Fluency in the EFL Chilean classrooms: To what extent do teachers and textbooks promote oral fluency?

Author: Astrid Morrison

University of Reading

British Council ELT Master's Dissertation Awards 2018: Commendation

Fluency in the EFL Chilean classrooms: To what extent do teachers and textbooks promote oral fluency?

Abstract

Speech fluency in second language learning is considered to be an important factor in language proficiency, however, it is a difficult concept to describe. To date, research has investigated fluency in terms of how people perceive and rate speakers based on their fluency, but there is a lack of research into EFL teachers' perceptions of fluency and how they promote it in their classrooms.

Fluency is also one of the key aspects of proficiency, which is evidenced by the descriptions provided by one well known and commonly used framework for assessing second language: The Common European Framework of Reference for Languages (CEFR). Researchers believe that oral fluency improves with more interaction outside the classroom, especially if this interaction is with native speakers. However, when this is not possible, the use teachers make of the English lesson becomes extremely important.

This research aims to investigate to what extent teachers and textbooks promote speech fluency in two school years in Chile. Data were collected from the oral activities in two EFL textbooks. These activities were also contrasted with the criteria for spoken fluency from the CEFR document in order to determine if the textbooks are in line with the proficiency levels established by the national curriculum. In addition, a questionnaire collected data from 60 Chilean English teachers, with the aim of investigating their understanding of what fluency means, and the extent to which they think they promote it in their classrooms.

The results suggest that teachers and the oral activities from the textbooks focus more on promoting speaking, rather than focusing on oral fluency. In addition, even though teachers report high levels of confidence in their knowledge and skills for teaching fluency, they appear to be unaware of what fluency is, and what activities can be used in order to promote it. These conclusions highlight a possible misconception in terms of what fluency means which suggests a lack of awareness in their teaching programmes. These results from the Chilean context agree with similar studies conducted in other countries, which suggests this may be a global issue among language teachers.

Key words: fluency, cognitive fluency, utterance fluency, perceived fluency, formulaic sequences, automatization

Table of Contents

List of Tables

List of Figures

List of Appendices

List of Abbreviations

CEFR: The Common European Framework of Reference for Languages

EFL: English as a Foreign Language

IELTS: international English Language Testing System

L1: First language

L2: Second language

SPSS: Statistical Package for the Social Sciences

1. INTRODUCTION

Fluency is one of the main goals for any language learner. The acquisition of this skill has been studied from different approaches in the field of second language acquisition, and it has been given many definitions and characteristics. Its importance is commonly recognised and associated with mastery or proficiency of the language and it is part of the criteria for many language assessment tests, one clear example being the language examinations based on The Common European Framework of Reference for Languages (CEFR), such as IELTS.

Although its importance is already known, fluency is believed to have been ignored in English as a foreign language (EFL) classrooms (Rossiter et al., 2010). Fluency is believed to improve with more interaction outside the classroom (Derwing et al., 2007). However, having interactions with others in a second language is not always possible, especially in contexts where not many people have a proficiency level high enough to communicate using it. In this case, the use teachers and students make of their language lessons becomes extremely important, since it is the most important instance for them to use the second language.

Two essential components that support students' learning are teachers and textbooks. Textbooks are seen as the most important guidance for teachers on how to introduce a topic, as a source of material, as guidance for content, and even for the right teaching approach (Bragger & Rice, 2000 in Diepenbroek & Derwing, 2013). In terms of promoting fluency, there are many activities and techniques that have been proven to help students improve their oral fluency, such as repeating tasks, learning fixed expressions, or giving the students time to prepare before speaking.

Even though it seems that teachers already have the necessary tools to promote speech fluency in their classrooms, recent studies (e.g., Rossiter et al, 2010; Diepenbroek & Derwing, 2013) have shown that EFL textbooks do not have the right activities to enhance fluency. In terms of teaching practices, research has also shown that teachers are not promoting this feature properly (Tavakoli & Hunter, 2017).

Based on the studies mentioned above, this research focuses on the role of both teaching materials and teachers' practices. It focuses on students in two school years in Chile, collecting data from the oral activities in the textbooks they use, and with the help of an online questionnaire sent to Chilean EFL teachers. In addition, the textbooks' activities are contrasted with the criteria for speech fluency provided by the CEFR, based on the learning objectives provided by the curriculum for each school year. The aim is to investigate to what

extent teachers and textbooks promote fluency in the Chilean classrooms, and if the reality of the Chilean education context is the same as previous work has shown to date.

The following chapter provides the theoretical framework for the study, which is based primarily on how the concept of fluency is understood and used in second language teaching and learning, focusing in particular on the definitions provided by Fillmore (1979), and the categorizations given by Lennon (1990) and Segalowitz (2010). Also, the role of fluency and its importance in the EFL classroom, particularly in the Chilean context are presented along with the four Research Questions the study aims to answer. The third chapter explains the processes of data collection. This chapter presents the rationale behind the research approach used, as well as the organisation of the textbooks' analyses and the questions from the questionnaire. The fourth chapter analyses the collected data, and the fifth chapter discusses the findings in terms of what the literature has presented so far in this area and looking for possible implications for language teaching. Lastly, in the concluding chapter, the research is summarised, recommendations are made, and limitations of the study are presented.

2. LITERATURE REVIEW

2.1 Introduction

The concept of fluency is usually associated with proficiency, or mastery, of a language, and therefore it is one of the main goals of language learners (Kormos & Denes, 2004). English and other languages, such as French and Finnish, present definitions of fluency that relate to the idea that "language is motion" (Koponen & Riggenbach, 2000 p.7), a notion that can be found in most of the research on fluency presented in this chapter.

It also appears to be how people in general understand fluency. However, many interpretations of the concept can be made. Fluency could mean the ability to express oneself in a second language (L2) as well as in the first language (L1); it could also mean someone who speaks with either no or an unnoticeable accent, or someone who can provide accurate interpretation of the language produced (Segalowitz, 2010). This shows that the concept of "fluency" is poorly defined and that its most common definition cannot be used in every context. This is an issue that can affect how language teachers address it in their classrooms in order to provide their students with the optimal tools and opportunities to work on their oral fluency.

This chapter presents an overview of the key research which has shaped the way fluency is seen and understood in the field of second language acquisition (SLA). This theoretical review focuses in particular on Lennon's (1990) definition and Segalowitz's (2010) cognitive approach to fluency. The role of fluency in language teaching is also discussed by addressing important findings made in terms of how to it may be promoted in the language classroom, and the importance of fluency in language assessment, both globally and in Chile, the context on which this research focuses.

The Chilean educational context is briefly explained in order to provide the reader a better insight into the setting of this research. Finally, the Research Questions for the study are presented.

2.2 Defining Fluency

From the Latin *fluens*, the term fluency has been used in the English language since the nineteenth century (Koponen & Riggenbach, 2000). Samuel Johnson's Dictionary of the English Language (1755) defined it at the time as "the quality of flowing" and "smoothness". These descriptions can be associated nowadays to how fluency is commonly defined in language teaching and learning, where the impression of a fluent speaker is associated with concepts like "flow", or "smoothness of speech".

One of the early attempts to define the concept of fluency is provided by Fillmore (1979) who defines it as "the ability to talk at length, with few pauses, the ability to fill time with talk" (Fillmore, 1979 p. 93). In other words, he defines a fluent speaker as someone who can talk smoothly and does not need to stop repeatedly to think of *what* to say or *how* to say it. Fillmore (1979) provides three other characteristics of fluency, which portray a fluent speaker as: someone who can also talk coherently; someone who can talk according to context, who knows what to say and when to say it; and finally, someone who is resourceful in their speech, for example by being able to make jokes or use metaphors. Even though Fillmore's definition originally focused on fluency in native speakers, it has been widely used as a starting point for much SLA research focusing on fluency in learners of a second language (L2) (Hedge, 1993; Lennon, 1990; de Jong et al., 2009, among others).

Lennon (1990), on the other hand, distinguishes fluency in what he denominates as a "broad sense" and a "narrow sense". In the broad sense, he defines fluency as closely related to the concept of oral proficiency. In Lennon's words, fluency represents "the highest point on a scale that measures spoken command of a foreign language" (Lennon, 1990 p. 389). This is the approach commonly used to rank speakers as "fair" or "good", in scales where "fluent" becomes the highest point. In this sense, the generalisation is to assimilate the concepts of "fluency" with "proficiency" (Guillot, 1999).

The narrow sense of the term, on the other hand, refers to an isolated aspect of oral fluency and it relates more to the language specialist, rather than the learner. In this sense, fluency is used in most L2 research to complement other aspects of proficiency (Towell, 2012), and it is commonly found when assessing oral performance. Fluency in the narrow sense is mostly used by non-native speakers, since it is assumed that native speakers use their language fluently by default (Riggenbach, 1991).

Lennon also separates these two concepts stating that the broad sense belongs to a "higher order fluency" and the narrow sense belongs to a "lower order fluency", which can be

measured objectively by speech rate, number of filled and unfilled pauses, hesitation and repetition (Lennon, 2000).

In addition, Lennon (1990) establishes a key difference between fluency and other components of oral production when he affirms that fluency is purely a "performance phenomenon". Unlike other factors, such as lexical range, appropriateness, or syntactic complexity, fluency would show the speaker's capacity to present the listener with the intended message or "finished product", instead of focusing on the process of its production. Speech fluency can be studied from the speaker's perspective by looking at the psycholinguistic aspect of speech, or from the listener's perspective by focusing on the perception he or she has of how smoothly and naturally the message is delivered (Ejzenberg, 2000).

2.3 Segalowitz's cognitive approach

Segalowitz's work (2010) on L2 fluency investigates "the relationship between the operation of underlying cognitive processes producing the utterance and certain characteristics of that utterance" (p.47). In an L2, Segalowitz (2010) identifies fluency as a visible characteristic of real time speech behaviour. This behaviour reflects the work of the neurological and muscular mechanism that the speaker has established over time through the process of social communication. Consequently, fluency reflects the speaker's development and current stage and it is only by studying fluency through a cognitive approach and all its components that it is possible to obtain a true perspective of the important elements that together determine fluency.

Segalowitz distinguishes and separates Lennon's narrow fluency into three types: cognitive fluency; utterance fluency; and perceived fluency.

2.3.1 Cognitive Fluency

Cognitive fluency refers to the speaker's capacity to combine all the cognitive processes that lead to the production of utterances. To produce utterances, the speaker must draw on different cognitive processes, which, according to Kormos (2006), is "one of the most complex automatic human activities" (p. 38). Segalowitz (2010) describes this sense of fluency as "the fluency the speaker possesses" (p. 48).

In order to describe the process of speech production, research on L2 fluency has been supported by one particular model: De Bot's (1992) bilingual adaptation of Levelt's (1989) "blueprint" of monolingual speakers. Levelt's model of speech production is frequently cited by researchers in the field and it can be explained as having three main stages. Firstly, the speaker produces something to say based on their knowledge and the interlocutor's, which

Levelt calls "microplanning". Once the speaker conceptualises the speech, the message is encoded, and lastly it is articulated. This process should be conducted rapidly and efficiently, so that the utterance is produced as intended and the flow of the interaction is maintained.

When differentiating between monolingual and bilingual learners, De Bot (1992) notes that, for the latter, at some points of the speech process the L2 speaker is disfluent due to the non-native speaker's "slower processing during formulation and articulation". In addition, because the L2 speaker is still improving their lexical and grammatical knowledge in the target language, they are expected to be slower than native speakers (De Jong et al., 2013).

2.3.2 Utterance Fluency

Utterance fluency relates to "the ease and smoothness of L2 speech, such as the speech rate, number of hesitations, and number and length of pauses" (Baker-Smemoe et al., 2014 p.708). Segalowitz defines utterance fluency as "the fluency characteristics that a speech sample can possess" (Segalowitz, 2010 p.48), and points out that these characteristics vary depending on the speaker's cognitive fluency.

An advantage of these features is that they can be measured, and can therefore generate more reliable results. However, establishing a standard set of measurements of fluency can be as complex as defining the term itself. Most studies on the topic, although not representative, conclude that the best predictors of fluency are: speech rate; mean length of runs; phonation-time ratio; and pace (Kormos & Denes, 2004).

For utterance fluency, Tavakoli and Skehan (2005) make the distinction between three features: speed fluency, the speed at which the speech is delivered; breakdown fluency, the interruptions to the ongoing speech; and repair fluency, the number of corrections, false starts, and repetitions made. Features of utterance fluency are determined by measuring specific acoustic features of speech (Derwing et al., 2009; Lennon, 2000). Kormos (2006) provides a more complete overview of the most common measurements of fluency, this is seen in Appendix 1.

2.3.3 Perceived fluency

Lastly, perceived fluency is a combination of cognitive, utterance fluency and the listener's perception of the utterance. Put simply, perceived fluency is the judgment the listener makes about the speaker based on the impression made by their utterance. In this scenario, the speaker's performance is a result of his/her cognitive fluency, and perceived fluency is "the inference that listeners make about the connection between utterance and cognitive fluency" (Segalowitz, 2010 p. 49). As Lennon (1990) points out, "fluency reflects the speaker's ability

to focus the listener's attention on his/her message by presenting a finished product, rather than inviting the listener to focus on the working of the production mechanisms" (pp. 391-392).

In terms of perceptions, many studies have considered listeners' perceptions of fluency (Lennon, 1990; Towell et al., 1996; de Jong et al., 2009). Surprisingly, it appears that most listeners who participate in these studies agree on their rating results. However, the majority of the participants are not experts in language teaching. There appears to be a lack of research which focuses on teachers' perceptions and understanding of fluency, and how they understand fluency to affect their teaching practices. Some studies using teachers as raters of fluency are Kormos and Denes (2004) and Dore (2015).

