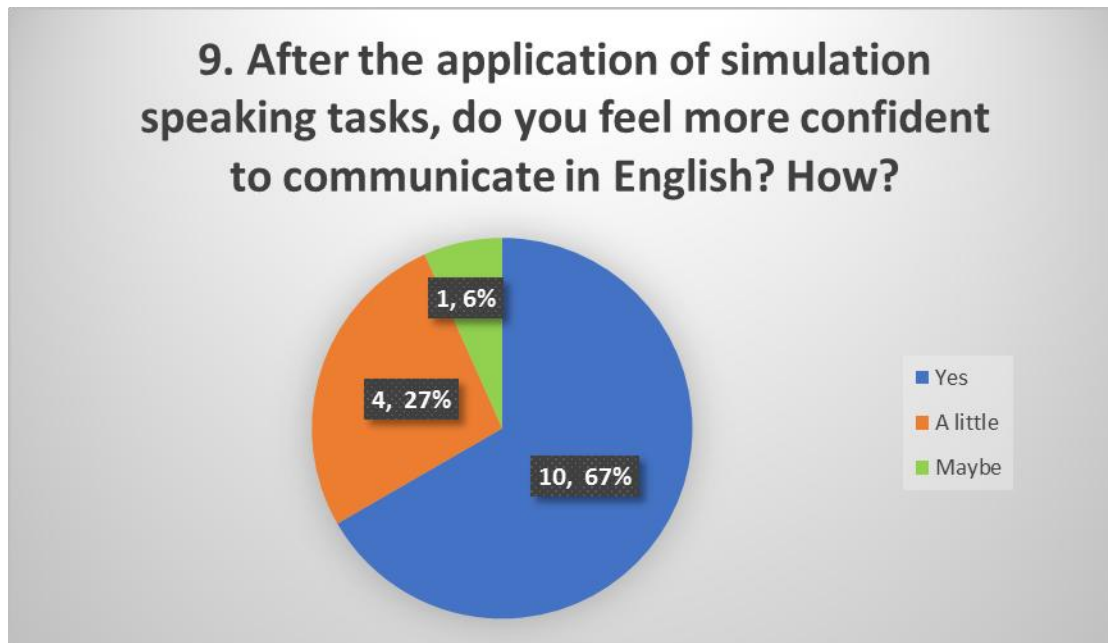
**Figure 8**

*Figure 8 shows the answer for question 8 of the questionnaire.*

*Source: Researcher's own creation*

When asked about the fluency improvement made, the eighth figure demonstrates that 10 students (67%) believe they are able to speak English more fluently, 3 students (20%) are doubting by expressing that they are a little capable of doing so, and 2 students (13%) express they may be able to speak English fluently.

Due to the fact that the eleventh graders expressed they were able to comprehend better how the English speaking process worked by learning how long a speaking run should be, where to place pauses, and when to use pause fillers; they mentioned that they felt more comfortable to have an English interaction. While others did feel an improvement made, they believed they needed more practice to establish an English verbal exchange.

