Journal of Foreign Language Teaching and Learning
Volume 6, No. 1, January 2021
Available online at: https://journal.umy.ac.id/index.php/FTL/issue/view/720
e-ISSN: 2580-2070, p-ISSN: 2527-7650

Article History:
Submitted:
6 November 2020
Reviewed:
10 December 2020
5 January 2021
Edited:
15 January 2021
28 January 2021
Accepted:
28 January 2021

EFL Speaking Fluency through Authentic Oral Production

Jairo Israel Lopez[1], Andres Paredes Becerra[2], María Rossana Ramírez-Ávila[3]

[1,3]Universidad Casa Grande, Ecuador
[2]Centro de Educación Continua de la Escuela Politécnica Nacional, Ecuador

[1]jairo.lopez@casagrande.edu.ec
[2]aparedes@cec-epn.edu.ec
[3]mramirez@casagrande.edu.ec

DOI: https://doi.org/10.18196/ftl.v6i1.10175

Abstract

This article describes the development of speaking fluency through authentic oral production in a six-week action research study of a public high school in Guayaquil, Ecuador. The methodology included a pre-test and a post-test that measured quantitative aspects of student's spoken fluency (speed, pauses, repetitions, and corrections), a survey with closed-ended questions that collected learners' perspectives towards their own speaking fluency, and an interview that addressed students' opinions towards the elements of this action research. Twenty-four students' audio recordings were analyzed and the results indicated that there was a significant increase of students' speaking fluency. Results also showed that student's perspectives on the innovation were positive since it raised awareness of their mistakes, helped them feel more confident, and let them practice the target language with autonomy outside the school boundaries. However, some considered that time and the lack of equipment and technological skills were issues that made the activity look less pleasant. This paper affirms that authentic oral production, facilitated by vlogging, helps students develop speaking fluency. Other EFL teachers and professionals in this field who would like to improve the fluency of their students in their oral production may consider reading this paper.

Keywords: speaking; fluency; authentic production; vlogging; high school

==========

Introduction

Many language learners agree that the ultimate purpose of learning a language is to speak it with a high level of proficiency and to develop communicative efficiency (Rahman & Deviyanti, 2018). This would be possible only if the educational systems provide a regulatory framework that facilitates the acquisition of speaking competence. In this regard, the Ecuadorian English Language Learning Standards establish that at the end of high school students must be able to get involved in conversations about their everyday life naturally (Ministerio de Educación, 2012).

Teachers and EFL learners experience different limitations in the Ecuadorian education system. Making connections with student's background experiences is one of the lowest parameters considered in classes (Naula, 2016). It is known that using the target language in authentic and meaningful tasks has a significant impact on language development (Richards, 2015; Swain, 2000). However, in classroom-based learning, teachers usually focus on linguistic instruction rather than the practical use of the language (Arevalo as cited in Calle et al., 2012). In respect to this, Richards (2015) argued that a classroom environment lacks authenticity, and stated that learning can happen in a scenario different from school.

Another issue is that not every student has the same opportunity to interact. In a research study carried out in two cities of Ecuador, Briones Huayamave and Ramírez-Avila (2011) found out that most of the time teachers dominate the classes with monologues, interacting only with the students with higher level of the target language. This situation prevents students with lower speaking skills from practicing English in class and developing language competence.

Sari (2017) pointed out that learners can lack speaking skills even when their knowledge about the use of language is good (word and sentence formation, for example). The author makes a direct connection between this issue and the lack of confidence and motivation. Students who lack speaking skills feel reluctant to participate actively. This might prevent them from acquiring a foreign language due to the fear of being mocked or criticized by their classmates (Krashen, 2013; Miller, 2003, as cited in Hamston, 2003). Therefore, there is a direct link between confidence and developing speaking skills.