2.4 Fluency in language teaching and learning

In the field of second language acquisition (SLA) research, fluency is a key term in language learning and oral skills, along with accuracy and complexity. Introduced by Skehan in the mid-nineties (1996), the three-dimensional model of complexity, accuracy, and fluency (CAF) defines the terms individually. Complexity is understood as the capacity to use a variety of structures and vocabulary in the target language; accuracy is defined as being able to produce the second language (L2) without errors; and fluency is seen as "the ability to produce the L2 with native-like rapidity, pausing, hesitation, or reformulation" (Housen et al., 2012 p. 2). This CAF model has become a complement to more traditional proficiency standards, such as the four-skills model (Housen et al., 2012)

Although it has been stated so far in this chapter that the concept of fluency is multi-faceted and that it has a wide range of meanings, one common conception is that it is "the most silent marker(s) of proficiency in a second language" (Rossiter et al., 2010 p. 584). Studies mentioned above conclude that oral fluency is closely associated with features such as length, quantity of pauses, and fillers. In L2 teaching, oral fluency can be promoted by using linguistic features, such as formulaic sequences, and other pedagogical interventions, e.g., providing students with planning time before performing tasks.
Even though research, so far, has provided L2 teachers with a range of features shown to promote oral fluency, Gatbonton and Segalowitz (2005) state that "although one component of fluency is automatic, smooth and rapid language use, there are no provisions in current communicative language teaching methodologies to promote language use to a high level of mastery through repetitive practice" (p. 327).
Additionally, previous studies on L2 fluency teaching have also highlighted the impact L2 exposure outside the classroom can have on learners' improvement (Lennon, 1990) and the

benefits of interactions with native speakers (Ejzenberg, 2000). On this note, it has been suggested that when such interaction is not possible, oral fluency should be taught explicitly during lessons (Derwing et al., 2008). This idea is supported by de Jong and Perfetti (2011), who emphasise the idea that oral fluency only improves with continued practice. Improvements in oral performance can be accomplished through techniques that theoretically affect the processes of fluency (de Jong & Perfetti, 2011). During recent decades, an increasing number of studies have analysed techniques and activities that can help students improve their L2 oral fluency, exemplified by the following strategies:

a) Pre-task planning time:

Research on planning time has been performed for decades, exploring its benefit not only in improving fluency, but in improving L2 performance in general (Ellis,1987). Menhert (1998), studied the effect of different lengths of planning time (one, five, and ten minutes), and concluded that fluency improves with more time to prepare. Scholars such as Foster and Skehan (1996) and Mochizuki and Ortega (2008) agree on the benefits of giving students time to prepare and of teaching them how to use planning time effectively.

b) Task repetition

As with pre-task planning time, task repetition has also been shown to improve student's fluency and communication skills in the L2. According to Tannen (1989), repetition allows the speaker to efficiently produce speech, and allows the "production of more language, more fluently" (p.48). Nation (1989) performed a study using a technique denominated as 4/3/2. This technique consists on students performing the same task three times with three different partners under different time limitations (four minutes the first time, three the second, and two the third time). Nation demonstrated that students not only became more fluent over time, but they also gained more confidence in their performance. This study has been replicated over the past decades supporting Nation's 1989 findings. (Arevart & Nation, 1991; de Jong & Perfetti, 2011)

c) Use of formulaic sequences:

Formulaic sequences are sets of words that are, or seem to be, prefabricated and are stored in the speaker's memory for use together (Wray, 2000). Examples of formulaic sequences are phrasal verbs, idioms, or "chunks" of words commonly used together. It has been shown that formulaic sequences can even be used by students with a low proficiency level (Bolander, 1989) and that they are commonly used by a speaker to save effort when speaking (Yorio,

1980). More recent studies, such as Wray (2000) and Wood (2006, 2010), have also demonstrated positive results in L2 learners.

d) Strategy training and Awareness-raising activities:

Teaching students the right techniques to make the most of their time can help students make their learning process more independent. Crabbe (1993) suggests that materials used in L2 lessons could be strategy-training or awareness-raising activities. The former consists of teaching the student appropriate techniques to learn, whereas the latter implies making them notice the learning strategies used (Ellis & Shintani, 2014). In terms of awareness-raising, presenting examples to the students (indirect awareness-raising) is usually used to promote fluency (Kasper, 2006; Barraja-Rohan, 2011 cited in Tavakoli et al., 2016). In this context, Schmidt (2001) presented his "noticing hypothesis", which establishes that noticing features of L2 input is essential to the learning process. In addition, he states that the role of attention is not only important in cognitive aspects of L2 development (Ellis, 1994), but it is also one of the key features in developing L2 fluency (Schmidt, 2001 p.8). Therefore, teachers can focus learners' attention on features that influence the perceptions of fluency, such as fillers and pauses. Once students have been made aware of these features and they have acquired the right learning strategies, they require opportunities to practice in context (Rossiter et al., 2010).

Task type is not the only factor that can reinforce students' oral fluency. Ejzenberg (1992) states that the teaching-learning context is also important for the learner's progress. He studied Brazilian EFL learners to investigate the role of context in the production of fluency. The students were given different tasks with different levels of interaction (i.e., monologue, dialogue), and task structures (i.e., controlled, step-by-step instructions). The results show that learners are perceived to be more fluent when they engage in interaction with an interlocutor, especially when the interlocutor provides hints to help the learner follow the conversation (Ejzenberg, 2000).

More recently, some studies have focused on the role of class textbooks in implementing these task types (Rossetier et al., 2010; Diepenbroek & Derwing, 2013). Textbooks are seen as the most important guidance for teachers in terms of how to introduce a topic, as a source of material, as guidance for content, and even for the right teaching approach (Bragger & Rice, 2000 in Diepenbroek & Derwing, 2013). Especially for novice teachers, textbooks can serve as a guide and a complement to the curriculum and are an invaluable resource in terms of materials and teaching ideas (Masuhara, 2011) However, both Rossiter et al. (2010) and Diepenbroek and Derwing (2013) conclude that many EFL textbooks do not provide enough support in terms of fluency. Rossiter et al.'s (2010) analysis of 14 common EFL textbooks used in Canada concludes that the majority of the speaking activities correspond to what they call "communicative free-production activities", i.e., speaking activities without a specific focus.

Diepenbroek and Derwing's research (2013) also makes this issue visible. They studied pragmatic and fluency content in 48 EFL textbooks from different language levels, also in Canada. Their results show that most textbooks have less than ten activities that would truly promote fluency, and some of them had only one or even none (Diepenbroek & Derwing, 2013 p. 13). However, the two studies focused on very popular EFL textbooks, both in the Canadian context, therefore, more research is needed in order to investigate this in other settings. One of the aims of this research is to investigate this matter in a local context.

2.4.1 Evaluating fluency

In language assessment, fluency has been measurable criteria since the 1950s (Koponen & Riggenbach, 2000). In test descriptors, fluency is commonly associated with the idea of "smoothness" of speech, and as part of a series of proficiency levels that categorises learners. Snow and Dolbear in 1988, assertively note that although language fluency should be assessed based on different criteria, language testing is evolving into "providing single global ratings of proficiency based on a composite impression in which accuracy, accent and communicative efficiency are subsumed" (Lennon, 1990 p. 398). Nowadays, when evaluating oral performance, most exams focus on fluency in a narrow sense, as Lennon (1990) presented. Some of the most common standardised tests used to measure English proficiency are the Cambridge English Language Assessment exams, such as Cambridge English: Preliminary (PET); Cambridge English: First (FCE); Cambridge English: Advanced (CAE) and Cambridge English: Proficiency (CPE); and the International English Language Testing System (IELTS), used to measure English proficiency for non-native speakers for academic purposes in English speaking countries, as well for immigration purposes.

These exams base their marks on the Common European Framework of Reference for Languages (CEFR), which provides the common background for European countries for the preparation of documents such as syllabi, curricula, textbooks, and exams. The CEFR provides European institutions with a framework to "define levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis" (Council of Europe, 2001 p.1), with the objective of creating a more equal system for learning and teaching modern languages. Even though the CEFR document acknowledges the fact that communication depends on human factors that differ from person to person, and that teachers and students should work on reintegrating "the many parts into a healthily developing whole", the framework presents written criteria often used in standardized tests, and which therefore cannot be accommodated individually. In order to achieve its intended purposes, the Common European Framework states the document must be "comprehensive". That is, it should try to cover as much language knowledge and skills as possible, acknowledging that trying to cover

all scenarios of language use will not be possible; it should also be "transparent" providing clear information understandable to everyone; and finally, it should be "coherent", providing descriptions free of contradictions, balancing the objectives, contents, and teaching testing methods according to the different educational contexts.

Although CEFR was created as a "common ground" for European nations, it is widely used across other continents and its proficiency levels have been adapted to be used in other contexts. In the case of the Chilean educational context, CEFR levels are commonly used as evidence of proficiency levels, not only by universities and language institutions, but also in its national curriculum for the subject of English as a foreign language and regulation for teacher training qualifications.

2.5 The Chilean Context

The Chilean educational system divides schools into three main types: state schools; semi-private schools; and private schools. State schools are administrated by the Ministry of Education, semi-private schools are owned by a person or association, but they receive public funding aid, such as subsidies for school fees and for materials, such as textbooks; and private schools, which are independent in terms of funding.

School grades can be divided into primary ("enseñanza basica") and secondary level ("enseñanza media"). Regardless of the type of school students attend, the twelve school years are mandatory for all Chileans and all schools must follow the same curriculum established by the Ministry of Education, and they must administer the same standardised tests.

The subject of English as a foreign language is mandatory from the fifth grade and each year student's work is based on a set of learning objectives established in the curriculum. The concept of fluency can be found in the Chilean curriculum for English language from the early stages of the teaching process. For example, in the programme for fifth grade students, it is stated that teachers should evaluate fluency according to the level of their students, and encourage them to read out loud so they can "get used to recognising their difficulties and acknowledge their progress as they acquire more fluency" (Study programme for fifth grade, Ministry of Education, 2012 p. 37)

2.6 Conclusion

This chapter has provided an overview of the most important aspects of studying fluency. Fillmore (1979), Lennon (1990), and Segalowitz (2010) provide different approaches and definitions to a concept that has proved difficult to describe. In general terms, Lennon provides a distinction between the fluency that is commonly used as "proficiency" (fluency in the broad sense), and the type of fluency more focused on in language teaching, and more specifically in language assessment (fluency in the narrow sense).

Segalowitz (2010), on the other hand, divides the concept in terms of cognitive "stages", from the thinking processes the speaker goes through in order to produce the utterance (cognitive fluency), to the characteristics of the speech (utterance fluency), and the listener's final evaluation of the result of these stages of speech (perceived fluency).

In terms of language teaching and learning, fluency is considered to be one of the key aspects for language proficiency and, as such, is included as a descriptor in one of the most commonly used frameworks for second language assessment, the CEFR. In order to achieve oral fluency, researchers believe that interaction outside the classroom is crucial, especially if this interaction is with a native speaker of the target language (Lennon, 1990). However, when this is not possible, the emphasis teachers give to fluency in their English lessons becomes extremely important. This chapter has presented several types of activities and techniques that have been categorised by previous research as beneficial for learners' fluency. Few studies have been made regarding how these activities are incorporated in the language classroom. This chapter presented two studies which show how few activities are incorporated into EFL textbooks.

Although there are many studies that have focused on how people perceive fluency and how it can be promoted properly in the EFL classroom, little research has been made about fluency from the language teachers' perspective, investigating what they understand by the concept and how they promote it in their lessons, whether it is by using textbooks or their own classroom practices.

This research aims to look into this issue by focusing on the Chilean context to investigate teachers and the textbooks used in teaching English language to 8th grade primary level and 4th grade secondary level students in Chilean schools. The Research Questions the study aims to answer are as follows:

Research Questions:

1. To what extent are fluency-focused activities incorporated in the Chilean textbook for 8th grade primary school and 4th grade secondary school students?

2. Are there any differences between results from the two textbooks?

3. To what extent do the oral activities from the textbooks for 8th grade primary school and 4th grade secondary school students correspond to the A2 and B1 level from the CEFR respectively, in terms of oral fluency?

4. To what extent do Chilean teachers in primary and secondary schools use fluency-focused activities in the EFL classroom?

3. METHODOLOGY

3.1 Introduction

The following chapter illustrates the procedures undertaken in order to address the four Research Questions presented at the end of Chapter 2. This research took a mixed method approach by gathering qualitative and quantitative data. Quantitative data were collected by analysing the oral activities from the English textbooks used in 8th grade and 4th grade classrooms. In addition, qualitative and quantitative data were collected through an online questionnaire sent to 60 EFL teachers working with these same textbooks.

The design approach is discussed in this chapter and the two instruments of data collection are explained in detail. Furthermore, a brief description of the participants who collaborated in this study is also presented, including the ethical procedures conducted. Finally, the process of data analysis is discussed, illustrating how the data were organised for analysis and presentation in the following chapter.

3.2 Design Approach

The decision to use a mixed approach design is based on previous studies that have inspired this study, and on the literature on research methods in Applied Linguistics. Dörnyei (2007) presents advantages and disadvantages of using qualitative and quantitative data. Quantitative research is considered to be more objective, since it involves numbers and statistics, however, its objectivity could be questioned when working with people's opinions and individual experiences. In other words, quantitative methods may not be representative of subjective aspects, since they work with averages of the samples. For this reason, quantitative research requires detailed definitions of the variables used and the characteristics of the values of each variable. Qualitative research, on the other hand, is generally used in a more exploratory manner; it seeks to investigate, in depth, multiple interpretations of the same situation. Unlike quantitative research, qualitative research is usually conducted with smaller samples, and this is one of the reasons it is not considered to be generalisable. Duff (2006) states that this personal insight generated with qualitative research can be beneficial, this specific insight might not relate to others, causing "potential over-reading of individual stories" (Yates, 2003, p. 224).

One important strength of mixed method research used in this study, is that researchers can use the best of qualitative and quantitative approaches by combining them to provide more valid results through the process of corroboration. This allows analysis at a multi-level scale and also allows the researcher to verify findings by looking at them from different perspectives.

Here, an online questionnaire sent to EFL Chilean teachers collected both qualitative and quantitative data. The questionnaire contained different items that addressed the same topic, generating both types of data, which were used to contrast the participants' answers in terms of what they believe to be fluency-focused activities. In addition, both methods were used to complement the participants' answers. Quantitative data provided information about the extent to which teachers think they use fluency-focused activities, while open-ended questions gave them the freedom to provide more detailed answers, especially concerning questions about their professional experiences (i.e., when asking for examples of fluency-focused activities they use in their classrooms). A more detailed description of the questionnaire used in this research is seen in section 3.3.2 below.

3.3 The instruments of data collection

The data for this study were collected from two different sources which can be considered as the key elements of any lesson, teachers and textbooks. As Table 1 shows, an analysis of the textbooks "E teens 8" and "Tune Up" was made using the activities and features that led to the framework explained in section 3.3.1 below. In addition, a questionnaire was completed by the participants which aimed to gather information about their understanding of the concept of fluency, their attitudes towards its importance in their classroom, and their role as promoters of oral fluency in their students.

Table 1: Description of research instruments

Research instrument	Type of data	Data analysis
Analysis of two textbooks	Fluency-focused activities	Framework based on Rossiter et al. (2010)
Online questionnaire	Quantitative data	Likert scale questions
	Qualitative data	Open-ended questions

3.3.1 Analyses of textbooks

The decision to analyse textbooks for 8th and 4th grade students is based on the study made by Rossiter et al. (2010). As mentioned in section 2.4, this study involved EFL textbooks commonly used in second language learning in Canada which were analysed in terms of fluency-focused activities. This analysis was made using a framework that included: consciousness-raising tasks; rehearsal or repetition tasks; tasks using formulaic sentences; and the use of discourse markers. Any general speaking activity, without a specific focus on fluency, was categorised as a "communicative free-production" activity.