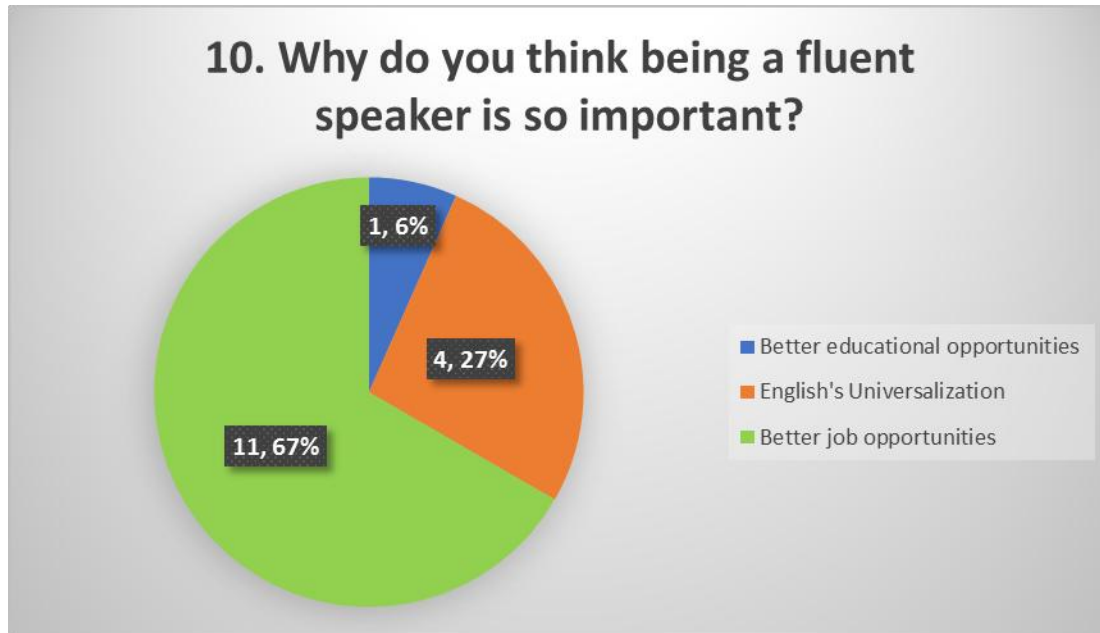
**Figure 9**

*Figure 9 shows the answer for question 9 of the questionnaire.*

*Source: Researcher's own creation*

This figure demonstrates that 10 students (67%) feel more confident to communicate in English due to the application of simulation speaking tasks because they are able to understand and be understood better thanks to the improvement achieved in pronunciation and speaking in general. On the other hand, 4 students (27%) and 1 student (6%) are not so sure that their confidence boosted after the application of the activities.

As previously explained and complemented by figure 9, not only the investigator, but most importantly the eleventh grade students were able to detect the improvement they had achieved through the application of simulation speaking tasks. Due to that fact, the majority of the group managed to boost their confidence in their speaking skills causing them to feel secure enough to communicate in English, while others feel more hesitant to do so.

**Figure 10**

*Figure 10 shows the answer for question 10 of the questionnaire.*

*Source: Researcher's own creation*

The tenth figure demonstrates that 11 students (67%) believe that being a fluent English speaker will contribute to get better job opportunities after they finish high school, 4 students (27%) think that fluent English speakers are more competent due to the globalization of the language, and 1 student (6%) expresses that by being an English fluent speaker, he/she will be able to obtain better educational opportunities.

As previously explained by the investigator, the English language has been established as the universal language in the world, causing educational institutions to build a strong program that offers the best bilingual education as possible. Through the graphic representation of the answers of question number 10, the investigators can conclude that the students are fully aware of the importance of acquiring a high level of the English-speaking skills. They are conscious that

### Simulation Tasks and Fluency Acquisition

having bilingual abilities offers opportunities inside and outside the classroom environment. They strongly believe that English proficiency leads to having better opportunities to access a better education, as well as being able to be competent in a work environment.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

In the following chapter, the investigator will provide a series of conclusions and recommendations based on the results obtained from the application of simulation speaking tasks on eleventh grade students at EMVA High School. Also, the investigator will explain the purpose of the conclusion, as well as the restatement of the research question and share a few unexpected results.

#### 5.1 Purpose of the Conclusion

In chapter I, the investigator established a series of objectives to be accomplished. In order to meet those objectives, the investigator pursued different stages throughout the research process. In the first stage, the investigator chose fifteen students from eleventh grade at EMVA High School to observe and determine which barriers and factors were holding them back from becoming proficient and effective English speakers.

As part of the second stage, the investigator established a research question in the first chapter of the present paperwork. At the same time, she proposed as the general objective of the investigation to establish the challenges students deal with when working in their oral production skills. Also, she established three specific objectives: to identify factors causing hesitation while speaking, to apply simulation tasks to improve fluency acquisition in speaking, and to evaluate the results obtained from applying simulation speaking tasks. The three objectives were applied on the eleventh grade students from EMVA High School.

## Simulation Tasks and Fluency Acquisition

In the third stage of the investigation, the researcher consulted different authors and theories regarding speaking skills development, fluency, and simulation activities. The information collected was used to provide support to the current investigation, as well as a guidance to create the activities that were implemented. In the fourth investigational stage, the researcher chose and developed the instruments that she was going to apply to the eleventh grade students during the data collection process. As previously explained, the researcher implemented observation checklists throughout the application process, role-play activities during the pre and post-test phases, and two imitation activities as treatment to improve the fluency feature among the students.

During the fifth and final stage, the investigator analyzed the results collected from the application of simulation speaking tasks. These results were organized and structured into figures and tables for a better understanding for future readers. As a matter of fact, these figures and tables are the foundation for the conclusions and recommendations that will be established in this chapter by the researcher.