The use of Information and Communication Technologies (ICTSs) has proven to be a positive feature in education, making the content more accessible to learners (Mishra & Koehler,

2006). Besides, technology fosters a positive attitude on students and helps them develop critical thinking skills (Ilter, 2009). This will not only depend on the implementation of ICTs, but on how effective the teacher is when using these tools in order to encourage students' engagement.

Teachers also face challenges that may prevent some of them from using ICTs in EFL classrooms. Looking for authentic materials as well as learning how to handle hardware and software take a high extra effort (Abunowara, 2016). However, according to Solano et al. (2017), using traditional teaching approaches and avoiding ICTs slow down the development of communicative competence in a foreign language. The same authors explained that 9 out of 10 students agreed that using technological tools helped them improve English language proficiency.

YouTube represents a great source of native, authentic input. Video logs or vlogs, for example, are a democratic way of communication and a way to create meaningful, enjoyable products for students (Sari, 2017). Students that make vlogs as part of their English classes, gradually gain confidence and participate more in speaking activities regardless their complexity. Safitri and Khoiriyah (2017) reviewed a series of studies and reported that only watching vlogs as a mean of input is not enough since participants consider that most vloggers' backgrounds differ from their culture; hence, the task itself fails to be authentic if students do not produce their own recordings.

Participants of this study had problems in speaking. They only practiced in English class hours which were limited to five forty-minute hours. They were not motivated to speak English outside their school time. Their participation in class was limited. This article raised the possibility of improving their' speaking fluency through authentic oral production using online video hostings such as YouTube. Two questions were answered by the end of this research: To what extent does authentic oral production improve fluency? What is the perspective of students towards authentic oral production?

Literature Review

Fluency

Different authors agree that fluency is the ability to keep a natural conversation known as speech rate, without many filled or unfilled pauses, and using a small number of fillers, and use of formulaic language (Bøhn, 2015; Housen & Kuiken, 2009). Richards (2009) gave more

importance to ongoing communication over communicative competence. In summary, fluency is the ability to use a language naturally and effectively without many fillers and pauses.

Segalowitz (2010) made a differentiation of three facets of fluency. Cognitive fluency involves the mental processes behind the speaker's ability to communicate. Utterance fluency relates to the observable characteristics of fluency; these are speed, breakdown, and repair. The speed is conceived as the mean of syllables pronounced, the breakdown as the number the silent pauses, filled pauses and the mean length of silent pauses, and the repair as the number of repetitions and corrections. Perceived fluency refers to the reaction of the listener towards the linguistic and nonlinguistic features of the speaker's speech. This research work focused on utterance fluency.

Authentic Production

In language acquisition, authenticity refers to the use of material taken from real contexts, intended for native-speakers, rather than material made for language learners (Van Lier, 1996). According to Richards (2001), English instruction must be delivered in such a way that students' performances represent real world situations. In this regard, the output that students produce in class must reveal their own identity in such a way that students use what they learn in other contexts outside the classroom boundaries. Richards (2015) also pointed out that authenticity is regularly affected by different features of classroom-based learning, such as big size classrooms, time limitation, teachers' low English proficiency, and test-driven curriculum.

Swain (2000) argued that "student's meaningful production of language [output] would … seem to have a potentially significant role in language development" (p. 99). On the other hand, Krashen (1998) claimed that comprehensible output "does not make a real contribution to linguistic competence" (p. 180). However, authentic production is significant because, even if it does not lead to acquisition by itself, it (1) is a means by which students get input from the teacher or their partners, (2) helps learners notice their own mistakes and errors to improve production skills, and finally (3) it is the only way a teacher can assess students' learning success (Ellis, 2005).