More recently, Tavakoli and Hunter (2017) presented a more updated framework in their study that investigates language teachers' understanding of fluency and their practices in their classrooms in the UK. In order to analyse their data, Tavakoli and Hunter (2017) used a modified version of Rossiter et al.'s (2010) framework, merging the categories of formulaic sentences, discourse markers, and lexical fillers, and including other categories, such as pre-planning time and fluency strategy planning. Table 2 presents a comparison between the frameworks used in these studies.

Table 2: Comparison of Rossiter et al. (2010) and Tavakoli and Hunter's (2017) frameworks for fluency-focused activities.

Rossiter et al. (2010)	Tavakoli and Hunter (2017)
1. Consciousness-raising tasks 2. Rehearsal or repetition tasks 3. The use of formulaic sequences 4. The use of discourse markers 5. Communicative free-production activities	1. Consciousness-raising activities 2. Planning, rehearsal, and repetition 3. Use of formulaic sentences, discourse markers, and lexical fillers 4. Fluency strategy training 5. Communicative free-production tasks 6. General L2 proficiency

For this research, the analysis was made using a combination of both frameworks, with the aim of collecting more detailed information about the activities presented in the textbooks, using Rossiter et al.'s (2010) framework and the improvements made by Tavakoli and Hunter (2017), Therefore, the analysis of the textbooks, "E-teens 8" and "Tune Up", was made using the following criteria:

Table 3: Framework used for analysing EFL Chilean textbooks.

Framework for fluency-focused activities
1. Consciousness-raising activities 2. Pre-task planning time 3. Task repetition 4. Use of formulaic sequences, discourse markers, and lexical fillers 5. Communicative free-production tasks

The analysis of both textbooks was made by the researcher, however, to ensure the reliability of the results, 13.4% of the 811 items analysed were rated a second time by a more experienced researcher, obtaining 96.3% of reliability. Any disagreement was discussed between the researchers.

3.3.2 Questionnaire design

Questionnaires are the main method of data collection for surveys, and their main objective is to describe the population by studying only a sample of it (Dörnyei, 2007). In the field of Applied Linguistics, questionnaires are popular because they are fairly easy to create, they are multipurpose, and they allow the researcher to collect a large amount of data in a short period of time. Questionnaires are often used to collect data that Is not easily observable, such as attitudes, motivations, and self-concepts, and they are also helpful when collecting data that exposes the processes involved in using language (Seliger & Shohamy, 1989).

The questionnaire used for this research follows Dörnyei's (2007, 2012) recommendations and steps to create this type of instrument. Dörnyei (2012) suggests: the inclusion of similar questions in order to try to obtain the same information (with the exception of background information); the avoidance of negative constructions and double-barrelled questions; and to make the questionnaire as simple as possible for the participants to answer. For this research, the questionnaire was divided into four main parts, two of which were taken from Tavakoli and Hunter's (2017) instrument. One section consisted of two open ended questions that aimed to explore participants' understanding of the terms fluency or fluent speaker. The second section aimed to investigate the perception teachers have of their own practices in the classroom, specifically in terms of their knowledge and skills for helping students to improve their speech fluency. A third set of questions related to the participant's perception of the textbook that corresponds to the grade they currently teach, specifically, whether they think the activities in the textbook promote speech fluency; questions in this section were presented in the form of

Likert scales, therefore collecting quantitative data. A fourth section of the questionnaire consisted of six examples of oral activities (activities A to F). Some of these were fluency focused activities, while others were general free-production tasks. The objective of these questions was to ensure that teachers are able to distinguish between general speaking activities and tasks that are designed to promote student's oral fluency, complementing other questions about this topic. These examples were based on topics presented in the textbooks, but used techniques from previous research presented in Rossiter et al. (2010). An optional open-ended question was also included where participants could write any other type of information regarding the topic. Finally, a set of five optional questions asked the participants some details about their professional background, such as

the grades they teach, their academic qualifications, and the main language used in their lessons. In total, the questionnaire had twenty questions.

A copy of the questionnaire, as it was presented to the participants in Spanish, can be found in Appendix 2, and an English translation, made by the researcher, can be found in Appendix 3.

Table 4 shows the organisation of the questions and the type of data expected from the answers.

Table 4: Organisation of questions 1 to 15 from questionnaire

Question number	Type of question	Expected answers	Data	Purpose for this study
Questions 1 and 4	Open-ended questions	What teachers understand by fluency/fluent speaker	Qualitative data	Answer RQ. 3
Questions 2 and 3	Likert Scale	Teachers' perceptions regarding RQ1	Quantitative data	Support analysis for RQ. 1
Question 5	Open-ended question	Teachers' opinions about whether or not, they use fluency-focused activities in their lessons. What teachers understand by fluency-focused activities	Qualitative data	Answer RQ. 3
Questions 6 to 11	Likert scale	Whether, or not, teachers can discriminate fluency-focused activities and their features/types	Quantitative data	Answer RQ. 3
Questions 12 to 14	Likert scale	Teachers' perceptions of the knowledge and skills they have to promote their students' fluency	Quantitative data	Answer RQ. 3
Question 15 (optional)	Open-ended question	Teacher's opinions regarding fluency in the EFL Chilean classrooms	Qualitative data	-Support participant's answers. -Provide extra information

Once the questionnaire was complete, it was uploaded to the website www.surveyplanet.com. This website was chosen because it allows the researcher to present the questions individually, therefore participants are not able to see the next questions or return to a previous one to change their answers. This was important because some questions could have been used to influence the participant's answers, therefore, if they are presented one question at a time, it is likely that their answers are more objective. The questionnaire was first uploaded in English and piloted with five EFL teachers, Chileans and foreigners. The pilot questionnaire included an extra question where the teachers could leave their suggestions and feedback, some of the comments were left online, others were made in person. After piloting, minor changes were made in terms of the presentation of the questions, other recommendations were related to the vocabulary used in the questions, and this was solved when translating them into the participants' mother tongue, Spanish. In addition, questions in the final questionnaire had a different order, so that the participants would not find similar questions together.

Finally, a second version of the questionnaire was uploaded to the same website. This final version was in Spanish, the participants' first language, and included a brief description and instructions. In addition, the method of consent for the participants was stated explicitly in the introduction, saying that "by completing and submitting this online questionnaire I understand that I am giving consent for my answers to be used for the purposes of this research project". The questionnaire was made available to participants in the month of May 2017, and was available for completion online for twenty days.

3.4 The participants

The participants in this study were 60 Chilean EFL teachers. In Chile, over 90% of schools are either state or semi-private, and both use the textbooks provided by the Ministry of Education. Therefore, the chosen participants are EFL teachers working in these schools only as they are also familiar with the textbooks. Most participants stated they are English teachers, only two stated different professions: one holds a Bachelor's degree in English Language, while the second is a primary school teacher specialising in English teaching. However, all participants were working as English teachers. Of the 60 participants, 35 (38.3%) work with 8th grade students, and 12 (20%) work with 4th grade students at secondary level. Thirteen teachers (21.6%) state they work with both levels, and 12 (20%) state that they are currently working with other levels. When asked about the predominant language used in class, 59 participants answered, 33 of them (55.9%) stated English as the predominant language. In terms of teaching experience, most participants are in their first five years of teaching, as Figure 1 shows.
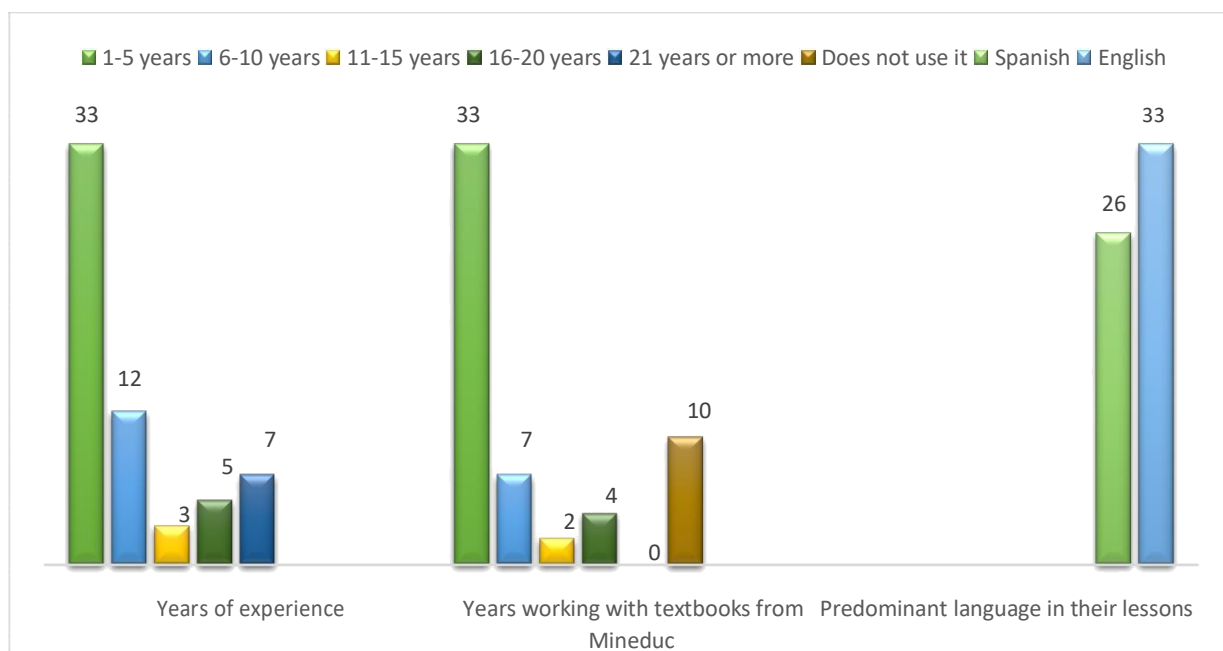
Figure 1: Professional background information of participants.

In the first instance, the participants were chosen from among the researcher's colleagues; former classmates and students from her English language teaching programme in Chile. Former students of this programme from other generations were also contacted using the database provided by the researcher's university. In addition, teachers from other regions of the country were contacted via email and social media. As the researcher is currently living abroad while studying the Masters programme, all contact with the participants was made online.

3.5 Ethical Considerations

As this research involved participants, ethics clearance was required and obtained from the Department's ethics committee. Ethics forms, information sheets, and all documents required were sent to the committee at the beginning of April 2017. The participants gave consent to use the information from the questionnaire by completing and submitting it, as was explained explicitly in the instructions. An information sheet was also sent to all participants, this explained the purposes of the research and the questionnaire, along with the researcher and supervisor's contact information. Participants were assured that their participation would be anonymous and they could withdraw at any time. Both the information sheet and the questionnaire were sent to the participants in Spanish, but they are also presented in this research in English. A copy of the information sheet in Spanish and in English can be found in Appendix 4 and Appendix 5 respectively.

3.6 Data Analysis

Once all the data were collected, both from the questionnaires and the textbook analysis, the quantitative data were transferred to Excel and SPSS, where they were analysed to answer the Research Questions.

To analyse the qualitative data from the questionnaire, Tavakoli and Hunter's (2017) research was used as a reference, since most qualitative questions were originally from their study. It is important to remember that the qualitative analysis was made by the researcher and, therefore, it required her interpretation of the answers. In order to make the results more objective, qualitative data were compared with the qualitative data in order to validate the analysis.

In the following chapter, the Research Questions presented at the end of Chapter 2 are answered using the following data:

Table 5: Breakdown of data used to answer Research Questions

Research Question	Source of Data
Research Questions 1 and 2	Analysis of "E-teens" and "Tune Up" using framework from Table 3.
Research Question 3	Analysis of CEFR document (Council of Europe, 2001)
Research Question 4	Online questionnaire, as explained in Table 4

4. ANALYSIS

4.1 Introduction

This chapter presents the analysis of the data collected in order to answer the Research Questions. Quantitative data were analysed using SPSS software and qualitative data were analysed by the researcher with the support of second raters. The Research Questions presented at the end of chapter 2 are addressed individually using the data explained in Table 5 in the previous chapter.

4.2 Research Question 1: To what extent are fluency-focused activities incorporated in the Chilean textbook for 8th grade primary school and 4th grade secondary school students?

To answer Research Questions 1 and 2 an analysis of "E-teens 8" and "Tune Up" was made using the framework presented in section 3.3.1. Tables 6 and 7 below show the results of the analyses of both textbooks separated into the units which make up each book. The complete analysis of "E-teens 8" can be found in Appendix 6 and the analysis of "Tune Up" in Appendix 7.

Table 6: Analysis of "E-teens 8"

Unit number Type of activity	1 (%)	2 (%)	3 (%)	4 (%)	Extra practice section (%)	Total % in the textbook
Awareness-raising	0	0	0	0	0	0
Pre-task Planning time	0	3.5	0	0	0	0.7
Task repetition	0	0	3.1	0	0	0.7
Formulaic sequences	0	0	0	3.3	18.1	2.29
Communicative free-production	100	96.4	96.8	96.6	81.8	95.4
Total number of oral activities	30	28	32	30	11	131

Table 6 shows the analysis of all oral activities in the "E-teens 8" textbook. Most of the 131 activities from the textbook correspond to the category of general free-production activities (95.4%), followed by activities using formulaic sequences (2.29%), and task repetition and

pre-task planning time (0.7% each). Finally, the analysis also shows there are no awareness-raising activities in any of the units in this textbook.

Table 7: Analysis of "Tune Up"

Unit number / Type of activity	1(%)	2 (%)	3 (%)	4 (%)	5 (%)	6 (%)	7 (%)	8 (%)	Total % in the textbook
Awareness-raising	0	0	0	0	0	0	0	0	0
Pre-task Planning time	0	0	0	0	0	0	0	0	0
Task repetition	5.2	4.3	0	3.7	0	0	0	0	2.5
Formulaic sequences	10.5	4.3	16.6	0	0	7.1	0	0	6.6
Communicative free-production	89.4	91.3	83.3	96.2	100	92.8	100	100	90.8
Total number of oral activities	19	23	18	9	8	14	16	13	120

Table 7 shows the results of the analysis made of the speaking activities for "Tune Up". A large majority of the 120 activities also belong to the "free-production" category (90.8%), followed by activities that focus on the use of formulaic sequences (6.6%), and lastly, activities promoting repetition (2.5%). Activities in the categories of awareness-raising and pre-task planning time were not found in this textbook.