## **5.2 Conclusions**

In the following section, the investigator will provide the conclusions that the results of the application of simulation speaking tasks showed for each specific objective previously established in chapter I.

### **5.2.1 To identify factors causing hesitation while speaking on eleventh grade students**

Before initiating the investigation process, the researcher had the opportunity to observe the group now benefiting from the investigation and their English speaking development in the classroom. At that moment, she noticed that even though the students had enough grammatical

### Simulation Tasks and Fluency Acquisition

and vocabulary knowledge, they were not able to communicate effectively in the target language. Based on the preliminary observation, the investigator proposed to identify the factors that were causing the eleventh graders to hesitate so often.

In order to achieve the first objective of the current research, the investigator implemented a pre-test phase using a role-play activity and an observation checklist. In the role-play activity, the fifteen students selected were divided into five groups to recreate different real-life based situations mentioned and explained. Even though the investigator assigned them the situations they had to perform along with the context, the students had to create the dialogues by themselves. In order to identify and determine which factors were causing hesitation among the eleventh graders, the investigator created an observation checklist taking into account the features of a fluent speaker established by Thornbury (2005). Also, the investigator conducted the observations as a group, instead of individually.

At EMVA High School, students are taught with the grammatical structures and with a vast repertoire of vocabulary that will allow them to communicate effectively in English. However, the researcher with the assistance of the observation checklist, could observe and determine that while performing the role-play, students tended to over think about using the correct grammatical structures and tenses in order to speak correctly; nonetheless, this caused them to take long pauses and short speaking runs.

Also, the researcher could identify that the eleventh graders felt self-conscious during the role-play activity. As they were performing in front of their classmates and the investigator, they were afraid of mispronouncing the words of the dialogue. Therefore, when the eleventh graders were communicating in English, the deliverance of the message was not as natural as it should

### Simulation Tasks and Fluency Acquisition

have been. At the same time, the investigator was able to identify other factors causing hesitation among the students, such as self-consciousness about having an accent, not practicing English speaking outside the classroom, and trying to mentally translate from Spanish to English.

#### **5.2.2 To apply simulation speaking tasks to improve fluency acquisition in speaking on eleventh grade students**

In order to accomplish the second specific objective, the investigator created and implemented two imitation activities, not only to improve English speaking as a whole, but also to work directly with the fluency enhancement process. In the first imitation activity, the students were also divided in five groups; however, each student had to choose a celebrity whose native language is English. Then, the groups had to create a small dialogue and perform it by impersonating the celebrity they chose. On the other hand, the second imitation activity followed the same instruction; nevertheless, the investigator made three variations: the students had to work in different groups, they also chose the celebrities for each other and the dialogues they had to perform were completely improvised.

Like in the pre-test phase, the researcher used the observation checklist to collect the results of the application of both imitation activities. In the case of the first imitation activity, the investigator noticed that the eleventh graders slightly reduced the use of pauses causing to take longer speaking runs. Also, they were able to improve their pronunciation level by dropping their error range. Given that the students imitated other people, they adopted, not only their physical gestures, but also their speaking features. This had a positive impact on the students whose accent was strong, by imitating the celebrity they had chosen and adopting their speaking characteristics, these students were able to significantly decrease their accents.

## Simulation Tasks and Fluency Acquisition

Regarding the second imitation activity, not having a prepared dialogue to follow had a surprisingly positive influence on the eleventh-grade students. Due to the addition of the improvisation element, the investigator was able to determine that the students do possess a wide vocabulary that they actually displayed during the activity. Plus, the investigator also determined that by improvising, the students were capable of sustaining a proper speaking pace and placing pauses correctly as well.

### **5.2.3 To evaluate the results obtained from applying simulation speaking tasks on eleventh grade students**

In order to meet the third and final specific objective, the researcher conducted a role-play activity in the post-test phase of the investigation. In this case, the eleventh grade students were randomly accommodated in five groups to perform five real-life based situations. Unlike the first role-play activity, the students had to set the context for the situation they were assigned and improvise the dialogue they were going to exchange.

Thanks to the use of the observation checklist, the researcher was able to conclude that the eleventh-grade students possess the sufficient knowledge to produce the target language and due to the application of simulation speaking tasks, they have decreased the need of overthinking while communicating in English. Even though there is room for more improvement, the investigator highlights that the students were able to improve their speaking pace by reducing the use of pauses and learning where to place them. Also, they are now able to produce longer speaking runs, consequently improving their English-speaking development and fluency acquisition processes.