Information and Communication Technologies (ICTs)

Drigas and Ioannidou (2013) sustained that Information and Communication Technologies (ICTs) are all kinds of technologies that provide people the opportunity of receiving, manipulating, and sharing information. According to Castaño and Cabero (2013), the

use of ICTs contributes to interaction due to the advent of mobile devices, cloud computing, and the progressive development of new software applications. Talking about language instruction, the implementation of ICTs enhances collaboration, facilitates communication, and the delivery of teacher-student feedback and among peers (Bustos Sanchez & Coll Salvador, 2010). For this study, ICTs were considered as a group of tools that enabled students to use the target language outside the school boundaries, at their own pace, and provided them with multiple opportunities to assess themselves and their classmates.

Vlogging

Vlogging derives from blogging and refers to the act of recording videos of oneself discussing any topic and uploading it to a video hosting website such as YouTube (Snelson, 2015; Kirschner in Safitri & Khoiriyah, 2017). While a blog (web-log) relates to a website with small articles, a vlog (video-log) does it to a website composed of a collection of small videos. One of the characteristics of vlogs is that vloggers can produce them in a variety of contexts and settings without the need of expensive equipment (Snelson, 2015). Besides, vlogging provides average people the opportunity to share and interact with different audiences regardless if their main purpose is to have fun, to improve their speaking skills, or just to connect with family and friends.

Vlogging gives students more time to organize their ideas and practice several times before obtaining a final product (Jaramillo, 2016). Furthermore, it raises learner's awareness of their own mistakes and helps them focus on how to structure their sentences when speaking in other contexts.

Method

This work was an action-research with the analysis of quantitative and qualitative data. Burns (2008) mentioned action research has evolved since 1980. The author pointed out it moved from little impact in teachers' education to a venue for professional development. This development has changed the view of teachers from operators to problem solvers. Researchers included in Burns's (2008) review have discussed the benefits of AR for learner-centered curriculum design and classroom-based research. In this type of research, Mertler (2016) stated the teacher identifies an aspect of the teaching-learning practice that needs to be solved or improved, then collects meaningful students' data in order to use it as "the basis for well-informed educational decision-making" (p. 3).

The definition of Mertler (2016) was followed in this study. A problem was identified, students needed to improve their spoken fluency (as stated in the introduction), definitions, concepts and related studies were searched (they are described in the literature review), a strategy was chosen, planned, and applied (see the description under classroom procedures), data was collected and results are reported. This cycle was observed once. However, students were trained to use the strategy and practiced it several times as stated in the classroom procedures section described later.

Reliability and validity was ensured in this study. Instruments were validated by three EFL experts. To raise reliability of the scores of the posttest, another teacher was trained to grade the posttests and avoid bias from the teacher-researcher. Cronbach Alpha was calculated to test the reliability of the survey. Regarding ethical considerations, a consent letter was received to proceed with these research. Because participants were minors, parents authorized their children participation in this study. All data was kept confidential. Students' names were not disclosed. Numbers were used to replaced names.

Participants

The participants were 24 students from a public school in Guayaquil, Ecuador; only four of them were male. Their English proficiency level was B1.1 in which learners must be able to participate in conversations about different topics of their life and the world in general (Council of Europe, 2003). They were in senior high school of sciences and had five periods of 40 minutes of English classes per week. They were also part of the International Baccalaureate Diploma Programme (IBDP), which means they should meet a standard profile: inquirers, communicators, and risk takers among others (International Baccalaureate Organization, 2016).

Regarding technology use among students, all the participants had a computer at home and one of them did not have access to the Internet. Four students did not have a smartphone and twenty-three students considered that were moderately or highly skilled in their use. Twelve students accessed to the Internet mostly from their phones. Nineteen students used their phones for learning purposes and two said they never used them for school. Four students had already uploaded videos of themselves talking about any topic in Spanish to the Internet; two of them had uploaded their videos to YouTube. Only four students were familiarized with the term vlogging.

Classroom Procedures

At the beginning, the teacher included training lessons. They consisted in introducing students to the main concepts of vlogging. The tasks encouraged students to develop their understanding about these concepts by combining their previous knowledge with their classmates'. The projection of samples from YouTube allowed students to have a better idea of what vlogs look like.

