

Developing Oral Production through the Use of Synchronous and Asynchronous Computer-Mediated Communication (CMC) As a Way to Improve Speaking Competences in the Michigan Test in Modern Languages Students at the University of Quindío.

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Abstract

The aim of this paper is to comprehend the outcome of Computer-mediated Communication (CMC) on ESL oral production in 10 students from 3rd and 4th courses of Modern Languages at the University of Quindío. These students should have B1 level of English established by CEFR to pass the Michigan Test (a requirement to continue their academics studies). It used task based activities through WhatsApp and Skype platforms, from a sociocultural perspective, to enhance oral production skills through. The method used for collecting data in this analysis was qualitative: through a series of three series of 20 min. interventions among tutors abroad and students In which only they used only English as the mean of communication. The material was used by tutors to guide students to the topics. The lessons involved the use of synchronous communication like video calls, text messaging, and voice notes in which participants were connected at the same time; and the use of Asynchronous communication like video links or texts in which participants communicate without being connected at the same time. In the first stage, students answered an interview to obtain qualitative data in order to design the proper contents before starting the lessons. Once the lessons took place, all the students were required to fill a questionnaire which tested their level in quantitative language units. During the lessons, students were asked about sociocultural topics and involved into 20 minutes conversation to explore their oral production. Tutors recorded four minutes voice notes at the end of each lessons in which it was determine the students' performance in the lesson same as the perception about CMC use for this purpose besides. After the last interactions, students were asked too about their impressions of their participation. Therefore, this study follows a qualitative design where qualitative and quantitative methods are employed. Results show whatsapp and Skype succeeded to lead guided activities as video calls, calls, sharing files (SCMC) improving oral

production in ESL; and posting activities (APMC). WhatsApp and Skype were easy tools to use and innovative despite of some occasional signal failures. Tutors affirmed students became more fluent due to the predominant exposition to oral production.

Introduction

Throughout the time, teaching a second language (SL) has been tendency to promote English language education. Communicative language teaching was developed to improve communicative competences, and to understand and produce language in functional and social context (sauvignon, 1983). There are different pedagogical strategies implemented by the teachers in order to promote these competences; however, those strategies have led to notice the failure of form focusing approach in developing learners' communicative ability in real-life situations, and have shifted to adopt the communicative language teaching approach. This approach highlights learners' communicative competence (Hymes, 1972), which is defined as learners' ability to efficiently express what they mean in the target language and successfully achieve communications in real-life situations (Lightbown and Spada, 1999; Power, 2003). On the same issue, learners not only need to acquire the linguistic but pragmatic knowledge of the target language (Hedgcock, 2002). It is suggested that both, linguistic and pragmatic competences are the knowledge developed and acquired through exposure and use of the target language (Kasper, 1997). In other words, without enough required exposure for learners to notice and acquire the language input and chances to use the new knowledge, communicative competence is not likely to be promoted. While *English as Second Language (ESL) learners* need to use the *target language (TL)* in everyday life to successfully adapt to the target culture, *English as a Foreign Language (EFL) students* generally do not have adequate access to the TL out of the classroom, and most of the time they just continue the development of their oral skills inside the same classrooms with the same mates.

Learners normally return to the real world speaking their mother tongue as soon as they leave the classroom (Campbell, 2004). In classrooms, the learning outcome is still not efficient enough although teachers have now gradually adopted approaches that focus on meaning and language use due to lineal and conventional face-to-face interaction. EFL teaching process requires urgently a solution to increase exposure and use of the target knowledge both inside and outside of the classroom. The purpose of this paper is to integrate the use of Synchronous Computer-mediated Communication (SCMC) and Asynchronous Computer-mediated Communication (APMC) based on Task-based approach for students to use and improve their English oral competence. That not only increase both input (exposure) and output (use) of the SL that is needed for learners to promote their English proficiency, but also to promote learning motivation, learner autonomy, social equality and identity.

Keywords: ESL (English as a second language), TL (target language), CMC (Computer-mediated Communication), APMC (Asynchronous CMC), SCMC (Synchronous CMC)

Justification

Although there are different approaches that attempt to involve learners in more authentic and interactive learning tasks that promote both: comprehensible input and learners' language output, teachers still find it challenging to maximize the learning, especially when it has to deal with the development of oral competence (Chapelle and Hegelheimer 2004).

Unlike ESL learners usually do not have the need to use the TL outside of the classroom; generally, they just have the chance for using language inside the classroom. Despite the model of traditional face-to-face interaction, learners generally have limited time and chance to speak and use the SL in traditional classrooms

The interaction mode in the classrooms is carried out by short accuracy in terms of promoting comprehensible input and output. For instance, when someone is talking, the other needs to be silent and wait until his/her interlocutor finishes talking, and the interaction is bound to be either learners interacting with the teacher or a learner interacting with other learners (Hansen, 2001). Factors, such as personality type, students' learning and response, motivation, and language proficiency can all lead to individual inequality to speak up in class or in groups. For example, learners who are shy, slow, or afraid of making errors may choose to speak less in the classroom or in group's discussions.

Insufficient access to the SL exposure both inside and outside of the classroom is certainly an obstacle to develop learners' language and oral proficiency. Nevertheless, with the advantage of computer mediated communication (CMC) technology, ways of communication and learning have been positively modified (Leh, 1999; Cheon, 2003). By using communicative-oriented and

interaction platforms, students can easily achieve communication without boundaries of time and space.

1. Chapter 1

1.1 Statement of the problem

The topic is based on the difficulties that Modern Languages' students at the University of Quindío show in the oral competence development and performance in ESL (Jimenez, 2015). This problematic really affects a big percentage of students, even if they are learning English or French. The revealed data show the students from third and fourth semester of modern languages concern the results in their oral competence level for the Michigan test.

Also, the lack of strategies and implementation in different methods, projects, and activities in which the students are encouraged to put in practice oral skills are not enough to develop spoken competence. Other reasons why students are affected by this phenomenon are: the severe lack of exposure to this language (TL) at home, at the university, and at social surroundings, shyness, and nervousness. The interference of First Language by teachers and students inside the ESL classroom instead of using the target language is also a common problem (Dulai, Burt, and Krashen, 1982, p.134).

Subsequently, these demotivating factors include are reflected in vocabulary, structure difficulties, spelling errors, and students' listening difficulties, additional to the infrequent use of technology for learning purposes. Thus, these are significant factors, which hinder the speaking production in classes.

We analyze the problematic from a sociolinguistic perspective, as an aspect of great importance in the teaching of foreign languages in order to mention the possible causes that lead

to difficult the acquisition of a second language in term of development of the communicative competence.

From a sociocultural context, it is possible to establish a close interrelation among the process of language learning to encourage oral competence and the factors that intervene at it. For instance, the shortage of interactive spaces in the learning process and the lack of input and exposure of the language have a big impact in the development and acquirement of skills.

The linguistic competence needs to be developed and acquired though language exposure and use, In other words, without sufficient exposure needed for learners to notice and acquire the language input and chances to use the knowledge, communicative competence is not likely to be promoted. On the other hand, the lack of implementation of teaching methods and the lack use for interactive spaces in which students take advantage to favor the acquisition of the language in the leaning process.

The purpose of this paper is to comprehend what is the effect of using SCMC and APMC on oral competence for 3rd and 4th semester students at the University of Quindío as a mean for encouraging their spoken skills from a sociocultural approach.

1.2 Research Question

What is the outcome of using SCMC and APMC on English as a Second Language (ESL) oral production for students from III and IV semester of Modern Languages at the University of Quindío through sociocultural interaction (creative meaning, engagement debates) besides comprehending learning Impacts regarding innovation resources for education?

1.2.1 Sub-questions

What are the factors that influence the development of oral communicative competence in students of modern languages program at the University of Quindío?

What are the students' reasons that skip they develop oral competence?

What alternatives (tools, strategies, and devices) could help students and teachers to strengthen the process of oral skills acquisition?

2 Chapter 2

2.1 Objectives

2.1.1 General objective

To comprehend the outcome of using SCMC and APMC on English as a Second Language (ESL) oral production for students from III and IV semester of Modern Languages at the University of Quindío from a sociocultural perspective (creative meaning, engagement debates) besides comprehending learning Impacts regarding innovation resources for education.

2.1.2 Specific objectives:

To establish the process to develop and guide the interaction between CMC and APMC, the tutors, and the 8 students group of study.

To describe environments in which students show deficiency in the development of oral competences before the Michigan Test.

To know what is the students' perspective regarding the improvement of oral skills with the use of CMC in synchronic and asynchronic way.

To collect and comprehend data from pre-tests and interview reflection to conclude the viability and influence of SCMC and APMC as mean to develop oral skills in IV students before presenting the Michigan test.

To collect and analyze data from pre-tests to conclude the viability and influence of SCMC and APMC as mean to develop oral skills in IV students before presenting the Michigan test.

3 Chapter 3

3.1 Theoretical Framework

3.1.1 Conceptual Categories

3.1.1.1 *Computer-mediated Communication (CMC)*

Computer-mediated communication (CMC) is used to describe any communication that is conducted between one or more humans with the aid of computers. This hyperpersonal model posits that users exploit the technological aspects of CMC in order to enhance the messages they construct to manage impressions and facilitate desired relationships. It reveals basic elements of interpersonal communication, bringing into focus fundamental processes that occur as people meet and develop relationships relying on typed messages as the primary mechanism of expression. While many encounters in electronic space involve no more than simple queries for and provision of information, other relationships evolve over CMC. CMC-based relationships range from professionally friendly to quite intimate (Landis, 1994).