## Simulation Tasks and Fluency Acquisition

Finally, the researcher decided to conduct a questionnaire in order to find out the eleventh grade students' thoughts and reactions towards the application of simulation speaking tasks and whether or not they helped to improve their English speaking skills and, especially, their fluency acquisition process. Among the provided comments, students pointed out that the simulation speaking tasks are an innovating and entertaining of practicing their speaking skills. Also, they mentioned that they learned better by doing active practices and because of the active nature of the simulation speaking tasks, they were able to improve and; consequently, they feel more confident to communicate in English.

### **5.3 Restatement of the Research Question**

As previously explained, the investigator made a preliminary observation of the group of students benefiting from the current investigation. Based on that observation, the researcher raised the question of how simulation speaking tasks will improve the fluency acquisition process on eleventh grade students at EMVA High School. Also, from the research question, the investigator set the objectives previously explained.

In order to accomplish the objectives of the investigation and to provide an answer to the research question, the investigator consulted several sources regarding English speaking skills, fluency development in speaking, and simulation activities. Based on the information collected, the researcher elaborated a variety of instruments in order to measure up the students' speaking skills and fluency level, determine which activities would help to cover and improve their speaking and fluency necessities, and evaluate the results of the application of the activities. As previously mentioned and explained, such instruments were: an observation checklist used throughout the application of the instruments, two role-play activities used in the pre-test and

### Simulation Tasks and Fluency Acquisition

post-test phases of the investigation, two imitation activities to determine if these type of activities contribute on the development of fluency, and a questionnaire to know the students' thoughts towards the implementation of simulation speaking tasks.

Moreover, the application of the instruments during the data collection process, not only helped the investigator to demonstrate how effective the implementation of simulation speaking tasks was, but also to conclude that these type of activities did help to improve students' English-speaking skills and fluency acquisition process. Finally, after analyzing the results obtained from the application of the instruments, the investigator can reassure that the implementation of simulation speaking tasks is a viable and useful way to improve the fluency acquisition process in English learners.

### **5.4 Unexpected Results**

As previously explained, during the data collection process, the investigator prepared two activities in which students had the possibility to prepare a dialogue, and two activities in which they had to display their improvisation skills. Prior to the application of the activities, the researcher made the assumption that by having a proper time to prepare an interaction, the eleventh-grade students would be able to improve their oral production skills and their fluency acquisition process. By preparing their dialogues, they were able to check grammatical mistakes, add vocabulary relevant to the situation's context, and avoid mispronunciation. Moreover, they were able to see and analyze their thoughts before presenting them in front of their classmates, which is not possible to do in real-time interactions in any language.

However, the investigator was able to determine that the students verbally performed better when they had to improvise the interactions during the application of the activities. As

### Simulation Tasks and Fluency Acquisition

demonstrated in preliminary chapters, through the application of simulation speaking tasks, the eleventh-grade students were able to improve, not only their English speaking skills in general, but also their fluency acquisition process. The most noticeable improvement they made was achieved when students were not given time to prepare an interaction or dialogue, forcing students to display their English-speaking skills and knowledge in a real-time interaction.

The researcher could observe that by the time of the application of the simulation speaking activities, in which the students had to perform by improvising, they managed to stop over-focusing on grammatical rules, the correct use of tenses, appropriate pronunciation, or accent. As they felt less self-conscious and trusted in their knowledge and capacities, the production of the English language on their behalf came up more natural causing speaking flow considerably.

Finally, one of the biggest obstacles teachers around the world share is to make their students to use English as much as possible. Through the application of simulation speaking tasks and the addition of improvisation within the instruction, the investigator determined that this barrier can be addressed in attempt to overcome it by introducing real-time speaking activities into the classroom curricula. The researcher has concluded that when improvising, students are forced to think in the target language in order to verbally produce their thoughts and/or opinions regarding a topic of interest for them or during an interaction. Consequently, by thinking in the target language, they are less likely to translate from one language to another and this simultaneously reduces the use of their native language.

## 5.5 Recommendations

Through the investigation process and the application of simulation speaking tasks, the researcher was able, not only to accomplish the objectives of her investigation, but also to determine different factors that could have changed the direction of the research. The following four recommendations are directed to future investigations this paperwork might be useful for. The recommendations are based on the observations made by the investigator throughout the research process and the application of the instruments.