4.3 Research Question 2: Are there any differences between results from the two textbooks?

As Tables 6 and 7 show, a striking majority of activities in both textbooks focus on promoting general speaking activities, with little or no attention paid to awareness raising or pre-task planning time. There is not a significant difference between the results for each textbook. "Communicative free-production activities" are the predominant task type, while awareness-raising is non-existent in both textbooks. There is a slight difference in the other two types of activities, i.e., Tune Up promotes the use of formulaic sequences and task repetition more than does "E-teens-8".

4.4 Research Question 3: To what extent do the oral activities from the textbooks for 8th grade primary school and 4th grade secondary school students correspond to the A2 and B1 level from the CEFR respectively, in terms of oral fluency?

In order to answer Research Question 2, the CEFR document was analysed, focusing in particular on oral fluency. As indicated in Table 8, the CEFR document considers proficiency across three levels: Basic, Independent, and Proficient user, and provides six proficiency sub-levels.

Table 8: Description of CEFR levels

Level A (Basic User)	Level A1: Breakthrough
	Level A2: Waystage
Level B (Independent User)	Level B1: Threshold
	Level B2: Vantage
Level C (Proficient User)	Level C1: Effective Operational Proficiency
	Level C2: Mastery

For language assessment, the CEFR provides descriptions for each level. These include the speaker's expected ability to communicate and their knowledge of grammar and vocabulary. Each level is expected to include the characteristics from the levels below. In other words, it is expected that speakers at one level also meet the criteria for the levels below. An overview of the description of each CEFR level can be found in Appendix 8 (Council of Europe, 2001, p. 24)

In the document, fluency is described as "the ability to articulate, to keep going, and to cope when one lands in a dead end" (p. 128). In a more detailed description, CEFR provides features of spoken language (Council of Europe, 2001 p. 129), including fluency, as shown in Table 9. This and other descriptors for the CEFR document provide a verbal scale for proficiency, however, the document itself states that the choice of words at different levels is subjective, which is one of the document's weaknesses. In addition, it takes into consideration the fact that different contexts may have different interpretations due to learners' needs. The CEFR, however, states that the scales and levels have been validated, although this "is an ongoing and, theoretically never-ending, process". (p. 22)

Table 9: Descriptors for spoken fluency according to CEFR (Council of Europe, 2001 p. 129)

User Level	Descriptor for fluency
C2	Can express him/herself at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation.
C1	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.
B2	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.
B1	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
A2	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.
A1	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.

As can be seen in Table 9, explicit descriptors of fluency/ fluent speaker are only found in the highest categories, while learners at A1 to B1 levels need to repair and reformulate frequently. This notion continues throughout the framework, where the concept of fluency/ fluent speaker is found in: level B2, learners "can interact with a degree of fluency and spontaneity" (p. 27); level C1, speakers can express themselves "fluently and spontaneously without much obvious searching for expressions" (p. 27); and level C2, speakers can express themselves "fluently and convey finer shades of meaning precisely" (p. 27). At the same time, level B2 is presented as a big step up from previous bands: the learner "finds he has arrived somewhere, things look different, he/she acquires a new perspective, can look around him/her in a new way" (p. 35). In its description, the CEFR presents two new foci starting at this level, one of which is directly related to oral fluency. In this new focus, the learner is expected to improve his/her social discourse, in other words, "to converse naturally, fluently and effectively" (p.35).

The CEFR presents fluency using "illustrative descriptors", which have been "mathematically scaled to these levels by analysing the way in which they have been interpreted in the assessment of large numbers of learners" (p. 25). For example, the self-assessment grid provided in the document presents a set of scenarios where the speaker is expected to be able to use the language successfully (i.e*., "I can take an active part in discussion in familiar contexts").* However, descriptors explicitly related to fluency are not concrete with the literature in terms of its evaluation. The scales presented in the CEFR document focus mostly on what the speaker is expected to produce, rather than on the cognitive process or the listener's perception, and the measurement scales do not provide clear adjectives to help evaluate the speaker. In Chapter 2 above, features of fluency that can be measured, such as, speed, breakdown, and repair fluency, were discussed. However, these features are rarely included in the assessment grids of the CEFR document. Breakdown and repair fluency can be found as production strategies (i.e., *"can backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech"* for level C1), and, to a limited extent, in the descriptors of early levels in Table 9 (i.e., "*can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident."* for level A2). Speed, on the other hand, is mostly associated with listening and reading skills (i.e., "*has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed").*

Focusing on Research Question 2, levels A2 and B1 are the two CEFR levels set as objectives for 8th and 4th grade students, according to Mineduc's curriculum. Even though most of the oral activities in "E-teens 8" and "Tune Up" are general speaking tasks, there is not enough information provided by the CEFR in terms of fluency from these two bands, and therefore, it is not possible to answer Research Question number two.

4.5 Research Question 4: To what extent do Chilean teachers in primary and secondary schools use fluency-focused activities in the EFL classroom?

In order to answer Research Question 3, the questionnaire data were divided into two sections. The questionnaire intended to investigate teachers' understanding of fluency and their related classroom practices. Both quantitative and qualitative data were gathered from the questionnaire. The qualitative data were analysed by the researcher, 15% of which were second rated by an EFL teacher, obtaining 100% agreement.

4.5.1 Teachers' understanding of fluency and fluent speaker

The first two open ended questions in the questionnaire focused on examining how teachers understand fluency, asking them to provide a short definition of fluency and key characteristics of a fluent speaker. Questions 1 and 4 resulted in a corpus of 748 and 965 words respectively, and the analysis of the data was based on Tavakoli and Hunter's (2017) study. In order to organize teachers' responses, all answers were examined to identify the most commonly used words and phrases in the participants' answers. These were then grouped into four main categories and eight subcategories. Tables 10 and 11 below show the categories and sub-categories for questions 1 and 4 respectively, and provide examples of answers given by teachers defining fluency and fluent speaker.

Table 10: Analysis of question one: *"A fluent English speaker is someone who…"*

Categories of definitions	Sub-categories	Percentage	Examples of answers
Fluency related (14%)	Pauses and hesitations	9.8%	- "can express with natural pauses" - "keeps a constant flow" - "can express himself/herself with few pauses that do not interrupt the message"
	Communication in any situation	4.2%	- "can keep a conversation in any situation" - "can express himself/herself in any situation with different people"
Speaking ability (35.2%)	General ability to communicate	30.9%	- "knows how to communicate" - "can express himself/herself clearly";
	Other aspects of oral performance	4.2%	-"can speak with natural rhythm" - "has good pronunciation and rhythm"
General L2 proficiency (21.1%)	Correct use of grammar/vocabulary	2.8%	-"good grammar and vocabulary" - "is proficient in the target language with few grammatical/phonetic errors"
	Other aspects of L2 proficiency	18.3%	-"manages all 4 skills " - "can read, speak and listen"
Other, unrelated definitions (29.5%)	Benefits of being fluent	12.6%	- "has more opportunities than others" - "has different opportunities to study and work"
	Speaker's personal and learning background	16.9%	- "was born/raised in an English-speaking country" - "has studied hard to become fluent"

The largest portion of data in Question 1 belongs to the general speaking category (35.2%) which groups answers that describe a fluent speaker by his or her ability to communicate orally in the L2.

It is important to note that several participants (29.5%) provided answers that are not related to fluency, but related to the consequences of becoming a fluent speaker (i.e., *"has more chances to triumph in the future"*). A third category corresponds to general L2 proficiency. A smaller number of participants (21.1%) state that a fluent speaker is someone who possess a wide range of vocabulary or has vast knowledge of the L2 grammar. Finally, the category with

the least answers is the one related to fluency features, mentioned earlier in Chapter 1. Only 14% of teachers' descriptions of a fluent speaker match the literature on the subject. The majority of the answers in this sub-category correspond to the common definition of fluency, describing a fluent speaker as someone who can "keep a constant flow" in a conversation.

Table 11: Analysis of question four: *What do you think are the most important characteristics of a fluent speaker of English?*

Categories of definitions	Sub-categories	Percentage	Examples of answers
Fluency related (7.2%)	Pauses and hesitations	5.4%	- "speaks the language with natural pauses" - "speaks the language with no hesitations"
	Communication in any situation	1.8%	- "masters different features of the language which allow him/her to express him/herself in different situations" - "knows the type of language to use depending on the context"
Speaking ability (21%)	General ability to communicate	10.3%	- "can express ideas clearly" - "can be understood easily"
	Other aspects of Oral performance	10.9%	- "good pronunciation" - "good intonation and rhythm"
General L2 proficiency (35.5%)	Correct use of grammar/vocabulary	20.6%	- "wide range of vocabulary and grammatical structures"
	Other aspects of L2 proficiency	14.5%	- "good listening skills" - "can use the four skills in any context"
Other, unrelated definitions (36.1%)	Characteristics of an L2 learner	26%	- "studious" - "hard working" - "looks for opportunities to practice" - "is not afraid of being corrected"
	Other characteristics	10.3%	- "values other cultures" - "good tone of voice" - "outgoing"

In total, Questions 1 and 4 generated 237 responses. The largest proportion of data in Question 4 belongs to the category of "other" (36.1%), many of the characteristics provided in this question focused on the ideal characteristics someone needs in order to become fluent (i.e., *constant practice, self-taught, confidence*). As in Question 1, the category with the least answers is the one related to fluency (7.2%). In this category, teachers' answers characterise a fluent speaker as someone who can speak in the L2 with natural pauses and can manage to use the target language according to the context.

To complement teachers' qualitative answers, they were also asked to rate a set of examples of oral activities based on the degree they thought each of them promoted fluency, using labels "not at all" (1) to "very much" (4). This may provide a better insight into what teachers think are, or are not, fluency-focused activities.

Table 12: Data from questions 6 to 11

	1 Not at all	2 To a limited extent	3 To some extent	4 very much
Question 6: Activity A: Use of formulaic sequences (Gambits role play from Wray, 2002 in Rossiter et al., 2010).	5.0%	35.0%	40.0%	20.0%
Question 7: Activity B: Example of 4/3/2 activity (Nation, 1989) and pre-task planning time, using topic from "E-teens 8"	11.7%	15.0%	36.7%	36.7%
Question 8: Activity C: Free production activity. Students discuss their travel experiences.	3.3%	16.7%	28.3%	51.7%
Question 9: Activity D: Use of formulaic sequences, "disappearing text".	16.7%	28.3%	35.0%	13.3%
Question 10: Activity E: Awareness-raising activity	8.3%	43.3%	35.0%	13.3%
Question 11: Activity F: Communicative free-production activity with pre-task planning time	5.0%	13.3%	33.3%	48.3%

Table 12 shows teachers' answers for each example, including a short description of each activity. In most examples, teachers agree that the activities promote fluency. The activities that were considered best for the promotion of fluency were activities C and F (80% and 81.6% respectively), both general speaking activities. In addition, it is interesting to note that in example B of Nation's 1989 4/3/2 activity, 73.4% of the participants think that it promotes fluency "to some extent" or "very much". This is interesting because this activity may not be familiar to many teachers across the world, however, this specific example was also mentioned in Question 5, where teachers had to provide examples of tasks they think promote fluency, one participant explicitly answered: *"4/3/2 technique (Nation & Newton, 2009)"*.

Another interesting finding is the different results between the activities using formulaic sequences (activities A and D). For activity D, almost 17% of the participants think it does not promote fluency at all. This may be because of the choice of words used in the examples. Example A had the concept of "sets of expressions", including examples like "lots of people think", whereas example D only mentioned "phrasal verbs and idioms", therefore, the way example A was presented could have given the participants a clearer explanation of formulaic sequences.

Finally, the only category that shows a negative response from teachers corresponds to the awareness-raising example, where 51.6% of teachers think this promotes little or no fluency. This category was absent in teachers' previous answers and it was not present in the textbooks either (0% in each textbook).

4.5.2 Teachers' practices in the EFL classrooms

Question five asked the participants to provide three examples of activities they use to promote oral fluency. In case they did not use any, they had the option to write "no examples". Since not all the participants provided three examples, a total of 166 examples were collected (921 words). The participants' answers were grouped into similar categories which are presented in Table 13.

Table 13: Data from question five: *Please provide three examples of activities that you use to promote fluency. If you do not use activities that promote fluency, please write "no examples".*

Type of activity	Percentage	Examples from data
Fluency-focused activities (5.9%)	Use of formulaic sequences: 3.6%	- Create dialogues using common fixed expressions
	Repetition tasks: 1.8%	- Use of 4/3/2 technique
	Planning time: 0.6%	- Organize ideas by creating drafts beforehand
Communicative free-production activities	64.4%	- Role play - Dialogues/ Interviews - Discussion - Read out loud
General L2 practice	*8.9%*	- Listening activities - Work on more vocabulary - Read
Other	*20.9%*	- Use flashcards - Use videos to introduce topic - Charades

As Table 13 shows, the second category, corresponding to general speaking activities, generated the largest amount of data with 107 examples (64.4%). The most common activities named by teachers are role play, discussion, and presentation. The fourth category in the table corresponds to "other" activities, these are the activities that could not be situated under any of the labels, either because they do not provide enough information *(i.e., flashcards, movies)*, or because they are not examples or activities *(i.e., interesting topic, critical thinking),* this is the category with the second largest data set after general oral activities (20.9%).

The third category, general L2 practice, gathered 14 answers (8.9%). The answers in this category focus on other language skills, such as reading and listening activities. Finally, the category with the least examples corresponds to fluency-focused tasks. Only 5.9% of the activities provided by the participants belong to this category. In terms of types of activities, the examples only focus on three types: use of formulaic sequences (3.6%); repetition tasks (1.8%); and planning time (0.6%).