Regardless of eventual trajectory, some basic processes take place during first acquaintanceship, where CMC differs substantially from face-to-face (FtF) communication, in form if not in function. Aspects like physical features and voice take place in the information related with first impressions of people but such features are often unavailable in CMC. One approach that describes the way that CMC's technical capacities work in concert with users' impression development intentions is the hyperpersonal model of CMC (Walther, 1996). This mechanism provides concurrent dynamics in sender, receiver, channel, and feedback systems that are affected by CMC attributes, which promote the development and potential exaggeration of impressions and relationships online. On the other hand, CMC users make partners based on the circumstances or message elements that suggest minimal similarity or desirability. As

senders, CMC users selectively self-present, revealing attitudes and aspects of the self in a controlled and socially desirable fashion.

This model facilitates editing, discretion, and convenience, and the ability to tune out environmental distractions and re-allocate cognitive resources in order to further enhance one's message composition. Regarding impression formation and management, empirical tests have shown how CMC leads to more extreme impressions than FtF (Hancock & Dunham, 2001) and more positive relations over time compared to FtF (Walther, 1997) and compared to CMC accompanied by users' photos (Walther, Slovacek, & Tidwell, 2001).

3.1.1.1.1 Synchronous Computer-mediated Communication (SCMC).

Another category that takes task types into account is media synchronicity theory (Dennis & Valacich, 1999) which was developed because of the aforementioned criticism of media richness theory. Synchronous CMC refers to a type of computer-mediated communication that a sender replies a message at the same time than the person who receives the message, such as video conferencing. Synchronicity theory argues that all tasks are composed of the communication processes conveyance (i.e., information exchange) and convergence (i.e., establishing meaning for each piece of information). Conveyance and convergence need different characteristics of communication media. Dennis and Valacich identify five media dimensions that can affect how users of media interact with each other, namely feedback immediacy, symbol variety, parallelism, rehearsability, and reprocessability.

Today's foreign language learners are likely to be an experienced chatter, even if only in their L1 (first language) and concerning topics of personal rather than academic interests. Coinciding with the increasing use of synchronous CMC has been a recent focus of interest in

the second language acquisition (SLA) literature on the social interactive factors involved in L2 learning. Whereas much SLA research on social interaction deals with face-to-face conversation, the emergence of synchronous CMC brings forth a whole new set of research and practical issues concerning social interaction within the L2 learning context. Chat rooms are theoretically interesting environments in which to investigate L2 interaction, given that chat room interaction combines the textuality of written communication with the real-time interactivity of face-to-face communication.

Synchronous also identifies physical media capabilities that, through their appropriation and use, impact how individuals can transmit and process a message. While many media theories identify media characteristics, many of these characteristics are actually socially derived characteristics whose salience is influenced by prior experiences and context of use. Our identification of physical media capabilities provide two important differences: first, they are specific enough for identification and testing, and second, as media capabilities, they connote a range of potential impacts on communication performance, dependent on their appropriation. We identify five media capabilities that influence information transmission and/or processing. Fourth, in this age of digital convergence, specific media tools acquire new capabilities rapidly so that it is no longer appropriate to refer to a specific digital medium but rather the set of features that medium offers. For example, instant messenger has been a predominately text medium, yet many new instant messaging (IM) tools now provide audio, video, image sharing, and even application sharing, making them media that are quite different from traditional text-only IM chat.

In supporting remote workers or virtual teams, media must be considered in terms of the capabilities they provide since the communication processes needed for a task may require

different media capabilities. Managers implementing communication technologies should understand the nature of the individuals and the context in which they will work, as this may suggest differing requirements for media capabilities. While some contexts may benefit from media with higher synchronicity (novel contexts), for others (familiar contexts) high synchronicity may not be needed, and may even be detrimental. Understanding the context provides insight as to the appropriate mix of media. It is also important to note that these needs are likely to change over time, as teams move from the novel to the familiar, so the ideal set of media for project initiation may not be ideal once the project is underway (Fuller and Dennis forthcoming, 2008)

3.1.1.1.2 Asynchronous Computer-mediated Communication (APMC)

According to Spacey, 2008, asynchronous communication is an intercommunication that can be sent at any time without need for the sender and receiver to be time-synchronized, for example, an email is asynchronous. With an asynchronous CMC, students have time to reflect upon and formulate their thoughts before expressing them and engaging in interaction. In contrast to spontaneous and time bound synchronous interaction, studies have revealed that this genre of communication enables students to produce a greater quantity and better quality of discourse than in an oral classroom (Ortega, 1997; Peters, 2000). They also lead to more equal participation between students (Warschauer, 1996) and ultimately deeper learning. In this way, it is suggested that students might be more absorbed in the tasks and less concerned with linguistic errors or deviances from the norm.

The lack of richness of communication also seems to affect the time taken to complete communications or tasks in CMC. From a meta-analysis of eighteen CMC versus face-to-face

studies, Bordia (1992) found that CMC groups took longer than face-to-face groups to complete the same tasks. Walther (1996) also noted that the main difference between face-to-face communication and CMC is communication speed. Moreover, text-based asynchronous CMC can be overwhelming to students who are expected to read and/or respond to large numbers of messages (Woolley, 1998). CMC can also be burdensome to instructors for the same reasons.

A range of CMC modes can be used in combination. In teaching and multi-modal CMC learning contexts where the primary mode of delivery is face-to-face classroom interaction, CMC can provide valuable alternative spaces for collaboration, and opportunities for learner autonomy. In addition, where course provision is in distance mode, asynchronous and synchronous CMC, together with the possibilities to interact through media and can over access to a wide range of learning opportunities. The future direction of CMC includes the prospect of increased availability and the use of voice and video conferencing, assuring a continued growth in its significance for teaching and learning.

3.1.1.2 Oral Production

Oral production is a term that collects several definitions. Bygates (1991) states oral production is the ability to create sentences in different types of situations. Similarly, Hymes (1972) points out oral skill as “the capacity to communicate effectively within a particular speech community that wants to accomplish its purposes. Also, oral production is defined as the path people choose to transmit information about things they recognize as familiar taking into account the conversations’ context, according to O’Malley & Valdez (1996).

In parallel, Omaggio (1986) argues oral proficiency in a second language develops the ability to communicate orally in a functional and accurate way when given communication in the target language. At the same time, the expert affirms that high degree of oral production requires the ability for applying the linguistic knowledge to new topics and situations.

Students of Modern Language at the University of Quindío are inscribed to present several tests in favor of the measuring of their Language competences. The Michigan test demands IV semester students to obtain at least B1, this concerns the ability to understand the main points of clear texts and in standard language when the students deal with issues that are known, whether in work, study or leisure situations. Students know how to handle most of the situations that may arise during a trip through areas where the language is used. They are able to produce simple and coherent texts on topics that are familiar or in which they have a personal interest. You can describe experiences, events, wishes and aspirations, as well as briefly justify your opinions or explain your plans.

The oral production skills will be stimulated, guided and tested through the use of CMC, Skype in our case, in order to encourage students to reinforce aspects that interfere in their oral production process by using virtual spaces.

3.1.1.3 Sociocultural interaction

The socio-cultural theory, initially proposed by Vygotsky (1978, 1986, 1987) refers to the human learning processes in general, which includes language learning. Later

researchers, such as Lantolf, Donato, Thorne, Pavlenko, Swain and Lapkin and others, extended Vygotsky's theory to second language acquisition, and focused mainly on how second language acquisition can be explained through the socio-cultural perspective, that is, how second language learners acquire language when they collaborate and interact with other speakers. From the socio-cultural perspective language is of interest not only for communication but for thought itself, in its functional sense. As Lightbown and Spada (2006) explain, socio-cultural theory views speaking and thinking as "tightly interwoven" (p.47) people internalize what is being said in the communicative process (by them as well as by others) and through this activity they gain control over their mental processes, or in other words speaking mediates thinking.

Learning is an active, continuous process whereby the learner takes information from the environment and constructs personal interpretations and meanings based on prior knowledge and experience (von Glasersfeld, 1995). Personal interests and needs that arise from the learner have a great influence on the learning process, and knowledge and skills are constructed at the individual level (Tudge, 1990). At the same time, learning is essentially a socio-cultural phenomenon which is mediated through social interactions among the members of the learning community as they engage in the learning activity. Knowledge is shared through the members of the learning community by meanings of context dependent language and experiences.

3.1.1.4 Second language Acquisition

The field of second language acquisition (SLA) is characterized by two different traditions. The first one is linguistic due to its focus on the process by which learners build up their linguistic second language (L2) knowledge. In terms of learning, human beings have an innate

capacity to learn languages which explains why the process of learning shows distinct structural regularities. Besides, humans possess a common compilation of desires and needs which can be expressed through language; In fact, these wishes and necessities account for commonalities in the way L2 is used. The second one is psychological because it focuses on the different ways learners cope with the task of learning and using a L2. In this sense, the learner is the center of the learning process, which means that they are individuals who differ in gender, age, motivation, personality, learning style, self-esteem, among others. Each person has her own experience with learning a L2 what results in an immense diversity in the way students learn and in the goals they achieve.

According to Altenaichinger (2003), during the seminar about “The Interface between Theory and Practice”: the Creative Construction Theory, known as the Naturalistic Approach, deals with the assumption that we are born with a special language system used to acquire a language. He argues that there are three internal elements involved in second language acquisition. Krashen’s theory (1983) includes a “filter”, an “organizer” and a “monitor”. He mentions that the “filter” proposes how the learner is influenced in a social context and how he reacts in various social environments. The “organizer” determines the organization of the learners’ language system and “the wrong usage of grammatical structures as provisional precursors of grammatical parameters, the systematically occurrence of errors in the learner’s utterances as well as a common order in which structures are learnt” Krashen (1983). The “monitor” operates the conscious learning part where the learners correct their speech according to their age (Altenaichinger 2003).