Training lessons also involved how to plan and perform the content of students' recordings. The students gathered in groups and followed instructions extracted from a website specialized in providing steps and tutorials. In this part, they did not record their performances. They only made a vlog drill in front of their classmates. There were opportunities for feedback inside the groups and among the different groups.

After the vlog drill, students planned, and recorded one preliminary version of a vlog in groups during the class hour. At this time, the teacher monitored each stage to produce a vlog. During the planning stage, the students used the computer laboratory to do their research work about a topic given by the teacher.

Then in the recording stage, they recorded their videos outside the classroom but inside the school boundaries. This way, students could look for places where they would not be interrupted, where the illumination was appropriate, or there were not sounds that affected the recording of their videos. Students practiced and recorded their video as many times as they needed before they submitted it to the teacher.

Students conducted this practice six times. At the end, students planned, recorded, and uploaded one vlog on their own. For this, they created a YouTube channel and shared its link with their partners. Since uploading a video to a hosting took a considerable amount of time and a fast Internet connection, the students had to upload their videos in the computer laboratory of the school. The teacher projected the students' videos to the class. There were chances for feedback after each video, orally and by commenting on the different YouTube channels.

Instruments

The students filled a demographic survey that consisted of 15 closed-ended questions adapted from Christensen and Knezek's (2009) Construct validity for the teacher's attitudes toward computers questionnaire. Items that addressed student's background were used and others were added. They were related to the use of hardware and applications involved in this

study. The demographic survey provided information about the sample's access to the equipment and technology needed and their skills in using them. The instrument also addressed the participants' use of mobile devices for learning.

To determine to what extent authentic oral production improves fluency, the researcher applied a speaking pre-test and a post-test. The researcher considered a twenty-second extract of a speaking test that followed the International Baccalaureate's Internal Assessment oral guidelines (International Baccalaureate Organization, 2015).

The research measured three quantifiable aspects of utterance fluency: speed (mean length of syllables), breakdown (silent pauses, filled pauses and length of silent pauses), and repair (repetitions and corrections; Bosker, et al., 2013; Tavakoli & Skehan, 2005). Calculations followed the procedure stated by Bosker et al. (2013): 1) the time of the speech divided by the number of syllables; 2) the number of silent pauses and filled pauses by the spoken time, and the sum length of silent pauses by the number of silent pauses; and, 3) the number of repetitions and corrections by the spoken time. The spoken time equals the duration of the spoken fragment not counting the silences of >250ms.

The perception of the students towards the innovation was measured with a 12 closed-ended survey with a Likert scale which was applied before and after the implementation. The items of the survey addressed the participants' opinion of their own fluency and vlogging. It was adapted from different studies on the use of ICTs for learning purposes (Anil, 2016; Charles & Issifu, 2015; MacKeogh, 2003). A Cronbach's Alpha of 0.728 indicated that the survey was internally consistent and each of its items contributed with unique information.

A semi-structured interview helped the researcher get a deeper insight on students' perspectives of spoken fluency and vlogging. It was applied to a smaller sample of six participants who were selected according to their results in the quantitative instruments. Two who had the same results in both, the pretest and posttest, two who had a moderate improvement, and the two students with the highest improvement. Their English teacher conducted the interview individually inside the educational institution in school hours.

This interview included six open-ended questions and were adapted from interviews conducted in research works that studied learners' perspectives on the use of YouTube and vlogging to improve students' confidence to speak English, and the use of ICTs for learning purposes (Sari, 2017; Soa et al., 2017). It was applied after the innovation.

Data Collection and Analysis

To determine the effectiveness of the innovation, the researcher contrasted the results of the speaking pretest and posttest. The value of the effect size made it possible to determine the impact of authentic oral production on the development of speaking fluency.

The researcher analyzed the perspectives of students collected in the survey and described the results of items 1-4 which relate to learners' opinions towards their own fluency.