Finally, Questions 12 to 14 asked teachers to rank a set of statements related to their knowledge and skills used to promote fluency in their classrooms.
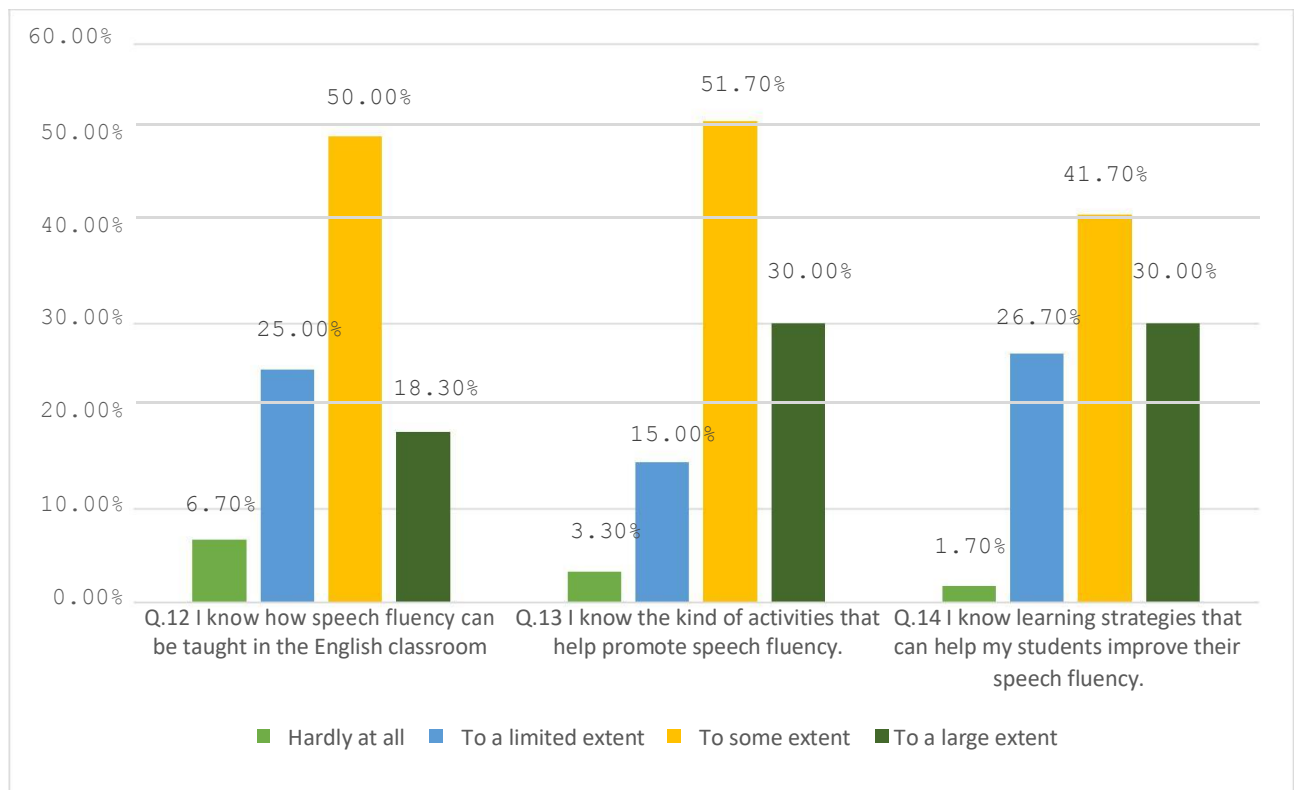
Figure 2: Data from questions 12 to 14

As presented in Figure 2, Question 12 explicitly asked teachers if they know how to promote speech fluency. In this question, 68.3% of the participants said they know how fluency can be promoted in the EFL classroom to some or to a large extent. This is supported by their answers to Questions 13 and 14, where the questions are focused specifically on the use of activities and learning strategies that can help students' oral fluency. In both cases, most teachers also think they know the right activities and strategies to help students improve their oral fluency (81.7% and 71.7% respectively). This suggests, overall, that the teachers have high levels of confidence in their knowledge and the skills required to promote learners' speech fluency. This finding is in contrast with the findings reported earlier in this chapter which demonstrated teachers' limited understanding of fluency, and their restricted approach to promoting fluency in practice. These findings are discussed in the next chapter.

5. DISCUSSION

5.1 Introduction

To summarise the results presented in the previous chapter, the analysis of both the EFL textbooks examined in this research show little, or no, attention paid to some of the aspects that promote fluency, such as awareness raising tasks and pre-task planning time, and that over 90% of the oral activities provided are general speaking tasks. When comparing both textbooks, the book for 4th grade, "Tune Up", shows more activities promoting the use of formulaic sequences than "E-teens 8" (6.6% and 2.2% respectively), mostly by presenting common phrases to students which were included in the instructions for some of the activities. In addition, the oral activities from the textbooks could not be analysed in terms of speech fluency based on the CEFR document criteria, since the textbooks aim at levels A2 and B1, and the analysis of the Common European Framework, shows unclear characteristics for speakers at these two levels in terms of spoken fluency, introducing fluency more explicitly from level B2.

Teachers' answers to the online questionnaire do differ little from what is presented in the textbooks. When trying to define a fluent speaker, the category with the least answers is the one which corresponds to fluency features, and most of the teachers' answers focus on communication in the L2. On the other hand, the results also show that teachers are not able to distinguish between fluency-focused activities and general speaking tasks. When asked to rate activities based on the degree to which they promote fluency, general speaking activities were considered the ones that promote fluency the most, and the example of an awareness-raising task was considered the least fluency-promoting activity.

Finally, teachers also showed high levels of confidence in their practice, claiming that they know how to teach speech fluency, and the right techniques and activities that can promote it in their students. However, this confidence does not match their suggested classroom practices. This chapter discusses these findings, it includes examples from the data and takes into consideration each Research Question individually, while also drawing on the literature review, with a particular focus on the way fluency is understood and promoted by Chilean teachers and the textbooks they use.

5.2 Research Questions 1 and 2: To what extent are fluency-focused activities incorporated in the Chilean textbook for 8th grade primary school and 4th grade secondary school students? Are there any differences between results from the two textbooks?

The results of the analysis of the two textbooks presented in the previous chapter show that over 90% of the activities from both textbooks belong to the free–production category, and that they pay little, or no, attention to aspects like awareness-raising and pre-task planning time. Apart from one category, that of fluency-focused activities, there is little difference between the two textbooks. In terms of formulaic sequence tasks, one textbook shows more explicit use of common phrases and linking expressions (i.e., *Hold on a minute; It's a good idea to...; Let me get this straight.),* which can be used by learners to have extra time to formulate their speech*.* These results are in line with Rossiter et al. (2010) and Diepenbroek and Derwing's (2013) findings. Both research studies analysed common EFL books used in Canada, and concluded that a significant amount of their activities belong to the free-production category, and that very few contained awareness-raising tasks. An interesting characteristic in both textbooks is that several activities have vague instructions, which can be difficult for students' learning process (Rossiter et al., 2010). Previous studies have concluded that fluency should be taught using explicit instructions (Derwing et al., 2008), such instructions are lacking in most of the activities in the textbooks. Due to ambiguity in the instructions, some activities were excluded from the category of fluency-enhancing tasks, and the researcher could only speculate possible reasons for this lack of explicit instruction. Perhaps it is expected by the authors of these textbooks that teachers support their activities using the tips from the teacher's guide that is attached to some of the books. Although a brief look at the teacher's guide of "E-teen 8" does not suggest any changes to the conclusions presented so far, a deeper analysis of the document may provide better insight. A second hypothesis Is that teachers are expected to modify or adapt the instructions for the activities based on their teaching context or students' knowledge. However, this may not be possible if teachers' understanding of fluency is erroneous, or if their idea of fluency is misunderstood due to other aspects of oral performance, or if it is associated with oral practice. Studies presented in earlier chapters, such as Nation (1989), have established a strong connection between fluency and practice with classroom activities and the role of automatization as part of cognitive fluency (Segalowitz, 2010). As mentioned by Segalowitz and Hulstijn (2005), two key concepts in second language acquisition are constant exposure to the target language ("input repetition") and production practice ("output repetition"). These two concepts are believed to play a crucial role in improving learners' proficiency and fluency by helping their cognitive skills develop into automaticity. Consequently, it is established that in order to obtain high levels of proficiency, automatization is required, and a common path to obtain it is through

repetition (Segalowitz, 2010). The repetition of oral activities can be understood as opportunities given to the students to speak and try to communicate in the target language. In consequence, because fluency is part of the automatization process the relationship between these two concepts can be confusing for language teachers. Teachers' approaches to the promotion of fluency are discussed in more detail in secion 5.4 below.

5.3 Research Question 3: To what extent do the oral activities from the textbooks for 8th grade primary school and 4th grade secondary school students correspond to the A2 and B1 level from the CEFR respectively, in terms of oral fluency?

In terms of textbook activities and the CEFR goals, the analysis in the previous chapter concludes that given the restricted representation of fluency in the CEFR document, it is difficult to answer this Research Question thoroughly and carefully since the CEFR document does not provide clear criteria to evaluate oral fluency in levels below B2. Based on what the document states for levels A1, A2, and B1, in terms of spoken fluency (see Table 9 on page 25), students in 8th grade should be able to "make him/herself understood in short contributions", in spite of "very noticeable hesitation and false starts", whereas students in 4th grade should know how to "express him/herself with relative ease", but with "some problems with formulation". The objectives from levels A2 and B1 are quite similar and pay special attention to the ability to overcome lexical issues (repair fluency) in order to transmit the message. However, the criteria for higher levels do not provide clearer adjectives related to other aspects of fluency either, and this may generate ambiguity in language assessment. However, this question is beyond the scope of this research.

In terms of language assessment, formal testing is usually required. The CEFR document shows descriptors for six levels of language proficiency including descriptors to evaluate different aspects of L2 use, including speech fluency. Most of these descriptors refer to broad aspects of fluency (i.e., flow and smoothness of speech), and also cognitive features that can affect that flow, such as the speaker's ability to search for expressions. During oral assessments, however, students are mostly evaluated based on the perception of the evaluator (perceptive fluency), which may be why some test examiners find fluency difficult to evaluate (Brown, 2006).

Research during the last decades has investigated the best measurements for fluency (Lennon, 1990; Towell et al., 1996; De Jong et al.,2009; Dore, 2015) and a general agreement is that the best descriptors for measuring fluency are: speech rate (number of syllables uttered per minute); length of runs (average number of syllables produced in an utterance); and

phonation-time ratio (relationship between the time spent speaking and the time needed to produce the speech) (Kormos, 2006).

Fluency is considered to be unlike other aspects of language assessment because it is considered to be a "performance phenomenon". One of Lennon's (1990) definitions of the concept represents this characteristic and the role of the listener, who can be an evaluator or interlocutor. He states that "fluency reflects the speaker's ability to focus the listener's attention on his or her message by presenting a finished product, rather than inviting the listener to focus on the working on the production mechanisms" (pp. 391-392).

The CEFR descriptors for lower levels (A1 to B1) focus mostly on cognitive processes, such as reformulation, and the descriptors of these levels give the impression of a "non-fluent" speaker, i.e., at these levels a speaker shows lack of ease and flow in their speech. The three measurements described earlier can be found, vaguely, in advanced and proficiency levels where the speaker can talk with "few noticeable long pauses" (level B2), or use "pauses only to reflect on precisely the right words to express his/her thoughts" (level C2). A main part of fluency assessment lies in what is perceived by the listener, therefore, more reliable results in language assessment could be used by including clearer descriptors closer to the specific measurements.

5.4 Research Question 4: To what extent do Chilean teachers in primary and secondary schools use fluency-focused activities in the EFL classroom?

The results of the analysis of the qualitative data gathered from the questionnaire show that there is no agreement among teachers about how fluency is defined, and that only a few of their responses focus on fluency the way it is defined and understood in second language studies. Based on the answers from questions one and four of the questionnaire, a large number of the teachers focus on the importance of communicating the message *("Can express himself/herself clearly"),* whereas other teachers focus on the benefits of being a fluent speaker, or on the characteristics needed in order to become one. This may be due to the association of fluency and mastery of the L2, and the common notion of the benefits that are linked to being an English speaker (A fluent English speaker is someone who "*has many options of finding a very good job").* In addition, as fluency is believed to be an exclusive feature of proficient English speakers, it is not surprising that many teachers associate a fluent speaker with the characteristics of being a hard-working learner *("someone who has worked hard in order to achieve it"*), or someone who has had more opportunities to improve their L2, such as living abroad (A fluent English speaker is someone who "*has lived in an English-speaking country").* The results show only a few fluency-related responses that can be associated with the definitions presented earlier in Chapter 2. In general terms, teachers'

responses can be associated with early definitions, such as Fillmore's (1979) definition of a fluent (native) speaker (14% and 7.2% from questions one and four respectively). He defined a fluent speaker as someone who has the ability to communicate in any. In this sense, a small portion of teachers' answers correspond to this definition (4.2% and 1.8% in questions 1 and 4 respectively), defining a fluent speaker as someone who *"can express himself in different situations and with different people".* A second definition provided by Fillmore (1979) is also present in teachers' responses, emphasizing the importance of pauses and hesitations in a fluent speaker (9.8% and 5.4% of the answers from questions 1 and 4 respectively).

In this aspect, and based on the qualitative data, teachers' responses seem to focus more on aspects of utterance fluency, particularly related to Tavakoli and Skehan's (2005) measures of breakdown fluency. For example, one of the most common examples in the data is related to the number of pauses and hesitations a speaker makes without disrupting the message (A fluent speaker is someone who *"expresses him/herself with natural pauses and hesitation"*). On the other hand, speed and repair fluency do not appear to be as important, since they were not used frequently in the participants' answers. This may be because teachers are not familiar with the concepts of speed, repair, and breakdown fluency, or because they believe that a fluent speech is mainly affected by long pauses or hesitations by the speaker.

As discussed earlier, Lennon (1990) suggests that fluency can be viewed, defined, and conceptualised in two different but inter-related senses, a broad or a narrow sense. The findings of the current study suggest that teachers mostly define fluency in the broad sense of the concept, by describing a fluent speaker as someone proficient in the L2. Sajavaara (1987) also provides a definition for the term that is presented in the broad sense, as "the communicative acceptability of the speech act, or 'communicative fit'" (p.62). This definition is similar to Fillmore's (1979) characteristics described in the Literature Review Chapter. Teachers' responses are in line with Sajavaara's definition. These definitions also confirm the findings of Tavakoli and Hunter's (2017) study. They divided Lennon's (1990) approach to fluency into four concepts, from "very broad" (general L2 proficiency) to "very narrow" (measurements of the speaker's utterance fluency). However, the data from this research cannot be included in the latter concept, because teachers' answers do not relate to it, perhaps due to the fact that fluency in the narrow sense is commonly used in testing students' oral skills in more detail.

One way to explain teachers' lack of familiarity with fluency in its narrow sense is that the participants of this study are EFL school teachers, and their teaching programmes may not provide them with enough training in terms of what fluency means in the SLA context and how to promote it in their classrooms.

As mentioned earlier, another important finding is that both teachers and textbooks seem to pay special attention to the ability to communicate the message. This notion may be connected to the general idea that fluency and proficiency are similar terms, however, as mentioned earlier in this chapter, fluency is a part of the automatization process and in the early stages of learning a second language communication is not automatic, it only becomes so with practice. Previous research, such as de Jong and Perfetti (2011) and Tavakoli and Hunter (2017), have established that even though these ideas are different they are connected, and the close connection between these terms may generate confusion.