3.1.1.5 Second Language Teaching.

Language teaching methodology has gone a long way of leading dogmatic beliefs about a unique way of teaching to be based on insights into processes of second language acquisition and the dynamics of the language classroom itself.

According to Krashen (1985), in order to acquire a second language all that is needed is comprehensible input and motivation. He made a fundamental distinction between learning and learning acquisition, to argue that the former, entailing metalinguistic information and corrective feedback, could encourage language acquisition. These ideas became very engrained among teachers, to the point that Lightbown (2000) reports that in the late eighties 'everybody' believed in comprehensible input and the benefits of group work. Similarly, she mentions teachers in her environment did not pay attention to these recommendations because it was not good to point out students' mistakes nor to focus on one single grammatical point at a time. The impact of these ideas was considerably adopted and they fostered the implementation by some of the 'strong' version of Communicative Language Teaching (CLT). According to CLT approach, communicative activities are an integral part of instruction where students' attention is focused on the meaning of the message to the exclusion of any focus on the theory's code.

3.2 Research Review

3.2.1 The Effect of Synchronous and Asynchronous (CMC) Computer-mediated Communication on Oral performance in German, Abrahms (2003)

This study pointed out testing implications of using (SCMC) and (ACMC) on oral production in German. For this study, they compared the performance of three groups of learners which were categorized as Control Group, SCMC group, and ACMC group. The variables used were number of idea units, lexical richness and diversity, among others. The period of time for the study was 1 semester that included 3 oral discussions. Even when CMC was not superior to Face-to-face interaction, it indicates that, specially, SCMC offers students the opportunity to strengthen oral production skills.

For the study, Abrams (2003) highlighted the importance of CMC as a mean for improving FL oral performance because *it “creates a more positive collaborative learning environment”*. As a result, students develop more interactive discourse, higher amounts of learner output, and attitudes for language learning and cultural studies. Among other aspects, it made a brief description of the influence of CMC and Face-to-face communication on Second language learning. Most of the time Face-to-face Interaction was considered as the strongest way to produce more accuracy and fluency in oral production. However, Abrams cites many authors who considerer that CMC help to increase the environments and the time students produce oral communication, e.g. Kelm (cited in Abrams, 2003) suggested that learners participating in CMC feel more involved in determining the path discussion topics take, and in the selection and termination of these topics. On the other hand, Beavuois (Abrams, 2003) claims language

features, such as syntactic complexity, lexical sophistication, and amount of speech, also appear to support the continued use of CMC.

The CMC transferability to Oral Communication was mentioned with relevance due to, although CMC is different from face-to-face, this sort of system gives the opportunity of a non-hampered learner-to-learner communication at the time it allows more time for processing input, extending learner speech time to improve learner interlanguage. Something really valuable is that SCMC may prove to be effective as a preliminary step toward face-to-face communication, as a form of prespeech.

For the method, 96 students of intermediate, third-semester German at a large Midwestern University categorized as Control group who remained in their regular classrooms, SCMC group in a computer lab using WebCT (chat tool), and the APMC group using WebCT bulletin board feature for delayed-time interaction. The activities and the number of participants for each group are described in (Table 2).

They proposed some questions and answered them with hypothesis; this study is considered quasi-experimental. It is also important to talk about how they conceptualized a “*Better oral performance*” as the language that reflects higher levels of syntactic complexity, lexical richness and density, and an increased amount of output because these features have been used in the literature to attest to CMC’s “improved language performance”

The method for data collection was through interactions at all three large-group oral discussion. It was used the audiotape to record proximately 18 hour of audiotaped discussions. For the analysis, they calculated the number of communicative units (differences between pretest and posttest scores). It was more appropriate to analyze their language according to Idea Units than to utterances.

According to the ANOVA results (Table 4) and (table 5) the results showed that Group A (SCMC) significantly outperformed their peers (ACMC). According to the study, the practice effects of SCMC, where learners had been found to produce more output than during oral. They concluded that “*CMC is a good preparation for face-to-face interactions*” (pg. 162).

As a conclusion, we think that SCMC does not need to be more effective than Face-to-face Interaction to be useful to our purposes of SCMC as preparation for the Michigan test in the program of Modern Languages of the University of Quindío. We could see how the amount of output same as the quality of language increase with the use of SCMC.

3.2.2 Developing Oral Skills through Skype: A Language Project Analysis. Taillefer (2013)

The purpose of this article is to analyze L2 usage in the oral interaction between university students from Hong Kong and Spain. They are focused in oral communication skills and cultural awareness carrying out a Skype-mate Language Project. The study was based on the observation of a series of conversations between Hong-Kong and Spanish undergraduates through Skype, using English and Spanish as their means of communication in which video recording of conversations on campus was the technique used to keep evidence of these oral interactions. Results show that non-verbal communication was key for mutual understanding when L2 level was low.

The study affirms that technology motivates students as it provides them with authentic activities, that is, language used in real practice. Therefore, technology tools should be employed especially to develop the difficult oral language skills -speaking and listening (Levy, 2009) and

the six communicative competences, linguistic, discursive, strategic, sociolinguistic, sociocultural, and affective competences.

It is known that there are few opportunities to practice oral skills and fewer with people from other countries and this can be solved through the implementation of socio-constructivist activities using Skype. The tools for this practice were given in advance similar lists of topics and questions in English and in Spanish to practice with their language partners; these questions were their conversation scripts so that they could practice before the real online call took place. Interactions had a minimum length of 30 minutes, at least 15 minutes speaking in each language. Both student groups had an intermediate level in their L2. Nevertheless, their L2 fluency levels were good. These were some of the questions for the English conversations: Why do you study English? What aspects of English do you study? How is your university life? Are you living in a hall of residence? Thus, all students were required to submit a questionnaire after each conversation, uploading the answers to the corresponding online blackboard.

Students felt it was useful and would like to repeat the experience; new words or expressions had learnt in the conversation ; some questions they would like to have clarified by the teacher (things that Skype-mate were said or did that did not understand) that is why it is recommended utilizing headphones to prevent distracting echoes from the conversation partner's voice. Other features of the application include a chat window, which can be especially useful if the users have sound difficulties, and in that special case the communication would not have an end. Besides, this study follows a mixed methodology, where quantitative and qualitative methods are employed.

In conclusion, Skype provides authentic exchanges, motivating students. The disadvantages related to Skype are minimal in comparison to the benefits. Those could be possible time

differences among partners and limitations of computer equipment or Internet connection. Definitely, the possibilities are nearly endless and foreign language teachers can reach many rewards with this powerful innovation.

3.2.3 Task and Tool Interface Design for L2 Speaking Interaction Online. *Appel, Robbins (2012)*

In this paper, we could observe the importance to offer more opportunities for speaking practice from technological developments. The researches presents the provisional findings of a case study in which three groups of English as a foreign language (EFL) students worked synchronously (in Skype) in pairs with spot-the-difference pictures presented to them using three different formats: standard HTML format, the Tandem tool (a content management application which distributes the materials in real-time), and a variation of the Tandem tools.

On the other hand, for providing content in this kind of learning, computer-mediated communication (CMC), and of course with a synchronous and oral interaction is not an easy work. Nowadays, technology has led us to experiment with new applications in order to have an interaction with native speakers. The issues that students show at the moment to produce the language are feelings of awkwardness, shyness about their L2 performance and nervousness about being able to understand their interlocutor. The positive effects of contact and collaboration with native speakers have also been reported, making the pursue for appropriate contents (familiar and comfortable topics) and formats a worthwhile endeavor and everything is guided by the teacher.

Face to face language seems to be the best method, but the lack of interaction between students and teachers limits the progress of learning. This has changed with recent technological developments in the areas of VoIP (Voice over IP) and videoconferencing systems which facilitate online voice communication. Speaking interaction is now possible in online environments enriching both distance education programs as well as face-to-face teaching. With the purpose to improve this process it is necessary to design tasks that challenge students and force them to use the language for a real communicative purpose, within a meaningful context working towards the production of a required outcome.

The researches present a study which looks at the design of an application for managing contents distributed to learners while they are communicating synchronously online. This application, Tandem, building on the work initiated by Mullen et al. (2008) has been developed within the framework of the project SpeakApps focusing on the design of the interface and look into how elements of the interface can guide the conversation.

Three groups of these B2.1 students were selected to participate in the study, their ages ranged between 26. They were enrolled in an English as a foreign language online course at the Open University of Catalonia. For this study, students worked in pairs, communicated using Skype in order to carry out a number of speaking interaction tasks and made recordings of the conversations which were submitted to their teachers as part of the course requirements. In one of the groups, students accessed the materials on a standard HTML format with 38 students (this allows students to see their own materials as well as the task partner's materials beforehand), the second group used the Tandem tool with 22 students (which distributes materials if both students

are connected at the same time) and the third group used a variation of the Tandem tool interface with confirmation buttons providing a scaffold to the conversation (22 students). For having the data, they did a post-questioner for all the students and teacher's interviews related to the topic "Travelling" corresponding to students' units had been working on prior to the oral task.