After recording and transcribing the interviews, it was possible to obtain in depth positive and negative opinions which were organized in categories as well. This led to the identification of the students' engagement and motivation during the implementation of the activities; how motivated, confident or reluctant they felt when participating in vlogging.

Results

The first question to answer was to what extent authentic oral production helps students improve speaking fluency. Table 1 shows that the participants increased their speed in 21% (M= 2.44 to 2.95), and reduced the number of silent pauses in 45% (M= 0.16 to M= 0.09), reduced filled pauses in 29% (M= 0.14 to M= 0.10), reduced repetitions in 48% (M= 0.13 to M= 0.07), and reduced corrections in 34% (M= 0.07 to M= 0.04). With a confidence interval of 95%, the p=0.000 shows that this difference is statistically significant ($p < 0.001$) and is not consequence of random chance.

As Table. 1 shows, the average effect size of the innovation was 1.01. This result indicates that vlogging contributed to the development of speaking fluency, considering Cohen's (1988) suggestions that > 0.8 represents a large effect. Analyzing the values of each acoustic measure independently, the innovation had a large impact on the increment of speed (0.93), the reduction of silent and filled pauses (1.50 and 0.90), and word repetition (1.57). However, there is only an intermediate effect on the results of the length of silent pauses (0.54) and corrections (0.60).

Table. 1. **Pre-test and Post-test results**

			PRETEST		POSTTEST				
Aspect	Acoustic measures	N	M	SD	M	SD	MD	Sig. (*p*)	ES
Speed	Mean of syllables	24	2.44	0.48	2.95	0.42	-0.52	0.000	0.93
Breakdown	Silent pauses	24	0.16	0.06	0.09	0.04	0.07	0.000	1.50
	Filled pauses	24	0.14	0.07	0,10	0.05	0.04	0.001	0.90
	Mean length of silent pauses	24	0.40	0.16	0.58	0.20	-0.18	0.000	0.54
Repair	Repetitions	24	0.13	0.04	0.07	0.06	0.07	0.000	1.57
	Corrections	24	0.07	0.04	0.04	0.04	0.02	0.000	0.60
			PRE-TEST		POST-TEST				
	Total	24	0.56	0.14	0.64	0.14	-0.08	0.000	1.01

Note: N= sample M= mean SD= standard deviation MD: Mean difference Sig (*p*): Significance ES= effect size

The second question to answer is what the perspectives of students towards speaking fluency and vlogging are. For this purpose, the research included a survey and an interview. Table. 2 shows that the students' general perspective of their own fluency improved from the initial stage (M=2.75) to the end of the intervention (M=3.42) in 24%, being the reduction of word repetition the highest item with a 29% and their speed the lowest one with a 17%. A p = 0.000 shows that this difference did not happen by chance.

Journal of Foreign Language Teaching and Learning
Volume 6, No. 1, January 2021
Available online at: https://journal.umy.ac.id/index.php/FTL/issue/view/720
e-ISSN: 2580-2070, p-ISSN: 2527-7650

Table 2. Descriptive statistics for students' perspectives about their speaking fluency

	Pre-survey	Post-survey		
Items	M	M	Md	Sig. (P)
1. I consider that I speak English with an appropriate speed	2.88	3.38	-0.50	0.000
2. I consider that I do not make many pauses when I speak English.	2.50	3.25	-0.75	0.000
3. I consider that I do not repeat words when I speak in English.	2.58	3.33	-0.75	0.000
4. I consider that I do not reformulate sentences constantly when I speak in English.	3.04	3.71	-0.67	0.000
Total	2.75	3.42	-0.67	0.000

Note: M= mean Sd= standard deviation Md: mean difference Sig (P): Significance

The open-ended interview led to the identification of twenty positive opinions regarding the innovation. The researcher divided them into 5 categories: speaking skills, affective, technology, timing, and autonomy. The opinions are detailed in Table. 3.