Research Question 3 focuses on the extent to which teachers promote fluency in their classrooms. First, teachers were asked how they define fluency. As mentioned earlier, based on the data generated from the questionnaire, a small percentage were able to provide a definition that could be related to the concept. In addition, teachers were presented with a set of examples of oral activities which they had to rank according to the degree to which they believe they promote fluency (questions 6 to 11). The results show that teachers cannot make a clear distinction between tasks designed to promote fluency and general speaking activities. Finally, analysis of the quantitative data gathered from the questionnaire shows that teachers feel very confident in their knowledge of fluency and the skills they have to promote it. Most teachers feel that they know how to enhance fluency and they know the right teaching techniques and activities to promote it in their classrooms. These results can be linked to the fact that they show an unclear perception of what fluency is. If teachers relate to fluency via a broader definition, it is likely that they would choose general speaking tasks as fluency-promoting activities in order to give students the opportunity and encouragement to speak in the L2. In other words, a hypothesis for this misperception is that teachers may believe that any oral task promotes fluency, and the more oral practice students have the more fluent they become.

It is surprising to see that teachers are not familiar with fluency-focused activities since research in this area has provided ample evidence and a useful list of tasks and techniques that can be used to promote fluency, and which have been in the literature for many years (e.g., Nation, 1989; Wray, 2000; and Schmidt, 2001; amongst others). This suggests two hypotheses. Firstly, there may not be enough research into the importance of fluency training in the EFL classrooms, this includes studies presenting this situation as an issue in the ESL/EFL context, and providing strategies for language teachers with particular focus on the Chilean educational context. Secondly, it may be because teachers are not learning enough about oral fluency in their teaching programmes, therefore they are not familiar with what the literature presents on this topic. According to Nassaji (2012), even though teachers agree that

research in SLA helps them in their classrooms, they also state that their teaching practices are mostly guided by experience rather than research, and in the case of Chilean teachers, the lack of research and the few instances for teaching improvement could be a cause of a weak relationship between research and practice.

Based on the researcher's experience in the Chilean context and on the results shown in the previous chapter, there is a lack of awareness of what fluency is. Teachers do not seem to work with a clear definition of fluency in their teaching programmes and, in many cases, they are not familiar with how to promote it in class. This misconception of fluency may be why teachers are not working with their students with the right instruments to promote it. This concern has been presented in similar studies, such as Rossiter et al. (2010) and Tavakoli and Hunter (2017), which suggests that this is an issue affecting language teachers globally. Perhaps one way to resolve the problem is to include a focus on fluency in teacher training programmes; this could be achieved by providing learning opportunities for teacher-students in their teaching practice programmes, and by introducing them to useful techniques and activities that they can implement in their practicum modules.

6. CONCLUSION

The aim of this research was to investigate to what extent Chilean teachers and textbooks promote speech fluency, and to what extent the activities from the textbooks they use correspond to what the CEFR document establishes in terms of oral fluency. The study focused on two textbooks used by state and semi-private schools in Chile, which were analysed using a framework inspired by Rossiter et al's (2010) study and with the changes made by Tavakoli and Hunter (2017). This framework contains four types of activities that the literature has shown to be successful in promoting fluency (e.g., Menhert, 1998; Nation, 1989; and Wray, 2000, amongst others). The framework also includes the category "free production" activities, which represents all oral activities that do not focus on fluency.

In addition, a questionnaire was sent to 60 EFL Chilean teachers working with the textbooks. The questionnaire had three main objectives. Firstly, to identify how teachers define the concept of speech fluency by asking them to define a fluent speaker and give the characteristics a fluent speaker should possess. Secondly, to investigate if teachers were able to discriminate between fluency-focused activities and general speaking tasks. In order to do this, a set of questions provided examples of six activities to be ranked by teachers according to the degree they thought each activity promoted fluency. Lastly, to explore teachers' perspectives of their knowledge and abilities to promote fluency successfully in their classrooms. Once the data from the questionnaire and the textbooks were collected, they were organised and analysed. Quantitative data were analysed using Excel and SPSS software, qualitative data were analysed by the researcher with the help of a second rater.

The results of the textbook analyses show that most of the activities from both textbooks belong to general speaking activities and that some fluency-promoting tasks, such as conscious-raising activities, are not included. The activities from the textbooks were also contrasted to what is established by the CEFR document. The first textbook analysed, "E-teens 8" is used in 8th grade classrooms and, according to the Ministry of Education's curriculum, students at this level should achieve CEFR level A2 by the end of the school year. The second textbook, "Tune Up", is used by students in their last year of secondary school and they are expected to achieve CEFR level B1 by the end of the year. Analyses of the textbook activities with the standards from the CEFR document were not possible due to the poor clarity of the CEFR document in terms of fluency for the first three levels of proficiency. Based on analysis of the document, fluency becomes a more explicit factor from level B2.

Teachers' answers to the questionnaire differed little from what the textbooks show. Teachers' understanding of fluency is not clear and is confused with other characteristics, such as the ability to communicate in the second language, and the correct use of vocabulary, grammatical rules, and phonetic sounds. In terms of the use of fluency-focused activities, they do not seem to distinguish between general oral activities and fluency-focused tasks. When asked to give examples of activities they use to promote fluency in their classrooms, most of the answers correspond to general communicative tasks, such as dialogues and role plays. However, when asked about their competence to teach fluency in the L2, teachers seem to have high levels of confidence in their knowledge of what are the right activities and techniques to use in order to enhance their students' oral fluency. These last results are in contrast with their previous answers, which shows that they may not be aware of the misconception they have of the term "fluency".

Overall, both teachers and textbooks seem to prioritise general speaking activities, misinterpreting them as fluency-promoting. In all questions of the questionnaire and in the analyses of both textbooks, fluency-focused tasks were the ones with the least examples and this suggests that both textbooks and teachers promote little fluency in the EFL classrooms. This misunderstanding of fluency-focused and communicative activities may be due to the fact that the concepts, although different, are connected, as fluency is part of the automatization process for language learners.

Future research is needed in order to explore in more depth the degree to which all Mineduc's textbooks promote oral fluency. It is also important to remember that these textbooks are only used in state and semi-private schools, therefore an analysis of other textbooks used in other schools, language institutes, and grades may provide better insight.

Regarding teachers' practices, it would be helpful to observe teachers in their classrooms using the textbooks or activities they mention as fluency-enhancing. In order to provide a more objective analysis, the answers provided by the teachers were analysed according to what they explicitly stated, therefore, observing them in their classrooms could help the researcher gather more information about how the tasks are presented to the students.

Finally, this study only focused on teachers working in state and semi-private schools. Future studies could include English teachers from all contexts in order to investigate if there is a relationship between their answers and their professional (i.e., place of work) and educational backgrounds (i.e., former university, language certificate). Based on the findings of this research, it would also be interesting to investigate to what extent university teachers promote oral fluency, not only as a feature of communication, but also as a teaching tool in teaching programmes.

(14.841 words)

REFERENCES

Arevart, S., & Nation, P. (1991). Fluency Improvement in a Second Language. *RELC Journal,* 22(1), 84-94. http://dx.doi.org/10.1177/003368829102200106

Baker-Smemoe, W., Dewey, D., Bown, J., & Martinsen, R. (2014). Does Measuring L2 Utterance Fluency Equal Measuring Overall L2 Proficiency? Evidence from Five Languages. *Foreign Language Annals*, 47(4), 707-728. http://dx.doi.org/10.1111/flan.12110

Bolander, M. 1989. 'Prefabs, patterns and rules in interaction? Formulaic speech in adult learners' L2 Swedish' in K. Hyltenstam and L. Obler (eds*): Bilingualism across the Lifespan*. Cambridge: Cambridge University Press, pp. 73–86.

Brown, A. (2006). An examination of the rating process in the revised IELTS speaking test. In P. McGovern & S. Walsh (Eds.), *IELTS Research Report* (Vol. 6) (pp.41-70). Canberra: IELTS Australia & British Council

Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Council of Europe.

Crabbe, D. (1993) Fostering autonomy from within the classroom; the teacher's responsibility. *System* 21(4), 443–52.

De Bot, K. (1992). A bilingual production model: Levelt's "speaking" model adapted. *Applied Linguistics*, 13(1), 1-24. http://dx.doi.org/10.1093/applin/13.1.1

De Jong, N., & Perfetti, C. (2011). Fluency Training in the ESL Classroom: An Experimental Study of Fluency Development and Proceduralization. *Language Learning*, 61(2), 533-568. http://dx.doi.org/10.1111/j.1467-9922.2010.00620.x

De Jong, N., Groenhout, R., Schoonen, R., & Hulstijn, J. (2013). Second language fluency: Speaking style or proficiency? Correcting measures of second language fluency for first language behaviour. *Applied Psycholinguistics*, 36(02), 223-243. http://dx.doi.org/10.1017/s0142716413000210

De Jong, N.H., Schoonen, R., & Hulstijn, J. (2009). Fluency in the L2 is related to fluency in the L1. Paper presented at the Seventh International Symposium on Bilingualism, Utrecht, The Netherlands.

Derwing, T. M., Rossiter, M. J., Munro, M. J., & Thomson, R. I. (2009). The relationship between L1 fluency and L2 fluency development. *Studies in Second Language Acquisition*, 31(4), 533–557. http://dx.doi.org/10.1017/S02722631099900 15

Derwing, T., Munro, M., & Thomson, R. (2008). A Longitudinal Study of ESL Learners' Fluency and Comprehensibility Development. *Applied Linguistics,* 29(3), 359-380. http://dx.doi.org/10.1093/applin/amm041

Diepenbroek, L., & Derwing, T. (2013). To What Extent Do Popular ESL Textbooks Incorporate Oral Fluency and Pragmatic Development. *TESL Canada Journal*, 30(7), 1. http://dx.doi.org/10.18806/tesl.v30i7.1149

Dore, C. (2015). *Perceptions of fluency.* Master's thesis. University of Reading.

Dörnyei, Z. (2007). *Research methods in applied linguistics* (1st ed.). Oxford: Oxford University Press.

Dörnyei, Z. (2007). Workshop: Questionnaire Design and Analysis – University of Nottingham. Retrieved from:

https://www.youtube.com/watch?v=gPaG4X2DCCA&list=PL341D31B703C5F8E9

Duff, P. (2006). Beyond generalisability: contextualisation, complexity and credibility in Applied Linguistics research". In M. Chalhoub-Deville, C. Chapelle & P. Duff, *Interference and Generalizability in Applied Linguistics: Multiple Perspectives*. Amsterdam: John Benjamins.

Ejzenberg, R. (1992). *Understanding Nonnative Oral Fluency: The Role of task Structure and Discourse Variability*. Ann Arbor, MI: University Microfilms International.

Ejzenberg, R. (2000). The Juggling act of oral fluency: A Psycho-Sociolinguistic metaphor. In H. Riggenbach, *Perspectives on Fluency* (pp. 287-313). The University of Michigan Press.

Ellis, R. (1987). Interlanguage variability in narrative discourse: Style shifting in the use of the past tense. *Studies in Second Language Acquisition*, 9, 1–20.

Ellis, R. (1994). *The study of second language acquisition.* Oxford: Oxford University Press.

Ellis, R., & Shintani, N. (2014). *Exploring language pedagogy through second language acquisition research* (1st ed.). Milton Park, Abingdon, Oxon: Routledge.

Fillmore, C. J. (1979). On fluency. In C. J. Fillmore, D. Kempler, & W. S. Y. Wang (Eds.), *Individual differences in language ability and language behavior* (pp. 85-102). New York: Academic Press.

Foster, P., & Skehan, P. (1996). The Influence of Planning and Task Type on Second Language Performance. *Studies in Second Language Acquisition,* 18(03), 299. http://dx.doi.org/10.1017/s0272263100015047

Gatbonton, E., & Segalowitz, N. (2005). Rethinking Communicative Language Teaching: A Focus on Access to Fluency. *The Canadian Modern Language Review*, 61(3), 325-353. http://dx.doi.org/10.1353/cml.2005.0016

Guillot, M. (1999). *Fluency and Its Teaching (Modern Languages in Practice)* (1st ed.). Philadelphia: Multilingual Matters.

Hedge, T. (1993). Key Concepts in ELT (Fluency). *ELT Journal* 47 (3): 275-276

Housen, A., Kuiken, F., & Vedder, I. (2012). *Dimensions of L2 performance and proficiency* (1st ed.). Amsterdam: John Benjamins Publishing Company.

Johnsonn, S. (1755). Fluency. *A Dictionary of The English Language: A Digital Edition of the 1755 Classic by Samuel Johnson.* Retrieved from http://johnsonsdictionaryonline.com/?page_id=7070&i=823

Koponen, M., & Riggenbach, H. (2000). Overview: Varying Perspectives on Fluency. In H.

Kormos, J. (2006). *Speech production and second language acquisition* (1st ed.). New Jersey: Lawrence Erlbaum Associates.

Kormos, J., & Dénes, M. (2004). Exploring measures and perceptions of fluency in the speech of second language learners. *System*, 32(2), 145-164. http://dx.doi.org/10.1016/j.system.2004.01.001

Lennon, P. (1990). Investigating Fluency in EFL: A Quantitative Approach*. *Language Learning*, 40(3), 387-417. http://dx.doi.org/10.1111/j.1467-1770.1990.tb00669.x

Lennon, P. (2000). The Lexical Element in Spoken Second Fluency. In H. Riggenbach, *Perspectives on Fluency* (pp. 25-42). The University of Michigan Press.

Levelt, W. (1989). *Speaking*: *From intention to communication* (1st ed.). Cambridge, Mass: Massachusetts Institute of Technology.

Masuhara, H. (2011). What do teachers really want from coursebooks? In B. Tomlinson (Ed.) *Material developments in language teaching* (pp. 236-266). Cambridge, UK: Cambridge University Press.

Mehnert, U. (1998). The Effects of Different Lengths of Time for Planning on Second Language Performance. *Studies in Second Language Acquisition*, 20(01). http://dx.doi.org/10.1017/s0272263198001041

Ministerio de Educación, Gobierno de Chile. *Programa de estudios Quinto año básico Idioma Extranjero Ingles* (p. 37).

Mochizuki, N., & Ortega, L. (2008). Balancing communication and grammar in beginning-level foreign language classrooms: A study of guided planning and relativization. *Language Teaching Research*, 12, 11–37.

Nassaji, H. (2012). The relationship between SLA research and language pedagogy: Teachers' perspectives. *Language Reaching Research* (16)3, 337-365

Nation, P. (1989). Improving speaking fluency. *System*, 17(3), 377-384. http://dx.doi.org/10.1016/0346-251x(89)90010-9

Riggenbach, H. (1991). Toward an understanding of fluency: A microanalysis of nonnative speaker conversations. *Discourse Processes*, 14(4), 423-441. http://dx.doi.org/10.1080/01638539109544795

Riggenbach, *Perspectives on Fluency* (1st ed.). University of Michigan.