The study shows that using the HTML format students were looking at the materials and preparing beforehand. On the other hand, students reported being more nervous when working with the Tandem tool but with the naturalness and spontaneous use of L2 since it requires a certain degree of improvisation. Thus, these results are based on auditions of the recordings and measurements of time duration of the tasks. Finally, Students who use the Tandem tool are closer to resembling natural interaction, often with shorter turns and a more natural use of transition relevant places.

3.2.4 Desarrollo de la competencia oral del inglés mediante recursos educativos abiertos.

Revista de Innovación Educativa, Vol 8, Núm. 1 (2016).

This research analyzes the use of CMC, known in Spanish as *Recursos Educativos Abiertos (REA)* to develop oral abilities in English as a Second Language. This study uses the qualitative approach by a case study design where 15 students were instructed in the use of Speakapps (CMC) tool as a mean to develop oral skills. The research also includes students' interviews to know perspectives and interpretations about using CMC on the oral production in ESL. This process is leaded with meaningful tasks strategies to optimize results.

According to the text, current teachers face big challenges, specially, those that deals with using new technologies and how to adapt these advances inside the classroom to develop

students competences. Nunan and Richards (2015) point out as new technologies and internet offer new opportunities to ESL learning, it is necessary that students and teachers adopt new abilities for teaching and learning.

Oral production represents defiance due to it requires activities that combine meaningful CMC that contribute to the fluency at the moment of speaking. According to the Rico (2016), CMC represents a tool for teachers since most of these platforms have free license, they can be used, consulted, and adapted with no lucrative purposes at the same time they extend oral production practice.

In accordance with this research REA or CMC is defined as digitalized materials offered free and openly to educators, students; and to be used and re used in the teaching, learning, and research processes. As per Atkins, Brown and Hammond (2007), “these resources include complete courses, course’ materials, modules, books, videos , exams, software and any other tool or techniques employed to support the access to knowledge.

The present research was done following the qualitative paradigm with the case study method. It was addressed with a nature of simple type by using Speakapps as platform (CMC) following the methodological design proposed by Yin (2003): Data collection preparation; data collection; case study analysis; and report elaboration.

Its objectives were: to analyze, to identify, and to recognize the impact of REA (CMC) to foster oral skills’ improvement. The participants were 15 students among 17 and 35 years old in a program for Gas and Oil production of the Servicio Nacional de Aprendizaje (SENA). It analyzed 3 categories: educative innovation, REA, and English oral competence development.

The Data collection was obtained by semi structured interviews, observation binnacle, field diary that are relevant in the case study method to obtain students’ descriptions and

interpretations about CMC and ESL oral competence progress. After collecting the data, the analysis answered the research question. The results showed that students could work the oral ability online in both SCMC and APMC.

Regarding *educative innovation*, students stated this page allowed them to actively interact English out of the classroom in a practical way that adequate their schedules. On the other hand teachers perceived alternatives for communication were fostered by students when they were given a flexible online tool.

Respecting REA or CMC, observation evidenced practice time helped to develop oral competence due to it wasn't possible to complete oral skills inside classroom. 11 students found CMC dynamic and interactive. One of them stated it was different because he felt confidence and freedom to express his ideas.

4 Chapter 4

4.1 Methodology

4.1.1 Research Design

This research is carried out following the Case Study method since it helps to comprehend in a deep way the appreciation about a particular phenomenon, Crow (2011). It follows a mixed paradigm of qualitative and quantitative data collection. It also analyses those cases in which limit among context and phenomenon are not clearly evident. The nature of this case study is the outcome that can produce the use of CMC on spoken competence of students from 3rd and 4th English course at the University of Quindío by promoting interaction and oral production. For this type of research, we follow the steps of the methodological design proposed by Yin (2003): Case study design: data collection preparation; data collection; case study analysis; and report elaboration

4.1.2 Research Approach

For this research, Case Study approach will be used to obtain students and tutors' perceptions about CMC and oral production in both ways pre-test and post-test since it helps to obtain a deep appreciation of a particular phenomenon or issue of interest inside a natural context, Crow (2011). It also analyzes those cases in which limit among context and phenomenon are not clearly evident.

4.1.3 Participants

The population will be constituted by students between 18 and 20 years old, they belong to 3rd and 4th semester of the Modern Languages Program at the University of Quindío in

Armenia, Colombia. From this population there are chosen 10 students, six women and 4 men, interested in improving oral skills; and that were selected in a non-randomly way regarding the accessibility to smartphone, tablets, or PCs 2.0 in order to permit the use of CMC without operational obstacles. Besides, as third and fourth semester students are supposed to have B1 level, the sampling was not probabilistic as inside a common qualitative research. The European Framework states students' oral production for B1 level is good enough to describe experiences, events, desires and aspirations, as well as justifying opinions and explaining plans.

4.1.4 Instruments

4.1.4.1 Pre Intervention Interview

According to the Oxford dictionary, a pre-interview is to have an interview in order to question, consult, or evaluate. In our academic purposes, the pre-interview will help us to put into perspective the student's expectations and opinions about using CMC for Oral Skills' improvement (see index 1). The obtained information will be taken into account for the lesson plans designs based on obtained qualitative information.

4.1.4.2 Pre-test (A traditional wedding)

According to Undurraga (2015), this instrument is used as a tool for measuring students' development and performance. Also, it helps to know the learners' improvement during certain lapse (see index 2). Pre-test are considered as a diagnostic tool for a more effective teaching process. Our purpose for this element is to quantify the oral production level for 3rd and 4th and performance in EFL as a way to comprehend, in a quantitative way, students' level at the moment of starting the intervention.

4.1.4.3 *WhatsApp and Skype*

According to the WhatsApp designers, the social media is a tool that help to connect people around the world; this communication can be led through: video calls, calls, chat, and sharing files and images. Hammad (2017) affirms using WhatsApp helped students to develop English skills, enriched their vocabulary and learn from their mates' mistakes. Similarly, the Microsoft App Skype meets the similar purpose as WhatsApp. All the services these apps offer, and the accessibility to be used, these two tools will be used as the main mean for applying CMC to our study.

4.1.4.4 *Rubrics (A traditional wedding)*

This material is defined as evaluation or set of guidelines used to promote application or recognition of learning expectations, objectives, or standards. Our pre-test, categorizes the level of students' oral production into 5 components: pronunciation, fluency, comprehension, content, and word choice; and 4 levels: emerging, beginner, intermediate, and advanced (see index 3). The criteria for these parameters was established based on the B1 from European Framework of reference for oral production.

4.1.4.5 *Interviews Material*

The development of oral skills in the English language finds its full progress with the communicative approach. Wade (2009) argues that oral competences can be given completely in this model through interaction in different contexts; foreign language teaching must be coupled with the new changes brought by educational technologies. Thus, these instruments are used to obtain and analyze data collected from the interaction between tutor-student and the participant's understanding during the interviews in different contexts.

4.1.4.5.1 Controversial News “Facebook Scandal”

History and news, seen as international facts, deal with global networks of people’s ideas or practices that have been left in the world. They can contribute much to the knowledge and understanding of the past and present time. The last decade has shown an emerging tendency to rethink local histories including their global facts. Relying on other disciplines and accessing to international achievements, the historical narrative has verified the multiple possibilities of analysis that could arise from reasoning international comparisons. This material collects and remarks global news that is commonly interesting for people who use any social media, in this case, a Facebook Scandal took place as a controversial fact that implicates a big world’s population percentage. Thus, tutors and students from the University of Quindío will be able to communicate their ideas since this general topic allows them (mainly students) to explore their oral skills. (See index 4)

4.1.4.5.2 Psychological Test

According to Framingham, J. (2016), psychological testing is done to have a better psychological understanding of an individual, in order to provide valuable insights into the individual’s behavior, skills, thoughts and personality. Psychological testing commonly includes intelligence testing, personality testing, and skills testing, among other areas. The context for University of Quindío students and tutors will be related to the use of images that expose them in a world of visual perspectives that could surprise them, making their oral production more natural and fluent. (See index 5)

4.1.4.5.3 Happiness Reflection

In accordance with Stanford Encyclopedia of Philosophy, the question about happiness has no a straightforward answer, because the meaning of the question itself is unclear. What is exactly

being asked? Perhaps what is wanted to know, what the word 'happiness' means. In that case the inquiry is linguistic. There are chances that people have something more interesting in mind: perhaps the wish to know about things, happiness, itself, is pleasure, a life of prosperity. This topic is going to be focused on the reflection of University of Quindío students, they will share with tutors the concept and perceptions about happiness and life satisfaction. (See index 6)

4.1.4.6 Lesson Plan

This instrument is defined as the plan to follow for the intervention's development. The format taken for this lesson is one provided by the University of Quindío to their trainees in the B.A of Modern Languages (See index 7). This plan is divided in three steps: referring to the presentation, it is the time for the warm up, the introduction of the intervention, when the tutor and student will know each other in a friendly way; as far as the practice, it is the moment when the tutors will manage a discussion related with the topic assigned, in this sense, definition of theoretical terms are presented; and concerning to the production it is the occasion when the students start to develop their ideas, perceptions and points of view.

4.1.4.7 Assessment and Reflection Rubrics

According to Bramley, G. (2016) argues that the use of rubrics in higher education learning and teaching can work as an essential aid in ensuring that students undertake deep learning and that courses are constructively aligned i.e. the learning outcomes are clearly set out and any form of assessment of teaching content matches such learning outcomes. The format taken for this lesson is the one provided by to the University of Quindío to their professors in the B.A of Modern Languages (See index 8). The tutors in charge are going to measure the students from University of Quindío making at the end a reflection giving details of how it was made, which are the facts to take into account and the development of students during the interview.