First, it is important to establish the target audience that will be benefiting from the investigation. In this case, eleventh grade students from EMVA High School who possess an intermediate level of English-speaking skills and were chosen to implement the simulation speaking activities. Future investigators must take into account the English-speaking level the participants possess in order to create and apply activities that, they are not only able to perform, but also that allow to see whether or not an improvement has taken place.

Secondly, time makes a huge difference during the implementation of the activities. Regarding the current research, the investigator applied the simulation speaking tasks and its phases in a matter of a five-day treatment. Even though there was a significant improvement, the results obtained could have been better if the activities had been implemented for a longer amount of time. Future investigators should consider that by having more time with the group in order to apply activities, better results will be obtained.

Also, in the previous section, the investigator demonstrated how beneficial the addition of an improvisation element into the application of the activities can be. Therefore, the researcher highly recommends future investigators to create and implement a variety of tasks and/or

### Simulation Tasks and Fluency Acquisition

activities in which the participants of the investigation are forced to display their English speaking skills. This will facilitate the process of determining the fluency level of the participants and whether or not they improve during the activities application.

Finally, the simulation tasks are, not only applicable to the enhancement of the speaking skill, but also to skills, such as listening, reading, and writing. However, how these simulation tasks are applied will depend on the group under study and their learning needs, the educational environment they learn, the future's investigator objectives, and of course, which specific skill (s) need improvement.

**REFERENCES**

- Bailey, K. (2003). Speaking. Practical English Teaching Speaking (chapter III). Retrieved from [https://www.academia.edu/21971195/Practical\\_English\\_Language\\_Teaching](https://www.academia.edu/21971195/Practical_English_Language_Teaching)
- Baker, J., & Westrup, H. (2003). Essential Speaking Skills. Retrieved from [https://books.google.co.cr/books/about/Essential\\_Speaking\\_Skills.html?id=8eI7cd27PiwC&redir\\_esc=y](https://books.google.co.cr/books/about/Essential_Speaking_Skills.html?id=8eI7cd27PiwC&redir_esc=y)
- Barquero, K. (2017, August 3). “En Costa Rica el nivel de inglés es bueno, pero no suficiente”. La República. Retrieved from <https://www.larepublica.net/noticia/en-costa-rica-el-nivel-de-ingles-es-bueno-pero-no-suficiente>
- Boonkit, K. (2009) Enhancing the development of speaking skills for non-native speakers of English [PDF file]. Retrieved from <https://www.sciencedirect.com/science/article/pii/S1877042810002314>
- Bygate, M. (1987). Speaking. Retrieved from <https://books.google.co.cr/books?id=XozCwaqSJFIC&printsec=frontcover&dq=martin+bygate+speaking+pdf&hl=es&sa=X&ved=0ahUKEwj8YbfkqrhAhVMwVkKHZyIAMwQ6wEIKTAA#v=onepage&q=martin%20bygate%20speaking%20pdf&f=false>
- Cohen, L., Manion, L., & Morrison, K. (2007). Research Methods in Education. Retrieved from <https://books.google.co.cr/books?id=mLh0Oza3V1IC&printsec=frontcover&dq=research+methods+in+education&hl=es&sa=X&ved=0ahUKEwjFmIHjnarhAhXKx1kKHW8RB90Q6AEIJjAA#v=onepage&q=research%20methods%20in%20education&f=false>

## Simulation Tasks and Fluency Acquisition

- Compton, L. (2004) From chatting to oral fluency: using chat to improve self-confidence and increase willingness to communicate [PDF file]. Retrieved from [https://www.researchgate.net/publication/228495378\\_From\\_chatting\\_to\\_oral\\_fluency\\_Using\\_chat\\_to\\_improve\\_self-confidence\\_and\\_increase\\_willingness\\_to\\_communicate](https://www.researchgate.net/publication/228495378_From_chatting_to_oral_fluency_Using_chat_to_improve_self-confidence_and_increase_willingness_to_communicate)
- Cummins, J., & Davidson, C. (2007). International Handbook of English Language Teaching. Retrieved from <https://books.google.co.cr/books?id=ZxbUFm3aRkUC&printsec=frontcover&dq=international+handbook+of+english+language+teaching&hl=es&sa=X&ved=0ahUKEwjJm8uNm6rhAhXPwFkKHfi6CCUQ6AEIKTAA#v=onepage&q=international%20handbook%20of%20english%20language%20teaching&f=false>
- Cunningham, M. (1999). Improving speaking skills [PDF file]. Retrieved from <https://eric.ed.gov/?id=ED435204>
- Definition of Test Types of Test Education Essay. (n.d). Retrieved from <https://www.ukessays.com/essays/education/definition-of-test-types-of-test-education-essay.php>
- Denny, R. (2001). Communicate to Win. Retrieved from <https://books.google.co.cr/books?id=-rG6BsMP2DoC&printsec=frontcover&dq=richard+denny+communicate+to+win&hl=es&sa=X&ved=0ahUKEwiNw6fok6rhAhUy2FkKHZ3cCskQ6AEIKTAA#v=onepage&q=richard%20denny%20communicate%20to%20win&f=false>
- Fluency. (n.d). In English Oxford Living Dictionaries. Retrieved from <https://en.oxforddictionaries.com/definition/fluency>