Table. 3. Students' perspectives about the innovation

Aspects	Categories	Total
Speaking skills	I think that now I speak faster than before (s2 and s4)	2
	I think that I don't repeat words as I did before. (s1, s2, and s5)	3
	I raised awareness of my mistakes by watching again the videos. (s2)	1
Affective	I felt comfortable doing the activity (s1 and s5)	2
	I eventually felt more confident when speaking (s3)	1
	Talking about real life issues made the activity more meaningful to me (s4 and s6)	2
Technology	Using new technologies helps me to learn better. (s1 and s5)	2
	Vlogging combines technology I am familiar with (S1 and s4)	2
Timing	I liked that I had enough time to prepare my speech before I recorded the video. (s4)	1
Autonomy	I can practice my speaking skills outside school. (s1 and s4)	2
	I can use other vloggers' videos on YouTube as a guide. (s5)	1
	I can do it at any place and at any time before the submitting deadline. (s2)	1
	Total	20

In spite of the positive opinions of the innovation, some students also reported negative perspectives about it. Regarding the effect of vlogging on fluency, one student stated not having seen a big improvement since the initial stage. Two students affirmed that they felt embarrassed of being watched online, one stated that being aware of committing mistakes all the time was an issue, and another student stated feeling anxiety. Students also mentioned three negative aspects about the use of ICTs; the extra effort that it takes to learn how to use a new technology, the lack of the specialized equipment, and the lack of fast internet connection. Finally, three students affirmed that the whole process of vlogging also requires a lot of time, starting from the preparation of the topic, recording the video (including the several discarded attempts), and uploading it to the Internet.

Discussion

The study revealed that, after six weeks of implementation, the authentic oral production contributed to the development of speaking fluency. The highest impact the innovation had on

fluency is on speed since students increased the number of syllables they pronounce in a given time. Besides, though in a discreet grade, students also decreased the number of silent and filled pauses they made. The study also showed that after different sessions of vlogging, students decreased the number of corrections. The multiple video recording sessions made them aware of their own mistakes when speaking. According to Ellis (2005), noticing one's mistakes and errors helps learners improve their production skills.

An unusual finding was that even though students reduced the number of silent and filled pauses, the mean length of silent pauses increased. It is possible that during the intervention, students preferred to elongate the moments of silence as a strategy to avoid using fillers or repeating words. This would have given students more time to think and make sure of what they were going to say before speaking again. A low number of corrections and fillers are characteristics of a fluent conversation (Bøhn, 2015; Housen & Kuiken, 2009).

Students who felt comfortable with vlogging also noticed that their speaking fluency increased after its implementation. These results agree with Solano et al. (2017) studies which affirm that technological tools help students improve English language proficiency. On the other hand, the student that affirmed not having improved in fluency also reported feeling embarrassed during the activity. This is highly related to Miller' (as cited in Hamston, 2003) and Krashen's (2013) ideas that the fear of being mocked and lack of confidence have a negative impact on the development of speaking skills.

The findings also indicate that students considered that vlogging demanded them to use the target language authentically making the activity more meaningful than others. Swain (2000). explained that meaningful output has the potential to help students develop a foreign language.

The use of ICTs proved to be positive since it made information more accessible and fostered learner's autonomy. The findings demonstrated that students saw as positive how easy they could access to content for learning purposes such as examples and tutorials. Students also reported as positive the possibility to work at any time and at any place. This agrees with Richard's (2016) statement that students make progress in their spoken English when they are provided with opportunities to use it outside the classroom boundaries.

Conclusions

Teachers, in their role as facilitators, have the responsibility to encourage learners to become autonomous learners and new technologies open up a world of possibilities to learn independently. Authentic oral production provides students the opportunity to use the target language at their own pace, become aware of their performance constantly, and take actions in order to improve their speech. Findings in this study state that students improve speaking fluency in terms of speed, and reduction of pauses, word repetition, and corrections.