4.1.4.8 Voice Recording

Rumble (2009) states digital voice recording is an efficient alternative for data collection. Voice recording is a very known tool for save audio files that researches can analyze posteriorly and realize of certain events he could not evidence at the moment. As we consider the final impression of students as relevant, we asked them for a 2 or 3 minutes' voice recording (through WhatsApp) in order to keep the all appreciations they felt about the process.

4.1.4.9 Steps of the Research

This research is carried out following these specific moments to make the intervention. To begin, the pre- interview is made in order to know student's expectations and opinions, this will help to measure the attitude and aptitude they may have. Secondly, participants are going to take a pre-test in which the oral production skill will be quantify to know students' level according to the Common European framework for Reference (CEFR); thanks to a rubric, 5 components will be evaluated : pronunciation, fluency, comprehension, content, and word choice; and 4 levels: emerging, beginner, intermediate, and advanced. During this step, the intervention will be applied.

WhatsApp and Skype (technological applications) allow the interviews to take place between tutors and students. There are three interviews material which are called: Controversial News "Facebook Scandal", and Psychological Test and Happiness Reflection. All the material have its own planning, The plan format was taken from the University of Quindio that follows the time for the warm up, practice, and production; these steps support the manage during the interviews. All the lessons have space at the end to give their opinions and points of view. At the end of the interviews, a reflection will be made to beef up the positive and negative aspects that

could appear during the interventions. Additionally, the assessment and reflection rubrics are going to be used by tutors who evaluate the students' oral production. The criteria for this evaluation correspond to the following in terms of: pronunciation, fluency, comprehension, content, and word choice. Finally, the data analysis takes place to give a general perspective and conclusions given by this research.

5 Chapter 5

5.1 Data Analysis

5.1.1 Independent Analysis

This part of the research points out the description and analysis of the role of the instruments used in our study to be interpreted in terms of data collection regarding the possible inferences or contributions to the oral production improvement process. The findings of the analysis of these elements were essential to determine the impact of CMC on oral production. During the process of pre-intervention, students were asked their own perception about oral production and their motivation, when their speech is exposed to different scenarios (see index 1). That is how pre-interview data was collected.

For the intervention stage, the pre-test tool as well as the rubrics were used during the first lesson in order to encourage students to give opinions about a sociocultural topic (traditional wedding) in order to explore their ability for expressing ideas, opinions, and positions about sociocultural behaviors as established for B1 learners in the European Framework. Questions demanded students to take a position pro or against defending their argumentations. All of the participants were supposed to be involved in this stage for 20 minutes answering and supporting.

On the other hand, rubrics were manipulated by tutors only as a tool for testing and measure students' oral production abilities in terms of quantitative data. While students answered the questions, tutors tested oral skills in terms of pronunciation, fluency, comprehension, content, and word choice; for quantify students' oral production performances in terms of emerging, beginners, intermediate, and advance.

The intervention among students and tutors was possible using the social media WhatsApp and Skype due to their features that allowed Tandem, video calls, calls, files' sharing, voice and text' messages that served to share the materials, links, images, and connect around the world without complications. The lesson plans as well as the lesson materials enabled the planning of organized task based activities that included psychological, controversial, and reflective (20 min each one) to expose participants to oral production under determined unexpected situations to them. During this lapse, they first were introduced to the topics through short readings, simple conversations or videos that tutors assigned through YouTube links shared by chat. After introducing the topic, the next step was to socialize the information of the material starting a conversation. During the last five minutes of class both student and tutor take some conclusions of the topic lesson. Besides, voice recording was the instrument used for students to give their opinion about two aspects: CMC as a mean for improving oral production, and Oral production experience during the process, to obtain some qualitative results.

5.1.2 Collected Data Analysis

There is a close relation among all these instruments that permits a correct functioning and executing of the process of Case Study research. First, pre-interview brought a perspective of what students thought of using virtual platforms (CMC) for improving Oral production, and their

concept of their Oral competence level in terms of production; we considered this stage as pre-intervention. In this sense, we could determine what type of the contents to use (lesson plans, activities, and situations).

During the first lesson, we started the stage of intervention, in which the pre-test helped us to confirm the level of the students regarding oral skills for B1 EFL learners and keep on working with the materials. The use of task based activities allowed a connection among lesson plans, and the type of interviewing material used in each class. Thus, tutors wrote a class reflection in which they describe the remarkable things that they appreciated from the class in both Oral production and CMC terms in order to obtain relevant information from these tools like assessment and reflection format.

The most remarkable aspect of the application of instruments is the correct functioning of the virtual instruments like WhatsApp and Skype that worked perfectly since all the devices used during this process, what gives to this instrument a more relevant status. The stage of data analysis evidenced the continuity of linking among all the instruments, leading to a solid research development. Both, qualitative and quantitative data come together to reveal data. For this purpose, assessment rubrics and voice recordings collected data that helped us to clarify what type of impact produced the use of CMC on Oral production in 3rd and 4th students of Modern Languages at the University of Quindío.

5.2 Findings and Conclusions

The findings in this study reveal the viability of CMC tools like WhatsApps video calls for educational purposes to mitigate shyness and stimulate oral production improvement in B1

students at the University of Quindío by employing activities directed by tutors. The pre-interview evidences that 100% of participants would like to use virtual platforms to improve oral skills as it is dynamic, accessible, and offers opportunities to know other people through English Language use. 30% participants add the process should be longer due to it is motivating and encouraging for students. On the other hand, tutors' data points out video calls are effective as a way to stimulate and improve students' oral production process when these conversations include task based material.

The data collected with the pre-test' rubrics (see fig. 1) quantified the students' oral production regarding the B1 parameters established in the Common European Framework of Reference CEFR. The rubrics classified oral production into 4 levels: emerging, beginning, intermediate, and advanced; it is expected students in 3rd and 4rd semester to reach intermediate as the minimum level according to this reference. Data reveals only 40% of students obtained an advanced rating, and the 60% obtained intermediate regarding pronunciation; on the other hand, fluency results show 50% to advanced, 40% to intermediate, and 10% to beginning level, the 10% was a non-expected result according to the reference framework. The rest of the rubrics categories results were: 80% and 20%, being intermediate the most popular result. Thus, we could establish, in quantitative way, the level of oral production of the participants in the project.

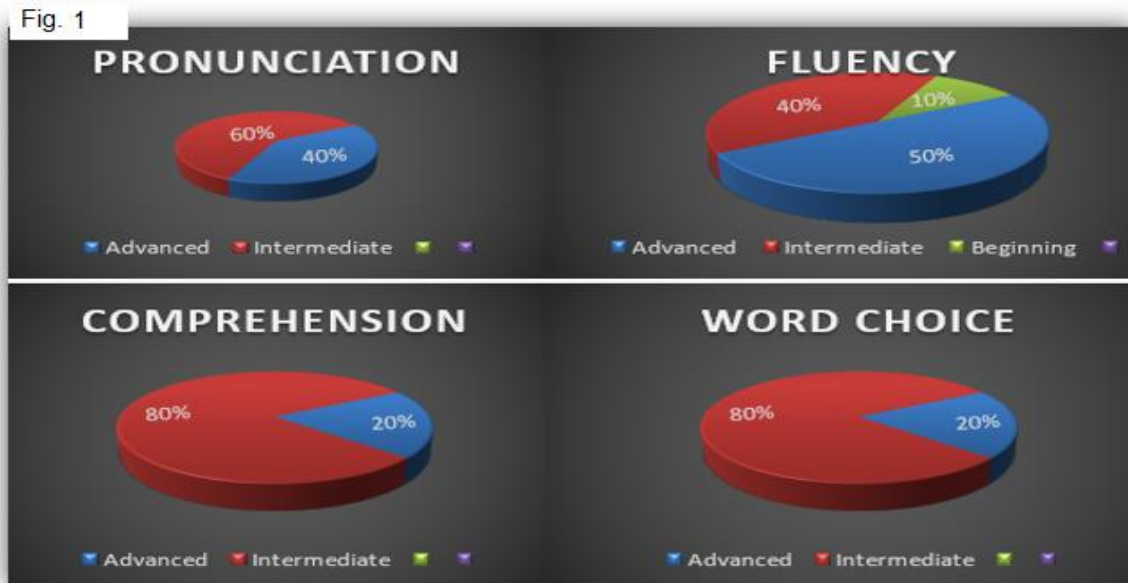


Figure 1. English level of the participants of the research (own authorship).