Rossiter, M., Derwing, T., Manimtim, L., & Thomson, R. (2010). Oral Fluency: The Neglected Component in the Communicative Language Classroom. *Canadian Modern Language Review*, 66(4), 583-606. http://dx.doi.org/10.3138/cmlr.66.4.583

Sajavaara, K. (1987). Second language speech production: Factors affecting fluency. In H.W Dechert & M. Raupach (Eds.), *Psycholinguistic models of production* (pp. 45-65). Norwood, N.J.: Ablex.

Schmidt, R. (2001). Attention. In P. Robinson, *Cognition and Second Language Instruction* (1st ed., pp. 3-32). Cambridge: Cambridge University Press.

Segalowitz, N. (2010). *Cognitive bases of second language fluency* (1st ed.). New York: Routledge.

Segalowitz, N., & Hulstijn, J. (2005). Automaticity in bilingualism and second language learning. In J. Kroll & A. De Groot (Eds.), *Handbook of bilingualism: Psycholinguistic approaches* (pp. 371-388). Oxford, UK: Oxford University Press.

Seliger, H., & Shohamy, E. (1989). *Second language research methods* (1st ed.). New York: Oxford University Press.

Skehan, P. (1996). A Framework for the Implementation of Task-based Instruction. *Applied Linguistics*, 17(1), 38-62. http://dx.doi.org/10.1093/applin/17.1.38

Snow, C.E. & Dolbear, M. (1988). *The relation of conversational skill to language of proficiency in second language learners.* Manuscript, Harvard Graduate School

Tannen, D. (1989). *Talking voices: repetition, dialogue, and imagery in conversational discourse* (1st ed.). Cambridge: Cambridge University Press.

Tavakoli, P., & Hunter, A. (2017). Is fluency being 'neglected' in the classroom? Teacher understanding of fluency and related classroom practices. *Language Teaching Research*, 136216881770846. http://dx.doi.org/10.1177/1362168817708462

Tavakoli, P., & Skehan, P. (2005). 9. Strategic planning, task structure and performance testing. *Language Learning & Language Teaching*, 239-273. http://dx.doi.org/10.1075/lllt.11.15tav

Tavakoli, P., Campbell, C., & McCormack, J. (2016). Development of Speech Fluency Over a Short Period of Time: Effects of Pedagogic Intervention. *TESOL Quarterly,* 50(2), 447-471. http://dx.doi.org/10.1002/tesq.244

Towell, R. (2012). Complexity, accuracy and fluency from the perspective of psycholinguistic second language acquisition research. In A. Housen, F. Kuiken, & I. Vedder (Eds.), *Dimensions of L2 performance and proficiency: Complexity, accuracy and fluency in SLA* (pp. 47– 70). Amsterdam: University of Brussels, University of Amsterdam.

Towell, R., Hawkins, R., & Bazergui, N. (1996). The developments of fluency in advanced learners of French*. Applied Linguistics*, 17, 84-119.

Wood, D. (2006). Uses and Functions of Formulaic Sequences in Second Language Speech: An Exploration of the Foundations of Fluency. *Canadian Modern Language Review*, 63(1), 13-33. http://dx.doi.org/10.3138/cmlr.63.1.13

Wood, D. (2010). *Formulaic language and second language speech fluency: Background, evidence and classroom applications* (1st ed.). Bloomsbury Publishing.

Wray, A. (2000). Formulaic sequences in second language teaching: principle and practice. *Applied Linguistics*, 21(4), 463-489. http://dx.doi.org/10.1093/applin/21.4.463

Yates, L. (2003). Interpretive claims and methodological warrant in small-number qualitative, longitudinal research. *International Journal of Social Research Methodology*, *6*(3), 223-232. http://dx.doi.org/10.1080/1364557032000091824

Yorio, C (1980). Conventionalized language forms and the development of communicative competence. *TESOL Quarterly*.14,4,433-442

Appendix 1: Kormos' (2006) Overview of Measures of Fluency (p. 163)

Measure	Definition
Speech rate	The total number of syllables produced in a given speech sample divided by the amount of total time required to produce the sample (including pause time), expressed in seconds. This figure is then multiplied by sixty to give a figure expressed in syllables per minute.
Articulation rate	The total number of syllables produced in a given speech sample divided by the amount of time taken to produce them in seconds, which is then multiplied by sixty. Unlike in the calculation of speech rate, pause time is excluded. Articulation rate is expressed as the mean number of syllables produced per minute over the total amount of time spent speaking when producing the speech sample.
Phonation-time ratio	The percentage of time spent speaking as a percentage proportion of the time taken to produce the speech sample.
Mean length of runs	An average number of syllables produced in utterances between pauses of 0.25 seconds and above.
The number of silent pauses per minute	The total number of pauses over 0.2 sec divided by the total amount of time spent speaking expressed in seconds and multiplied by 60.
The mean length of pauses	The total length of pauses above 0.2 seconds divided by the total number of pauses above 0.2 seconds.
The number of filled pauses per minute	The total number of filled pauses such as uhm, er, mm divided by the total amount of time expressed in seconds and multiplied by 60.
The number of disfluencies per minute	The total number of disfluencies such as repetitions, restarts and repairs are divided by the total amount of time expressed in seconds and multiplied by 60.
Pace	The number of stressed words per minute.
Space	The proportion of stressed words to the total number of words.

Appendix 2: Copy of questionnaire as presented to the participants

Este cuestionario es parte de un proyecto de investigación que tiene como objetivo explorar el rol que tiene la fluidez oral en las clases de inglés en los establecimientos públicos y particulares subvencionados de Chile. Por favor conteste las siguientes preguntas de acuerdo a lo que piensa y a lo que hace en sus clases; no hay respuestas correctas o incorrectas. Este cuestionario es anónimo, no se le preguntara su nombre o información de contacto.

"Al completar y enviar este cuestionario comprendo y doy permiso para que mis respuestas sean utilizadas en este proyecto de investigación"

Muchas gracias por su participación.

Comenzar

Anonymous 🔒

Q.1: En sus propias palabras, por favor complete la siguiente frase: **"Una persona que habla ingles fluidamente es alguien que…"** (*"A fluent English speaker is someone who…"*)*

Siguiente

Q.2: ¿Hasta que punto usa las actividades de speaking del libro de clases?*

Casi nunca			**La mayoría del tiempo**
1	**2**	**3**	**4**
○	○	○	○
			reset

Siguiente

Q.3:

¿Hasta que punto cree que que las actividades de speaking del libro de clases se enfocan en promover la fluidez oral de los alumnos? *

Casi nada			La mayoría
1	2	3	4
○	○	○	○

.

reset

Q.4:

¿Cuales cree usted que son las caracteristicas mas importantes de alguien que habla ingles fluidamente? Por favor escriba al menos tres caracteristicas a continuacion *

1

2

3

Q.5:

Brevemente, por favor describa tres ejemplos de actividades que usted use para promover la fluidez oral en sus clases de ingles. Si cree que no utiliza ninguna actividad que promueva la fluidez oral por favor escriba "sin ejemplos" *

1

2

3

Q.6:

Por favor evalúe las siguientes actividades (A a F) de acuerdo al grado que promueven la fluidez oral en ingles:

Actividad A: Los alumnos reciben un dialogo que contiene expresiones que han sido previamente revisadas en clases, como "it looks like…"; "lots of people think…"; "the truth is…". El profesor le pide a los alumnos que actúen el dialogo utilizando estas expresiones. *

Para nada			Mucho
1	2	3	4
○	○	○	○

reset

Q.7:

Por favor evalúe las siguientes actividades (A a F) de acuerdo al grado que promueven la fluidez oral en ingles:

Actividad B: Los alumnos trabajan con el tema "Seguridad durante terremotos". Se les da tiempo para que organicen mentalmente sus ideas sin tomar apuntes. En parejas, un alumno habla sobre el tema por 4 minutos, mientras su compañero escucha. Luego las parejas se intercambian y el alumno debe hablar sobre el tema nuevamente pero esta vez por 3 minutos. Finalmente, el alumno se junta con otro compañero y ahora debe dar su respuesta en solo 2 minutos. *

Para nada			Mucho
1	2	3	4
○	○	○	○

reset

52

Q.8:

Por favor evalúe las siguientes actividades (A a F) de acuerdo al grado que promueven la fluidez oral en ingles:

Actividad C: En grupos, los alumnos hablan sobre sus experiencias viajando, haciendo preguntas como "Where did you travel on your last vacation?; what did you do?, where would you like to go in the future? Los alumnos toman nota de las respuestas de sus compañeros y preparan un breve reporte en base a ellas. *

Para nada			Mucho
1	2	3	4
○	○	○	○

reset

Q.9:

Por favor evalúe las siguientes actividades (A a F) de acuerdo al grado que promueven la fluidez oral en ingles:

Actividad D: El profesor proyecta en la pizarra un dialogo que contiene phrasal verbs e idioms. Los alumnos lo leen en voz alta en parejas. Luego, el profesor borra algunas de las expresiones y le pide a los alumnos que lean nuevamente el texto, completando las palabras que faltan. Las frases son borradas gradualmente mientras los alumnos continuar practicando el dialogo en voz alta. *

Para nada			Mucho
1	2	3	4
○	○	○	○

reset

Q.10:

Por favor evalúe las siguientes actividades (A a F) de acuerdo al grado que promueven la fluidez oral en ingles:

Actividad E: Los alumnos revisan un dialogo cuyas intervenciones están desordenadas. En parejas, los alumnos corrijen el dialogo en el orden correcto y posteriormente lo leen en voz alta. *

Para nada			Mucho
1	2	3	4
○	○	○	○

reset

Q.11:

Por favor evalúe las siguientes actividades (A a F) de acuerdo al grado que promueven la fluidez oral en ingles:

Actividad F: El profesor le muestra a los alumnos un set de imágenes que muestran señales de emergencia. Luego de mirar las imágenes, los alumnos deben discutir en grupos de que se tratan las imágenes y si están de acuerdo o no con el mensaje que dan. *

Para nada			Mucho
1	2	3	4
○	○	○	○

reset

Q.12:

Por favor seleccione la opción que mas se acerca a su opinion:

Se como enseñar la fluidez oral en ingles en la sala de clases. *

Para nada			En gran medida
1	2	3	4
○	○	○	○

reset

Q.13:

Por favor seleccione la opción que mas se acerca a su opinion:

Conozco las estrategias de aprendizaje que pueden ayudar a mis alumnos a mejorar su fluidez oral. *

Para nada			En gran medida
1	2	3	4
○	○	○	○

reset

Q.14:

Por favor seleccione la opción que mas se acerca a su opinion:

Se que tipo de actividades pueden ayudar a mis alumnos mejorar la fluidez oral en ingles. *

Para nada			En gran medida
1	2	3	4
○	○	○	○

reset

Q.15:

Finalmente, ¿hay algo que le gustaría agregar con respecto al tema de la fluidez oral en el idioma ingles? (Opcional)

Q.16:

Las próximas preguntas son con respecto a su experiencia como profesor, no se le preguntara ningún dato personal. ¿Hace cuanto que es profesor/a de ingles aproximadamente?

Respuesta

Q.17:

¿Hace cuanto que trabaja con los textos escolares del Ministerio de Educación? (aproximadamente)

Respuesta:

Q.18:

¿Que idioma es el que predomina en sus clases?

Respuesta:

Q.19:

¿A que cursos le hace clase? (puede marcar mas de una alternativa)

- Octavo basico
- Cuarto medio
- Otro (E. Basica)
- Otro (E. Media)
- Otro:

Q.20:

Por favor, seleccione su titulo profesional

- Profesor de ingles
- Profesor de educación basica mencion ingles
- Otro (por favor nombrar):

Muchas gracias por su tiempo y colaboración

Appendix 3: Translation of of questionnaire as presented to the participants

FLUENCY IN THE EFL CLASSROOMS IN CHILE

General instructions:

This questionnaire is part of an MA research project which aims to explore the role of fluency in the EFL classroom of 8th grades in Chilean state schools. Please answer the following questions according to what you think and do in your teaching; there are no wrong or right answers. No names or identification will be asked.

Thank you very much for your collaboration.

By completing and submitting this online questionnaire I understand that I am giving consent for my answers to be used for the purposes of this research project.

Question 1: In your own words, please complete the following sentence:

A fluent English speaker is someone who...

Question 2: To what extent do you use the speaking activities from the 8th grade course book?

1 Hardly ever	2 Not very often	3 Quite often	4 Most of the time

Question 3: To what extent do you think the speaking activities focus on promoting fluency?

1 Hardly ever	2 Not very often	3 Quite often	4 Most of the time

Question 4: What do you think are the most important characteristics of a fluent speaker of English? Please provide at least three characteristics

1.
2.
3.

Question 5 Please provide three examples of activities you can use to promote fluency in the 8th grade classroom. If you don't use activities that promote fluency please write "I don't use activities that promote fluency"

1. 2. 3.

Questions 6 to 11: Please rate activities A to F from 1 to 4 in relation to the degree they focus on fluency.

	1 Not at all	2 To a limited extent	3 To some extent	4 very much
Q6) Activity A: Students are given a dialogue containing a set of expressions previously reviewed in class, such as "it looks like..."; "lots of people think..."; "the truth is..." . Teacher asks students to engage in role plays using the target expressions.				

Q7) Activity B: Students are given the topic of "safety during Earthquakes". They are given several minutes to mentally prepare a talk on the topic without making notes. In pairs, the student is asked to deliver the talk in four minutes, while his/her partner listens. The student is then paired with a different classmate and given only three minutes to give the same talk. Finally, the student is paired with a third classmate and now has to deliver the talk in only two minutes.				
Q8) Activity C: In groups, students discuss their travel experiences and plans, asking questions such as "Where did you travel on your last vacation?; what did you do?, where would you like to go in the future? They take notes of their classmates' answers and prepare a report based on their notes				
Q9) Activity D: Teacher gives students a short text including phrasal verbs and idioms. The teacher displays the text on the board and a couple of students are asked to read it out loud. Then, the teacher deletes some of the expressions and asks another couple to read the text out loud felling the missing words. Phrases are gradually deleted while students keep reading the text out loud.				
Q10) Activity E: Students listen to a short audio about the topic of the unit. Students listen to the recording 2 or 3 while reading the script paying attention to pauses and intonation. After that, they read the passage aloud in unison following the speaker in the audio. Once they have practiced enough they make their own recording of the passage for peer assessment.				
Q11) Activity F: Students are given a set of pictures related warning signs. They are given one minute to write bullet points about the pictures and then they are asked to describe the photos and to explain whether they agree or disagree with the signs.				