## Simulation Tasks and Fluency Acquisition

Garrison, D. (2005). Simulation. *Teaching Strategies in Gifted Education* (chapter III). Retrieved from

<https://books.google.co.cr/books?id=h9m6fY1vAvEC&pg=PA27&dq=teaching+strategies+in+gifted+education+garrison&hl=es&sa=X&ved=0ahUKEwiQiPmdnKrhAhWks1kKHQSoCTAQ6AEIKTAA#v=onepage&q=teaching%20strategies%20in%20gifted%20education%20garrison&f=false>

Geikhman, Y. (2017). How to Improve Spoken English (Without a Speaking Partner!): 14

Incredible Methods. Retrieved from <https://www.fluentu.com/blog/english/how-to-improve-spoken-english/>

Glenn, C. (2014). Role Plays and Creative Activities. Retrieved from

<https://books.google.co.cr/books?id=1A4WBAAAQBAJ&printsec=frontcover&dq=role+plays+and+creative+activities+glenn&hl=es&sa=X&ved=0ahUKEwjF4uDOmarhAhWFmVkKHefuBIO6AEIJjAA#v=onepage&q=role%20plays%20and%20creative%20activities%20glenn&f=false>

Grant, C. & Osanloo, A. (2014). Understanding, Selecting, and Integrating a Theoretical Framework in Dissertation Research: Creating the Blueprint for Your “House”.

*Administrative Issues Journal: Connecting Education, Practice, and Research*, 4 (2), 12-13. doi:10.5929/2014.4.2.9 Retrieved from:

<https://files.eric.ed.gov/fulltext/EJ1058505.pdf>

Goh, C. (2007). Teaching Speaking in the Language Classroom [PDF file]. Retrieved from

[https://www.academia.edu/953274/Goh\\_C.\\_C.\\_M.\\_2007\\_.Teaching\\_Speaking\\_in\\_the\\_Language\\_Classroom\\_PP.\\_50\\_.Singapore\\_SEAMEO\\_Regional\\_Language\\_Centre](https://www.academia.edu/953274/Goh_C._C._M._2007_.Teaching_Speaking_in_the_Language_Classroom_PP._50_.Singapore_SEAMEO_Regional_Language_Centre)

Simulation Tasks and Fluency Acquisition

Hernández, R., Fernández, C. y Baptista, P. (2014). *Metodología de la investigación* (6a ed.).

México, D.F., México: McGraw-Hill Interamericana.

Ifeanyi, F. (2016). *Fundamentals of Research Methodology and Data Collection* [PDF file].

Retrieved from

[https://www.researchgate.net/publication/303381524\\_Fundamentals\\_of\\_research\\_methodology\\_and\\_data\\_collection](https://www.researchgate.net/publication/303381524_Fundamentals_of_research_methodology_and_data_collection)

Leitón, P. (2014, November 18). Costa Rica está en listado de países con bajo nivel de inglés. La

Nación. Retrieved from <https://www.nacion.com/economia/negocios/costa-rica-esta-en-listado-de-paises-con-bajo-nivel-de-ingles/VOPPZ5SGQFAENHCZN7EZCJR6MA/story/>

Nation, P., & Newton, J. (2009) Retrieved from

<https://books.google.co.cr/books?id=KeOPAgAAQBAJ&printsec=frontcover&dq=teaching+esl+efl+listening+and+speaking+paul+nation&hl=es&sa=X&ved=0ahUKEwjNzoyal6rhAhVJ1VkJKHUjkBCsQ6AEIJjAA#v=onepage&q=teaching%20esl%20efl%20listening%20and%20speaking%20paul%20nation&f=false>