The use of synchronous and asynchronous communication shows that video call (synchronous) is the most complete tool to guided interaction. It permits the observation of the body language; also, it increases the feeling of closeness that is not provided by WhatsApp and Skype' calls. During the oral activity, students made and answered questions about a given class topic assigned by the teacher. They used chat to share files and videos in which both tutors and students worked simultaneously (Tandem) (see fig. 2)

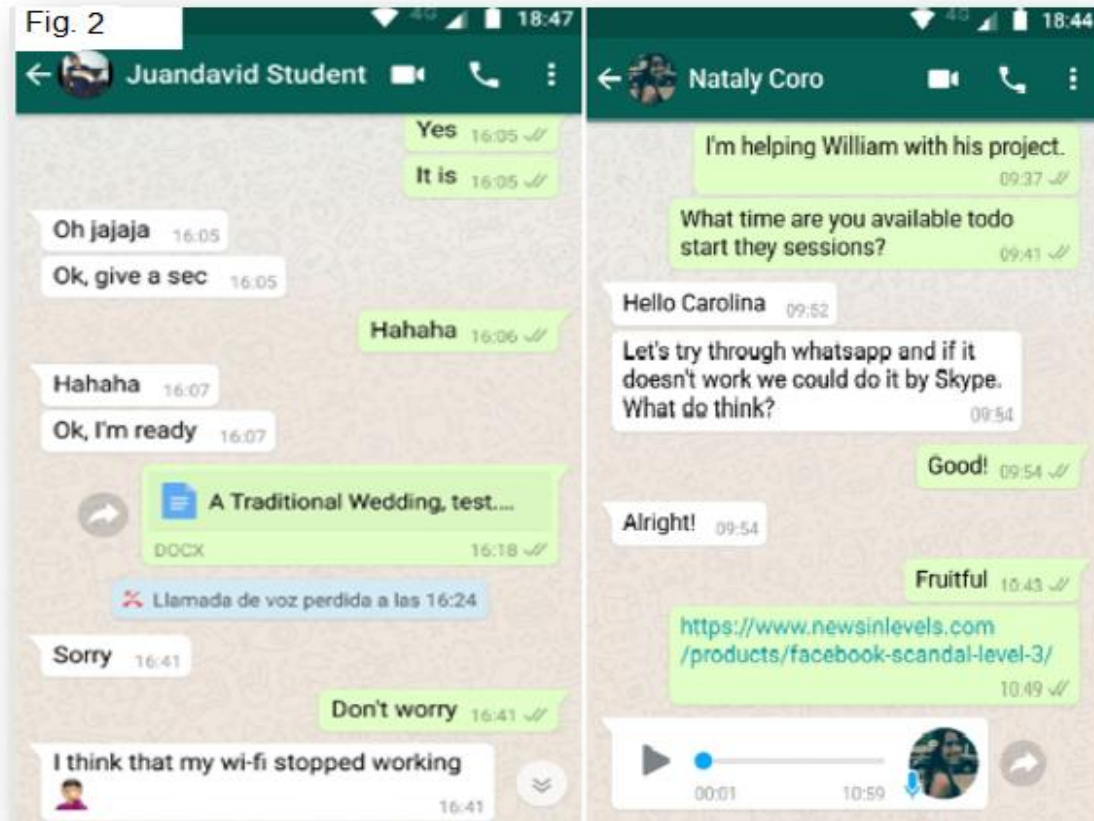


Figure 2. Asynchronous communication to share material (own authorship).

The collected data shows WhatsApp and Skype were tools easy to use and innovative despite of some occasional signal failures that do not interfere with the process. At the end of each lesson, tutors filled the assessment and reflection rubrics in which they tested, in an analytic manner, not only the students' oral production in terms of pronunciation, comprehension, fluency, content, and vocabulary, but also the tutors and students' perception about the role of CMC in this process of interaction (WhatsApp and Skype and their services), in order to keep as much data as they could in order to not forget relevant events or situations that could be included in the research.

Audio Recordings for students' comments regarding both oral production and CMC for this purpose reflects some evidence. Factors such as scenarios without academic or working pressures mitigated students' shyness and turned them motivated to talk actively during the lessons. 6 of the participants considered attractive the fact they could use WhatsApp for this purpose due to it is a very popular and known application easy to work and easy to access.

The 60% of the students express CMC offers the opportunity to improve oral production by sharing with more prepared people in terms of English Language, different from practicing in the classroom with their same level mates. Moreover, CMC stimulates the cultural exchange by sharing experiences and having the opportunity of making friends by interacting using ESL. Also, the lessons served as a mean of self-diagnosis for students' oral production due to the conversational topics about real and current topics that made them feel the need of improving aspects like vocabulary, pronunciation, fluency.

6 Chapter 7

6.1 Emergent category

6.1.1 Motivation

The latest worldwide developments related with technology and economy, redesigned and resized the role of teachers and students in educational environments. Today education in the 21st century is facing big changes based on concepts, theories, principles, and methods. Motivation is probably the most important factor that educators can target in order to improve learning. According to Rost (2006) motivation has been called the “neglected heart” of language teaching. Teachers often forget that all of the learning activities are filtered through our students' motivation. In this sense, students control the flow of the classroom. Without student motivation,

there is no pulse; there is no life in the class. When the activities incorporate direct approaches to generate student motivation in teaching, it will become happier and more successful teachers.

Thus, it is important to think about motivation as the essence of language teaching because of the hard realities of learning a second language for most of students.

Hall (2011) argues that motivation is a key factor in order to accomplish a particular activity. He states, “It is difficult to imagine anyone learning a language without some degree of motivation” (ibid: 134). Moreover, teachers often ascribe that language learners’ achievements or disappointments mostly depend on the absence or presence of motivation (ibid). Loewen and Reinders (2011) define motivation as “a psychological construct that refers to the desire and incentive that an individual has to engage in a specific activity”. This broad definition provides a strong foundation for the overall concept of this area of study.

In SLA studies, motivation has been considered as an important aspect of investigation because researchers have assumed that the more motivated language learners are, the more they increase in learning. In a study conducted by Noels, L. (1999) the process of how students’ extrinsic and intrinsic motivational orientations are related to their teachers’ communicative style. Thus, the extent in which teachers are seemed to support students’ independence and to provide useful comments in relation to the students’ learning progress were discussed. See fig. 3.

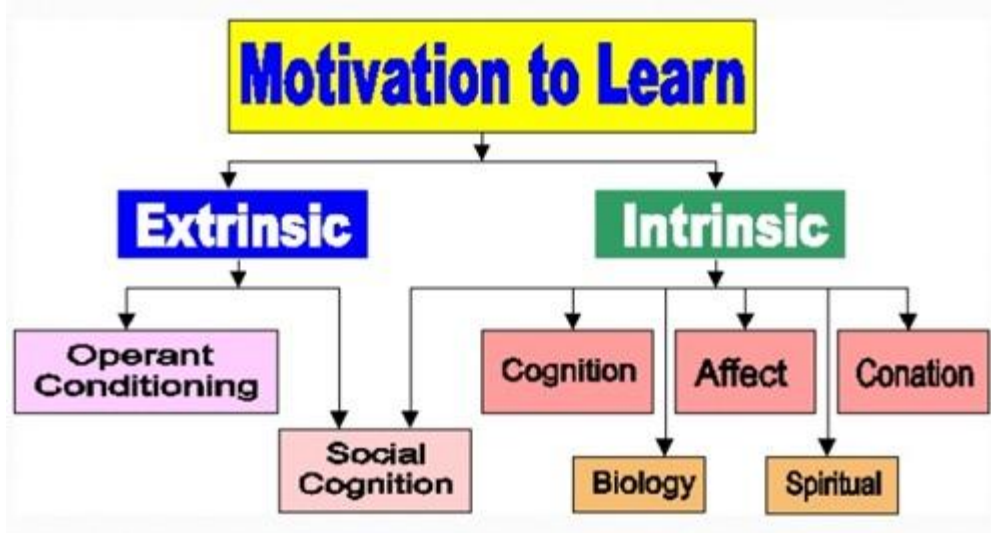


Figure 3. Motivation to Learn (Clark, B. 2011).

There are a numbers of factors that influence second language (L2) learning. However, what is often singled out as the most significant factor in the overall process for language acquisition is a learner's motivation and desire to learn a particular language. This has been widely discussed by scholars of Second Language Acquisition (SLA), such as Dornyei and Gardner, particularly focusing on how it affects L2 learners' performance in various aspects of the L2 language and learning process. For example, a strong motivation is often cited as a key The Role of Motivation as a Single Factor in Second Language Learning 2 contribution to help L2 learners succeed and improve (Melendy, 2008).

Besides, exist a direct relationship between an instrumental motivation and some kind of incentive to learn a second language, these have been investigated in different contexts. For instance, in a study conducted by Gardner and MacIntyre, (1991), 46 university psychology students were rewarded \$10 if they succeeded in a paired-associate (English-French) vocabulary task, while another group of the same number were just told to "do their best". The findings of the study showed that the students who were offered the reward did significantly better and spent more time viewing the pairs of words in comparison to the second group. However, when the

possibility of rewards no longer existed, students' motivation was reduced. Therefore, this study indicates important key aspects in relation to the language learning process. The importance of rewards, for example, is highlighted as a mean of identifying the type of learners. Therefore, this study highlights a degree of unpredictability that exists when learners acquire a second language in return for a reward that make them to get better results.

To conclude, starting from Dwight D. Eisenhower's statement, "Motivation is the art of getting people to do what you want them to do because they want to do it", in other words, the power to influence people and their actions is an art that advertises many qualities. Expanding on the above, we may say that not everyone can motivate, but anyone can be motivated in various forms and ways.

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ANNEX A. Pre Intervention Interview

<u>Pre Intervention Interview</u>	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Very Poor</u>
How do you <u>preceive</u> your oral production skill when you use ESL (<u>Englsih</u> as a Second Language) with your teachers or friends?					
How would you feel if the university could use apps and platforms for improving your oral production through audio and video?					
How do you consider the use that teachers give to the program Lab <u>regarding to work</u> with PCs and technological devices?					
How do you feel when you have to express your ideas in English to a group of people?					

Would you like to use virtual platforms and devices for improving your oral production?
Yes
No
why?

Would you like to practice oral production with native people and tutors?
Yes
No

why?

Do you consider it is important to include SpeakApps with tutored lessons to improve students' oral production in the UQ?

Yes

No

Why?

Do you think Oral Production teaching in the University of Quindío can be positive impacted by using speaking virtual applications?

yes

No

Why?