Questions 12 to 14: Please tick the box that best describe your view on each item:

	Hardly at all	To a limited extent	To some extent	To a large extent
Q12) I know how speech fluency can be taught in the English classroom				
Q13) I know the kind of activities that help promote speech fluency.				
Q14) I know learning strategies that can help my students improve their speech fluency.				

Question 15: Finally, is there anything you would like to add in terms of fluency in the English classroom, in particular in the 8th grade class? (Optional question)

Questions 16 to 20: The following questions are about your teaching experience, in particular with 8th grades. If you do not remember the exact amount of years you can give an approximate.

Question 17: How many years have you worked with the textbook provided by Mineduc? (approximately)

Question 18: What is the main language spoken in your classes?

Question 19: What grades do you currently teach? (You can choose more than one alternative)
   a) Eighth grade
   b) Fourth grade
   c) Other (primary school)
   d) Other (secondary school
   e) Other:

Question 20: Please state your professional degree
A. English teacher
B. Primary school teacher specialized in English language
C. Other

Thank you very much for your time and collaboration

HOJA DE INFORMACION

El propósito de este Proyecto es investigar el rol de la fluidez oral en octavo básico y cuartos medios en colegios particulares subvencionados y estatales de Chile. Por una parte, se analizarán los textos utilizados en ambos cursos para ver hasta qué punto las actividades orales promueven la fluidez oral de los alumnos. Por otra parte, este Proyecto busca investigar la perspectiva de los profesores en este tema. Se les solicitara a los participantes contestar un cuestionario online al cual pueden acceder a través del link que se les ha enviado. Como participante, debe leer esta hoja de información antes de contestar el cuestionario. En caso de tener alguna consulta, por favor escribir a la investigadora o a su supervisora a los correos electrónicos mencionados al comienzo de este documento. Luego de leer esta información, puede proceder a completar el cuestionario online.

No se le preguntara su nombre o información personal, y puede retirarse del proyecto cuando desee. Una vez que el investigador reciba todos los resultados, estos serán guardados en el sitio web del cuestionario, el cual está protegido con contraseña, además de una copia en papel a la cual solo la investigadora y su supervisora tendrán acceso. Toda la información es para uso académico y será destruida a final de año, una vez que la investigación haya finalizado. Este proyecto ha sido revisado por el comité ético del departamento de Ingles y Lingüística Aplicada, y ha sido aprobado para continuar bajo las condiciones mencionadas en el párrafo 6 de la guía de ética en investigación de la Universidad.

En caso de cualquier duda, por favor contactar a mi supervisora en el correo (correo de la supervidora)

(nombre de la investigadora)

Appendix 5: Information sheet for participants – English version

INFORMATION SHEET

The purpose of this research is to investigate the role of oral fluency in 8th grade primary level and 4th grade secondary level of state and semi-private Chilean schools. On one hand, the textbooks of both grades will be analysed to see to what extent the speaking activities promote the students' fluency. On the other hand, this research seeks to find out the teachers' perspectives on this matter. The chosen participants will be asked to fill in an online questionnaire which can be accessed through the link provided to them. As a participant, you must read this information sheet beforehand. In case of any questions, please email the researcher or her supervisor to the emails provided on top of this page. After reading the information sheet you can access the questionnaire and complete it online.

No name or personal information will be asked and you can withdraw at any stage if you wish. Once the researcher receives the results, they will be stored on the survey website which is password protected as well as in printed copy, which only the researcher and her supervisor will have access to. All data will be used exclusively for academic study and it will be destroyed at the end of the year, once the research is complete.

This project has been subject to ethical review by the School Ethics Committee, and has been allowed to proceed under the exceptions procedure as outlined in paragraph 6 of the University's Notes for Guidance on research ethics.

If you have any queries or wish to clarify anything about the study, please feel free to contact my supervisor at the address above or by email at (supervisor's email address)

(researcher's name)

Appendix 6: Analysis of oral activities "E teens 8"

UNIT 1

ACTIVITY	TYPE OF ACTIVITY
activity 1. page 15	free production activity
activity 5 page 15	free production activity
activity 2 page 16	free production activity
activity 8 page 18	free production activity
activity 1 page 20	free production activity
activity 4 page 21	free production activity
activity 8 page 24	free production activity
activity 4 page 25	free production activity
activity 4 page 26	free production activity
activity 5 page 27	free production activity
activity 3 page 29	free production activity
activity 2 page 30	free production activity
activity 4.2 page 30	free production activity
activity 3 page 31	free production activity
activity 1 page 32	free production activity
activity 5 page 32	free production activity
activity 6 page 32	free production activity
activity 1 page 33	free production activity
activity 4 page 33	free production activity
activity 5 page 33	free production activity
activity 6 page 33	free production activity
activity 6 page 36	free production activity
activity 5 page 37	free production activity
activity 1 page 39	free production activity
activity 5 page 39	free production activity
activity 1 page 40	free production activity
activity 1 page 41	free production activity
activity 3 page 41	free production activity
activity 3 page 43	free production activity
activity 4 page 46	Free production activity

UNIT 2

ACTIVITY	TYPE OF ACTIVITY
activity 1 page 49	free production activity
activity 5 page 49	free production activity
activity 2 page 50	free production activity
activity 1 page 54	free production activity
activity 6 page 54	free production activity
activity 4 page 55	free production activity
activity 5 page 55	free production activity
activity 8a page 58	free production activity
activity 4 page 59	free production activity
activity 1 page 60	free production activity
activity 4 page 60	free production activity
activity 1 page 61	free production activity
activity 1 page 63	free production activity
activity 4 page 63	free production activity
activity 5 page 63	free production activity
activity 3 page 65	free production activity
activity 2 page 67	free production activity
activity 5 page 67	pre-task planning time
activity 6 page 70	free production activity
activity 5 page 71	free production activity
activity 4 page 72	free production activity
activity 3 page 73	free production activity
activity 1 page 75	free production activity
activity 3 page 75	free production activity
activity 1 page 76	free production activity
activity 4 page 76	free production activity
activity 3 page 77	free production activity
activity 5 page 80	free production activity

UNIT 3

ACTIVITY	TYPE OF ACTIVITY
activity 1 page 83	free production activity
activity 5 Page 83	free production activity
activity 3 page 85	free production activity
activity 1 page 88	free production activity
activity 5 page 88	free production activity
activity 4 page 89	free production activity
activity 5 page 89	task repetition
activity 2 page 90	free production activity
activity 6 page 92	free production activity
activity 4 page 93	free production activity
activity 1 page 95	free production activity
activity 2 page 95	free production activity
activity 3 page 95	free production activity
activity 4 page 97	free production activity
activity 4.4 page 98	free production activity
activity 3 page 99	free production activity
activity 4 page 100	free production activity
activity 3 page 101	free production activity
activity 1 page 102	free production activity
activity 3 page 104	free production activity
activity 7 page 104	free production activity
activity 4 page 105	free production activity
activity 2 page 106	free production activity
activity 5 page 106	free production activity
activity 1 page 107	free production activity
activity 4 page 107	free production activity
activity 1 page 109	free production activity
activity 3 page 109	free production activity
activity 4 page 109	free production activity
activity 4.4 page 110	free production activity
activity 3 page 111	free production activity
activity 6 page 114	free production activity

UNIT 4

ACTIVITY	TYPE OF ACTIVITY
act. 1 page 117	free production activity
act. 5 page 117	free production activity
act. 2 page 118	free production activity
act. 8 page 120	free production activity
act. 1 page 122	free production activity
act. 6 page 123	free production activity
act. 6 page 126	free production activity
act. 4 page 127	free production activity
act. 5 page 128	free production activity
act. 1 page 129	free production activity
act. 3 page 131	free production activity
act. 4 page 132	free production activity
act. 3 page 133	free production activity
act. 1 page 134	free production activity
act. 2 page 134	free production activity
act. 4 page 134	free production activity
act. 5 page 134	free production activity
act. 5 page 135	formulaic sequences
act. 4 page 138	free production activity
act. 6 page 138	free production activity
act. 4 page 139	free production activity
act. 5 page 140	free production activity
act. 2 page 141	free production activity
act. 1 page 143	free production activity
act. 2 page 143	free production activity
act. 3 page 143	free production activity
act. 5 page 143	free production activity
act. 4 page 144	free production activity
act. 3 page 145	free production activity
act. 4 page 148	free production activity

Extra practice unit

ACTIVITY	TYPE OF ACTIVITY
activity 4 page 150	free production activity
activity 4 page 153	free production activity
activity 1 page 154	free production activity
activity 4 page 155	free production activity
activity 4 page 156	use of formulaic sequences
activity 4 page 157	free production activity
activity 2 page 160	free production activity
activity 4 page 162	use of formulaic sequences
activity 3 page 163	free production activity
activity 4 page 163	free production activity
activity 3 page 165	free production activity

Appendix 7: Analysis of oral activities "Tune Up"

UNIT 1

ACTIVITY	TYPE OF ACTIVITY
activity 2 page 8	use of formulaic sequences
activity 1 page 11	free production activity
activity 4 page 11	free production activity
activity 5 page 12	free production activity
activity 7 page 12	free production activity
activity 10 page 13	free production activity
activity 11.e page 13	use of formulaic sequences
activity 17 page 14	free production activity
activity 1 page 15	free production activity
activity 3 page 16	free production activity
activity 4.e page 16	free production activity
activity 1 page 18	free production activity
activity 9 page 20	free production activity
activity 14 page 21	use of formulaic sequences
activity 2 page 22	free production activity
activity 7e page 24	use of formulaic sequences
activity 8 page 27	free production activity
activity 1 page 28	free production activity
activity 4 page 28	use of formulaic sequences

UNIT 2

ACTIVITY	TYPE OF ACTIVITY
activity 4 page 31	free production activity
activity 6 page 32	free production activity
activity 10.d/e page 33	free production activity
activity 13 page 34	free production activity
activity 1 page 35	free production activity
activity 5 page 36	free production activity
activity 8b page 36	free production activity
activity 9 page 37	use of formulaic sequences
activity 10 page 37	free production activity
activity 2 page 38	free production activity
activity 7 page 39	free production activity
activity 11 page 40	free production activity
activity 12 page 40	free production activity
activity 16 page 41	free production activity
activity 1 page 42	free production activity
activity 4.a page 43	free production activity
activity 7 page 43	free production activity
activity 8.b page 44	free production activity
activity 9 page 44	free production activity
activity 2 page 45	free production activity
activity 4 page 46	free production activity
activity 6 page 47	free production activity
activity 3 page 48	free production activity

UNIT 3

ACTIVITY	TYPE OF ACTIVITY
activity 1 page 51	free production activity
activity 6 page 52	free production activity
activity 8 page 53	free production activity
activity 9 page 54	free production activity
activity 1 page 55	free production activity
activity 3 page 55	free production activity
activity 5 page 56	free production activity
activity. 7 page 56	free production activity
activity 12b page 61	free production activity
activity 13 page 61	use of formulaic sequences
activity 14c page 61	free production activity
activity 1 page 62	free production activity
activity 6 page 62	free production activity
activity 11b page 63	use of formulaic sequences
activity 16 page 64	use of formulaic sequences
activity 3 age 68	use of formulaic sequences
activity 4 page 68	use of formulaic sequences
activity 5 page 68	use of formulaic sequences
activity 7 page 68	free production activity

UNIT 4

ACTIVITY	TYPE OF ACTIVITY
activity. 4 page 71	free production activity
activity 7 page 72	free production activity
activity 13 page 73	free production activity
activity 18 page 74	free production activity
activity 2 page 75	free production activity
activity 8 page 76	free production activity
activity 13 page 77	free production activity
activity 1 page 78	task repetition
activity 5 page 80	free production activity
activity 6 page 80	free production activity
activity 7a page 83	free production activity
activity 8 page 84	free production activity
activity 1 page 88	free production activity
activity 5 page 88	free production activity

UNIT 5

ACTIVITY	TYPE OF ACTIVITY
activity 5 page 91	free production activity
activity 6 page 92	free production activity
activity 11 page 94	free production activity
activity 13 page 94	free production activity
activity 7 page 96	free production activity
activity 9 page 97	free production activity
activity 11 page 97	free production activity
activity 12 page 97	free production activity
activity 6 page 100	free production activity
activity 8 page 100	free production activity
activity 10 page 100	free production activity
activity 1 page 102	free production activity
activity 2 page 102	free production activity
activity 5c page 102	free production activity
activity 6 page 103	free production activity
activity 2 page 108	pre-task planning time / free production activity

UNIT 6

ACTIVITY	TYPE OF ACTIVITY
activity 1 page 111	free production activity
activity 2 page 111	free production activity
activity 4 page 111	free production activity
activity 7 page 112	free production activity
activity 8 page 112	free production activity
activity 11 page 112	free production activity
activity 12 page 113	use of formulaic sequences
activity 15 page 113	free production activity
activity 1 page 115	free production activity
activity 8a page 116	free production activity
activity 9 page 116	free production activity
activity 5 page 119	free production activity
activity 9 page 120	free production activity
activity 1 page 122	free production activity
activity 8 page 123	free production activity
activity 13e page 124	free production activity
activity 6 page 125	free production activity
activity 5 page 128	free production activity

UNIT 7

ACTIVITY	TYPE OF ACTIVITY
activity 2 page 131	free production activity
activity 3 page 131	free production activity
activity 4 page 132	free production activity
activity 5 page 132	free production activity
activity 6 page 132	free production activity
activity 11 page 134	use of formulaic sequences
activity 13 page 134	free production activity
activity 1b page 135	free production activity
activity 4 page 136	free production activity
activity 6 page 136	free production activity
activity 4 page 139	free production activity
activity 10 page 140	free production activity
activity 11 page 140	free production activity
activity 1 page 142	free production activity
activity 4 page 143	free production activity
activity 7 page 143	free production activity
activity 8 page 144	free production activity
activity 3 page 148	free production activity

UNIT 8

ACTIVITY	TYPE OF ACTIVITY
activity 1b page 151	free production activity
activity 5 page 152	free production activity
activity 8b page 153	free production activity
activity 11 page 154	free production activity
activity 13 page 154	free production activity
activity 4 page 156	free production activity
activity 5 page 156	free production activity
activity 6 page 156	free production activity
activity 11a page 157	free production activity
activity 12 page 160	free production activity
activity 15 page 160	free production activity
activity 17 page 161	free production activity
activity 1 page 162	free production activity
activity 3 page 162	free production activity
activity 3 page 168	free production activity
activity 4 and 5 page 168	free production activity

Appendix 8: Common Reference Levels: Global scale (Council of Europe, 2001)

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can

		describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.