Nelson, W. (2018). *English Fluency for Asian Speakers*. Retrieved from

<https://books.google.co.cr/books?id=sdxJDwAAQBAJ&printsec=frontcover&dq=english+fluency+for+asian+speaker+whitney+nelson&hl=es&sa=X&ved=0ahUKEwjXt9n7l6rhAhWF1lkKHTevC1kQ6AEIJjAA#v=onepage&q=english%20fluency%20for%20asian%20speaker%20whitney%20nelson&f=false>

Simulation Tasks and Fluency Acquisition

Nunan, D. (2011). Teaching English to Young Learners. Retrieved from

[https://books.google.co.cr/books?id=DNcn\\_QmwEwvC&printsec=frontcover&dq=teaching+english+to+young+learners+nunan&hl=es&sa=X&ved=0ahUKEwjf3uCQn6rhAhWMtVkKHc\\_3BBsQ6AEIKTAA#v=onepage&q=teaching%20english%20to%20young%20learners%20nunan&f=false](https://books.google.co.cr/books?id=DNcn_QmwEwvC&printsec=frontcover&dq=teaching+english+to+young+learners+nunan&hl=es&sa=X&ved=0ahUKEwjf3uCQn6rhAhWMtVkKHc_3BBsQ6AEIKTAA#v=onepage&q=teaching%20english%20to%20young%20learners%20nunan&f=false)

Observation Checklist. (n.d). Retrieved from

<https://www.teachingenglish.org.uk/article/observation-checklist>

Posttest. (n.d). Retrieved from <https://www.merriam-webster.com/dictionary/posttest>

Pre-Test. (n.d). Retrieved from <https://insightsassociation.org/issues-policies/glossary/pre-test>

Primary, Secondary and Tertiary Sources. (n.d). Retrieved from

<https://www.crk.umn.edu/library/primary-secondary-and-tertiary-sources>

Questionnaire. (n.d). Retrieved from <https://www.merriam-webster.com/dictionary/questionnaire>

Ruth, K. (2004) "Literature and the Development of Oral Fluency: A Study Using Poetry and Children's Literature in Adult ESL Instruction". (Thesis). Iowa State University. Iowa, United States.

Sharp, S. (2011). A New Look at the Interactive Writing Classroom. Retrieved from

<https://books.google.co.cr/books?id=alb6PgNSS14C&printsec=frontcover&dq=a+new+look+at+the+interactive+writing+classroom&hl=es&sa=X&ved=0ahUKEwi6r5jem6rhAhVH1IkKHeGLDzAQ6AEIKTAA#v=onepage&q=a%20new%20look%20at%20the%20interactive%20writing%20classroom&f=false>

Thornbury, S. (2005). How to Teach Speaking.

## Simulation Tasks and Fluency Acquisition

Vargas, S. (2017) “The Effect of Self-evaluation as a Metacognitive Strategy to Improve Grammar in Oral Production made by the Basic Level Students at Instituto Nacional de Aprendizaje”. (Thesis). Universidad Internacional de las Américas. San José, Costa Rica.

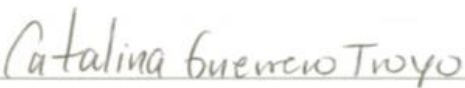
Zsolt, B. (2017). The Power of Simulations Over the Learning Process. Retrieved from

<https://blog.neolms.com/power-simulations-learning-process/>

# APENDIXES

## Tribunal Examinador

Esta Tesina fue aprobada por el Tribunal Examinador de las Carreras de Inglés de la Universidad Internacional de las Américas, como requisito para optar por el grado de Bachiller en Inglés con Énfasis en Enseñanza.

  
\_\_\_\_\_

M.Sc. Catalina Guerrero Troyo  
Tutora

  
\_\_\_\_\_

Lic. Leslie Elizondo Mora  
Lector

  
\_\_\_\_\_

M.Ed. Vanessa Muñoz Ruiz  
Directora de las Carreras de Inglés

## Carta del Revisor

Lunes 22 de Abril del 2019

Máster  
Vanessa Muñoz Ruiz  
Directora de las Carreras de Inglés y Enseñanza del Inglés  
Universidad Internacional de las Américas

Estimada señora:

La estudiante Andrea Jaen Méndez, portadora de la cédula de identidad no. 1-1542-0818, ha presentado para la respectiva revisión la tesina denominada *Simulation Speaking Tasks to Improve Fluency Acquisition on Eleventh Graders at EMVA High School During the First Quarter of 2019*. Por lo tanto, se hace constar que el documento fue revisado en lo relativo a la estructura gramatical, ortografía, puntuación, cohesión y terminología. Asimismo, se comprobó que las correcciones sugeridas se incorporaran al documento. Por ende, una vez incorporadas las recomendaciones efectuadas en el documento, el mismo se considera listo para su presentación en la Universidad como trabajo de graduación.