Do you believe that practicing oral skills through computers or smartphones would help your comfortability for speaking English as a Second Language (ESL) in public?

Yes

no

why?

Do you agree with the idea of testing this devices in students of Modern Languages IV to find an improvement in oral production?
--

Yes

no
Why?

Do you think platforms like Skype, as a mean of English interaction, improves the oral production results in the Michigan Test for UQ Modern Languages students?
Yes
No
Why?

As a Modern Languages student, have you ever used on your phone speaking applications for improving speaking skills?
Yes
No
Why?

ANNEX B. Pre-Test (Traditional Wedding)**A Traditional Wedding**

Everybody loves a good wedding and I'm no exception. I've been to a load of them in my native Britain and I must say that I usually have a great time. I've also been to a few abroad, including the Caribbean and Spain, and most recently (last week in fact) to one in the mountains of Sardinia. No two weddings are ever the same and I really enjoyed this one for one or two of the differences from those in the UK.

First, the two families spent at least three weeks before the big day preparing all the food, from wonderful home-made delicacies to simple traditional breads and pastas. In my experience, in the UK that onerous task is left to the caterers! In the week leading up to the wedding there is a dinner or some form of celebration every day - training for the stomach I guess. I know that we have the traditional Bachelor party and Bachelorette party, but this is more family orientated and certainly a little less rowdy. This particular ceremony was in a beautiful country church and afterwards the couple was driven to the reception in a wonderfully decorated classic Fiat 500, which was really similar to what happens in the UK, even down to the string of tin cans trailing behind the car!

The reception itself was also very similar until I realized that the seven tables in the hall each sat sixty guests (that's four hundred and twenty, for those of you who didn't study Math), an average number for Sardinia but would be considered a very large wedding where I'm from.

The wine flowed, as did the chatter - the famous Italian exuberance showing itself to the full. There were the five or six courses of wonderful food, screaming kids running wild, the ceremonial cutting of the cake by the bride and groom - but no speeches! Not one. In the UK it's traditional for the father of the bride to propose a toast, followed by the groom and finishing up

with that of the best man. His is meant to be the highlight of the lunch \ dinner, generally having a good laugh at the groom's expense, but here the groom was spared that particular discomfort.

Instead there was a delightful custom which I'd never seen before, in which six or seven of the male guests pass round the hall banging trays, drums, pots, pans or basically anything that makes a horrendous noise, selling pieces of the groom's tie which has been cut into tiny bits. The money raised is then given to the happy(!) couple to help them set up their new life together. Really nice. Finally the evening saw a lot of traditional dancing, a little disco dancing and some karaoke. Pretty much the part I like best, and again I wasn't disappointed. Can't wait for the next one.

Are you in agreement with weddings? Yes/no, Why? (Support your answer)

Think about three aspects why weddings benefit families?

Think about three aspects why weddings do not benefit society?

What would be your advice for a person is close to get married?

Do you consider marriage affects friendship? Yes/No Why

ANNEX C. Rubric (A Traditional Wedding)

University of Quindio

Oral production rubric

Student: _____

Date: _____

Tutor: _____

Topic: _____

Components	Emerging	Beginning	Intermediate	Advanced
Pronunciation				
Fluency				
Comprehension				
Content				
Word Choice				

Coments:

ANNEX D. Controversial News “Facebook Scandal”**Knowing my partner!**

You can start making your personal presentation. After, these questions can help you.

Do you like the country you live in?

Do you like to share with your family?

Do you like travelling?

What country would you love to live in?

How often do you dance?

What do you do in your life to care for the Earth?

Do you think that it is possible to save the Earth?

How important do you think education is?

Read the following new, analyze and socialize the unknown words with your partner.

Facebook Scandal**26-03-2018 07:00**

People are deleting their Facebook accounts following a privacy scandal which hit last week when it was revealed that British consultants from Cambridge Analytica collected data of about 50 million Facebook users.

If you took a quiz on Facebook, the quiz collected data about you and all of your friends. The data, which was supposed to be used for academic purposes, allegedly was used by the Trump campaign to create targeted ads and fake news. This practice could have greatly influenced the results of the American presidential election as well as other world elections.

Facebook connects 2.2 billion users across the world, which no other company has been able to do, but some users no longer see Facebook as being secure and are considering deleting their accounts.

Furthermore, since the report came out on last Monday, Facebook stock took a big hit and suffered a 9% decline.

Key words: **allegedly** (according to what people say), **influence** (affect, change), **stock** (what a company is worth), **decline** (a fall).

Watch the video about this new and socialize the questions.

Do you use facebook or any other social media?

How do you use it? Do you upload your personal information?

Do you consider facebook as a necessary tool for society?

For you, what are the advantages of having facebook?

For you, what are the disadvantages of having facebook?

What do you think about the facebook scandal?

For what do you think the government will use the information taken from facebook?

Will you suggest people to use facebook?

Do you have any reflection from this new?

ANNEX E. Psychological Test

What about my partner!

Make your friendly greeting with your partner, how many days have passed since the last meeting! You can help you with these questions.

How is going your job/study?

How is your family?

What about your study, too much homework? (for the student)

Do you like your university? (for the student)

Who is your favorite professor? Why? (for the student)

Do you remember any teacher from your high school that has influenced your academic life?

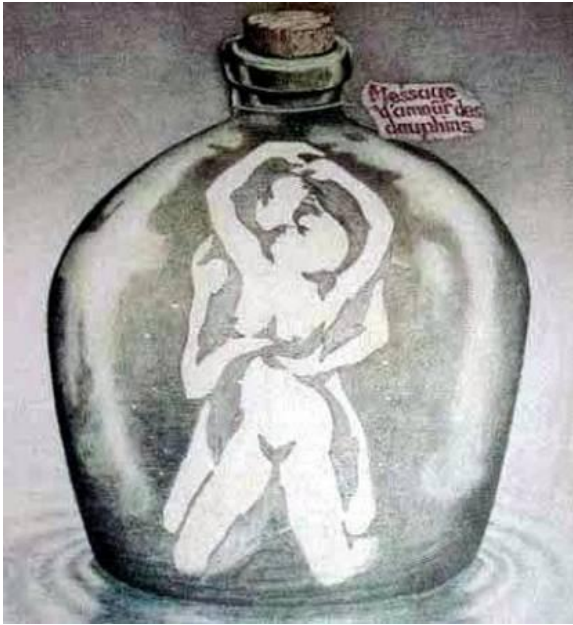
(both)

Would you like to be a teacher? (for the student)

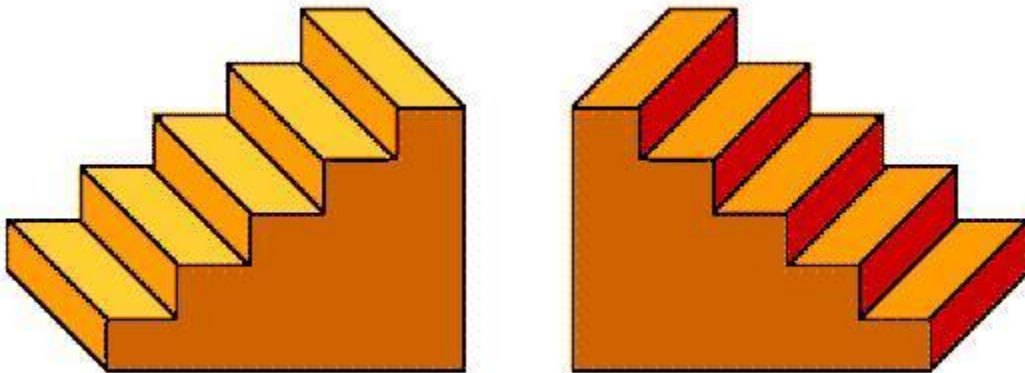
What are your future expectations with this university study? (for the student)

Would you like to study something else? (both)

1. Take a look at the image below. What do you see?



2. Focus on the following picture and give a quick answer: Which stairs will you use to go up and which to go down?



3. There is a man's head somewhere in this picture. Find him!

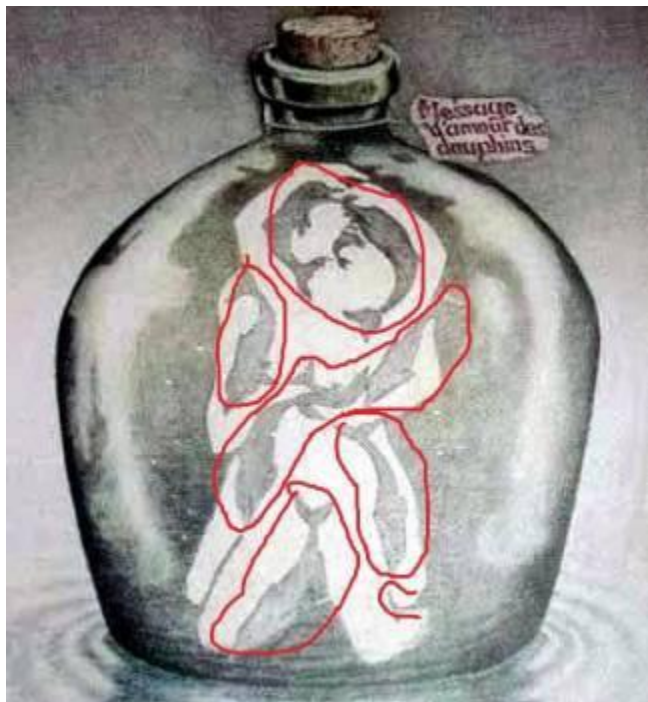


4. Do you see the girl rotating clockwise or counterclockwise?



INTERPRETATION:

1. Studies have shown that **children cannot see the couple** because they don't have



such images in the primary memory and instead see nine dolphins.