Atentamente,



Licda. Margarita Pérez Roig  
Cédula de identidad 801160069

## Carta de la Directora de Carrera

San José, Viernes 26 de Abril de 2019

Señores  
Universidad Internacional de las Américas  
Estimados señores:

La suscrita M.Ed. Vanessa Muñoz Ruiz, Directora de las Carreras de Inglés, hace constar que ha revisado la Tesina del estudiante, Andrea Jaen Méndez, portadora de la cédula de identidad no. 1-1542-0818, que ha titulado: *Simulation Speaking Tasks to Improve Fluency Acquisition on Eleventh Graders at EMVA High School During the First Quater of 2019.*

La mencionada Tesina, responde a los requisitos exigidos en la Guía que nuestra carrera tiene para estos casos. Por tanto, se autoriza al autor para que lo presente ante el tribunal examinador nombrado para esta ocasión.

Atentamente,

  
M.Ed. Vanessa Muñoz Ruiz  
Directora de las Carreras de Inglés

## Carta del Lector

San José, Viernes 26 de Abril de 2019

Máster  
Vanessa Muñoz Ruiz  
Directora de las Carreras de Inglés y Enseñanza del Inglés  
Universidad Internacional de las Américas

Estimada señora:

La estudiante Andrea Jaen Méndez, portadora de la cédula de identidad no. 1-1542-0818, ha presentado para su lectura y corrección de estilo la tesina denominada *Simulation Speaking Tasks to Improve Fluency Acquisition on Eleventh Graders at EMVA High School During the First Quater of 2019*. He revisado y corregido la coherencia de los objetivos con el marco teórico, instrumentos y resultados, la calidad del trabajo y la relevancia del trabajo. Por lo tanto, hago constar que este se encuentra listo para ser presentado a la Universidad como trabajo de graduación.

Atentamente,



---

Lic. Leslie Elizondo Mora  
Lector de Tesis

# **INSTRUMENTS**

1.Observations Ckecklist

**UNIVERSIDAD INTERNACIONAL DE LAS  
AMÉRICAS**

**OBSERVATION CHECKLIST**

**ACTIVITY:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

<b>BEHAVIOR</b>	<b>ALWAYS</b>	<b>SOMETIMES</b>	<b>NEVER</b>
1. Students feel motivated to speak in class			
2. Students speak in English when it is required			
3. Students maintain a proper body language			
4. Students follow instructions			
<b>SPEAKING</b>			
1. Students provide a significant level of detail about the content			
2. Students uses sufficient vocabulary			
3. Students make correct use of grammar			
4. Students' pronunciation is accurate			
<b>FLUENCY</b>			
1. Students keep a proper speaking pace			
2. Students frequently pause while speaking			
3. Students place			

pauses correctly			
4. Students produce long speaking runs			

**Observations:**

---

---

---

---

---

## 2. Questionnaire

# Questionnaire

El siguiente cuestionario ha sido elaborado por la aplicadora de las pruebas Andrea Jaen la cuál actualmente cursa el Seminario de Graduación en la Universidad Internacional de las Américas. El propósito del cuestionario es evaluar la reacción de los estudiantes hacía la aplicación de las pruebas de simulación. Si bien el cuestionario está elaborado en Inglés, sus respuestas pueden ser en Español o Inglés, según sea más cómodo para responder.

1. What activities or practices do you do by yourself to improve your speaking skills?

---

---

---

2. What do you think about the current high school program to teach speaking?

---

---

---

3. Were you familiar with simulation speaking activities before the investigator applied them in your class?

---

4. Did you like the activities applied in class? Why?

---

---

---

5. What would you change about the simulation speaking tasks?

---

---

---

6. Did the simulation speaking tasks help you to improve your speaking skills? If so, how?

---

---

---

7. How did the application of speaking simulation tasks affected your fluency acquisition process and English learning in general?

---

---

---

8. Do you believe you are able to speak more fluently after participating in the simulation speaking tasks?

---

9. After the application of simulation speaking tasks, do you feel more confident to communicate in English? How?

---

---

---

10. Why do you think being a fluent speaker is so important?

---

---

---