Note: This is a test for “**dirty minds.**” If you needed **more than 3 seconds** to see the dolphins then there is a kind of... problem!

2. Most people who see this image tend to **go up the left stairs and go down the right stairs.** This reaction is likely to be influenced by **the western way of reading from left to right.** While those who read from right to left, like the Arabs, tend to give the opposite answer.

3. If you managed to find the man **in 3 seconds**, then the right part of your brain is more developed than in the average person.

If you found him **in about 1 minute**, the right part of your brain is of the average person.

If you needed **more than 1 minute** to find him, the right part of your brain is slow.

4. If you see the girl rotating clockwise, then you are using the right hemisphere of your brain at the moment, and vice versa.

The right hemisphere represents people with artistic flair. The left hemisphere instead is linked to rationalism and generally organized mathematical thinking.

If you can see both directions of rotation, you are likely to have a very high IQ level. Although there is no evidence for this, anyone who can see both directions certainly has a balance between organized thinking and more chaotic, creative thinking.

ANNEX F. Happiness Reflection

Let's talk about our week!

Try to share the experiences you had during the week (work, studies, family, parties, among others)

After this presentation, let's answer these questions (both, student and tutor) about happiness, today's topic.

Are you a happy person? Why?

What is happiness for you?

What do you think is the color for happiness?

Do you think that happiness lies within you? Or does it depend upon other people and external things?

Can money buy happiness?

What makes you feel happy?

What are the three most important things for you to be happy?

When was the happiest time of your childhood?

Now, we are going to watch this Animated Short Film by Steve Cutts, when you finish please socialize these questions.

What is the general idea of the video?

What do you think is the purpose of the video?

Do you think we are living this lifestyle?

Do you think we can survive without “those things” that make us happy?

Do you feel that you have to work hard and be miserable now in order to be happy later?

Do you think some nations are happier than others?

Do you need money to be happy?

Do you need money to be happy?

Do you feel that you have to work hard and be miserable now in order to be happy later?

What is or was the happiest time of your life?

ANNEX G. Lesson Plans

First Interview

PEDAGOGICAL PRACTICE & PROFESSIONAL PRACTICE II & II

LESSON PLAN FORMAT

GENERAL INFORMATION

Tutors Denisi Roudny Diana Carolina García Zapata Erika Mosquera Amr Semmami
Topic: Facebook Scandal
Duration: 20 minutes
Technological tool (CMC): Skype through computer or cellphone.

PERFORMANCE INDICATORS

<p>Contents (Vocabulary / grammar / pronunciation / intercultural-sociolinguistic):</p> <p>Simple present, simple past, past and present continuous, perfect tenses, future, among others.</p>		
<p>Integrated Skills:</p> <p>Speaking, listening and reading.</p>		
<p>Procedure, interaction patterns and timing:</p>		
Stage, interaction pattern, timing	Activity Description	Stage aim
<p>Warm up T-Ss 5 mins</p>	<p>The tutor and the student start knowing in a friendly way; this part is called “knowing my partner”. They make their personal presentation, there are some question that are going to help them:</p> <p>Do you like the country you live in?</p> <p>Do you like to share with your family?</p> <p>Do you like travelling?</p>	<p>To set the context</p>

	What country would you love to live in?		
Presentati on T-Ss 7 mins	<p>The tutor and the student are going to read a short text about a recent new, “the facebook Scandal”. After the reading they will socialize the unknown vocabulary and the sense of the text.</p> <p>The tutor and the student are going to watch a video related with the “facebook Scandal”.</p>	To present the topic	
Productio ns T-Ss 8 mins	<p>The tutor and the student are going to give their point of view about this new. Then both will discuss and answer these questions:</p> <p>Do you use facebook or any other social media?</p> <p>How do you use it? Do you upload your personal information?</p> <p>Do you consider facebook as a necessary tool for society?</p> <p>For you, what are the advantages of having facebook?</p> <p>For you, what are the disadvantages of having facebook?</p>	Production	

	<p>What do you think about the facebook scandal?</p> <p>For what do you think the government will use the information taken from facebook?</p> <p>Will you suggest people to use facebook?</p> <p>Do you have any reflection from this new?</p>		

Second Interview

PEDAGOGICAL PRACTICE & PROFESSIONAL PRACTICE II & II

LESSON PLAN FORMAT

GENERAL INFORMATION

Tutors

Denisi Roudny

Diana Carolina García Zapata

Erika Mosquera

Amr Semmami
Topic: Happiness
Duration: 20 minutes
Technological tool (CMC): Skype through computer or cellphone.
PERFORMANCE INDICATORS

Contents (Vocabulary / grammar / pronunciation / intercultural-sociolinguistic): Simple present, simple past, past and present continuous, perfect tenses, future, among others.		
Integrated Skills: Speaking, listening and reading.		
Procedure, interaction patterns and timing:		
Stage, interaction	Activity Description	Stage aim

pattern, timing			
<p>Warm up</p> <p>T-Ss</p> <p>5 mins</p>	<p>The tutor and the student start talking about their dailies, it is related with their jobs, study, family, among others.</p> <p>There are several questions that will help them to introduce the topic, these questions are related with happiness, they will share their ideas and points of view.</p> <p>Are you a happy person? Why?</p> <p>What is happiness for you?</p> <p>What do you think is the color for happiness?</p> <p>Do you think that happiness lies within you? Or does it depend upon other people and external things?</p>	<p>To set the context</p>	
<p>Presentati on</p> <p>T-Ss</p> <p>7 mins</p>	<p>The tutor and the student are going to watch an animated short film by Steve Cutts called Happiness. This video shows an environment of what we call happiness, it deals with strong information of our reality, so, they are going to express their feelings and ideas.</p>	<p>To present the topic</p>	
	<p>The tutor and the student are going to</p>		

Productions T-Ss 8 mins	discuss the short film based on some questions. The understanding of the video is the main fact in this part. What is the general idea of the video? What do you think is the purpose of the video? Do you think we are living this lifestyle? Do you think we can survive without “those things” that make us happy? At the end they will give their opinion of the session, the topic and the dynamic.	Production	
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Third Interview

PEDAGOGICAL PRACTICE & PROFESSIONAL PRACTICE II & II

LESSON PLAN FORMAT

GENERAL INFORMATION

Tutors Denisi Roudny Diana Carolina García Zapata Erika Mosquera Amr Semmami
Topic: Happiness
Duration: 20 minutes
Technological tool (CMC): Skype through computer or cellphone.

PERFORMANCE INDICATORS

Contents (Vocabulary / grammar / pronunciation / intercultural-sociolinguistic): Simple present, simple past, past and present continuous, perfect tenses, future, among others.
Integrated Skills: Speaking, listening and reading.

Procedure, interaction patterns and timing:

Stage, interaction pattern, timing	Activity Description	Stage aim
Warm up T-Ss 5 mins	<p>The tutor and the student start talking about their dailies, it is related with their jobs, study, family, among others.</p> <p>There are several questions that will help them to introduce the topic, these questions are related with happiness, they will share their ideas and points of view.</p> <p>Are you a happy person? Why?</p> <p>What is happiness for you?</p> <p>What do you think is the color for happiness?</p> <p>Do you think that happiness lies within you? Or does it depend upon other people and external things?</p>	To set the context
Presentati	<p>The tutor and the student are going to watch an animated short film by Steve Cutts called Happiness. This video shows</p>	

<p>on</p> <p>T-Ss</p> <p>7 mins</p>	<p>an environment of what we call happiness, it deals with strong information of our reality, so, they are going to express their feelings and ideas.</p>	<p>To present the topic</p>	
<p>Productio</p> <p>ns</p> <p>T-Ss</p> <p>8 mins</p>	<p>The tutor and the student are going to discuss the short film based on some questions. The understanding of the video is the main fact in this part.</p> <p>What is the general idea of the video?</p> <p>What do you think is the purpose of the video?</p> <p>Do you think we are living this lifestyle?</p> <p>Do you think we can survive without “those things” that make us happy?</p> <p>At the end they will give their opinion of the session, the topic and the dynamic.</p>	<p>Production</p>	

ANNEX H. Assessment and Reflection Rubric**UNIVERSIDAD DEL QUINDIO****MODERN LANGUAGES PROGRAM**

Tutor's name: _____ Date of the interview: _____

Student's name: _____

This format uses different assessment criteria. As tutor, write an "X" to select the appropriate choice to analyze the competence of the interview according to the rubric below.

A	B	C	D
Never	Rarely	Usually	Always

QUALITATIVE EVALUATION

EVALUATION AND COMPETENCES CRITERIA	A	B	C	D	EXAMPLES, COMMENTS
Uses an proper tone of voice					
Uses non- verbal language (gestures, mimics) to support the communication					

Uses a clear language, easy to understand, according to the level					
Explains the topics clearly					
Assigns a meaningful time to the Linguistic abilities					
Speaks correctly in the FL					
Uses mainly the FL					
Has a correct pronunciation in the FL					
Reformulates questions well in case of misunderstandings					
Doesn't show off as the knower of all knowledge					

QUANTITATIVE EVALUATION

CRITERIA FOR INTERVIEW OBSERVATION	SCORE	Percentage
Pronunciation		25%
Fluency		30%
Comprehension		25%
Content		10%
Word Choice		10%
Total		100%

Reflection

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.....

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 Tutor signature

 Student signature