This research work may open new horizons for the use of ICTs to create authentic output in EFL instruction in public schools. Findings show that students who get involved in vlogging show interest and enthusiasm because they consider such tasks as authentic and meaningful. Besides, vlogging does not require expensive equipment or software that the majority of students are not familiar with.

However, the lack of technology management skills and proper equipment can make vlogging look more difficult and affect students emotionally due to their concern to accomplish the assignments on time. Students were not familiar with software needed to record, edit, and upload videos. The effort and time that it took to learn how to use new technology made the activity look less pleasant. Teachers should make sure that students can do the different activities. Another issue is the stress that students may feel toward being watched on video hosting sites like YouTube or social networks like Facebook. The study revealed that it could affect the perspective of their own performance.

Limitations

This research work was limited in sample (N=24). This study did not include a control group. The participants were all students of the IBDP, which means they were expected to have a standard profile. This fact increased the chances to find students more motivated to participate actively in this course compared to an average classroom. Technology represented an issue due to lack of skills to handle it as well as outdated or lack of resources.

Recommendations

A larger number of participants, and a more heterogeneous group will increase the confidence to generalize findings. Instruments that measure other aspects of speaking would give an idea of the impact of the innovation on speaking skills competence in general. An in-depth demographic study that contrasts the students' access to technology, and their performance

before and after the innovation would offer a clear view of how the lack of technology affects the development of English language skills. Positive and negative feelings that students experience during the activity would provide a better understanding of the effects of vlogging on the emotional facet of learners. Future research regarding how well equipped public schools are in terms of ICTs and how skilled are students using these would offer a more accurate perspective of to what extent the Ecuadorian system is prepared for this kind of innovations. It would also provide valuable information to develop plans that in the long run help schools create the conditions to seize the opportunities that ICTs could provide to their students.

References

Abunowara, A. M. (2016). Using technology in EFL/ESL classroom. *International Journal of Humanities and Cultural Studies, 1*(2), 7-23. Retrieved from http://www.ijhcs.com/index.php/ijhcs/article/download/29/26

Anil, B. (2016). Top-up students second language talk time through vlogs. *Indonesian Journal of EFL and Linguistics, 1*(2), 129-143. https://doi.org/10.21462/ijefll.v1i2.9

Bøhn, H. (2015). Assessing spoken EFL without a common rating scale: Norwegian EFL teachers' conceptions of construct. *Sage Open, 5*(4), 1-12. https://doi.org/10.1177/2158244015621956

Bosker, H. R., Pinget, A. F., Quené, H., Sanders, T., & De Jong, N. H. (2013). What makes speech sound fluent? The contributions of pauses, speed and repairs. *Language Testing, 30*(2), 159-175. https://doi.org/10.1177/0265532212455394

Briones Huayamave, M. K., & Ramírez-Avila, M. R. (2011). *Implementing instructional coaching using a partnership philosophy model to train teachers in reading skills*. (Master's thesis, Casa Grande, Guayaquil, Ecuador). Retrieved from http://dspace.casagrande.edu.ec:8080/bitstream/ucasagrande/237/1/Tesis353BRIc.pdf

Burns, A. (2008). Action research in second language teacher education. In A. Burns & J. Richards (Eds.), *The Cambridge guide to research in language teaching and learning.* (pp. 289-297). Cambridge: Cambridge University Press.

Bustos Sanchez, A., & Coll Salvador, C. (2010). Los entornos virtuales como espacios de enseñanza y aprendizaje. Una perspectiva psicoeducativa para su caracterización y análisis. [Virtual environments as teaching-learning settings. A psycho-educational perspective for its categorization and analysis]. *Revista mexicana de investigación educativa, 15*(44), 163-184.

Retrieved from http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S1405-66662010000100009&lng=es&tlng=es

Calle, A. M., Calle, S., Argudo, J., Moscoso, E., Smith, A., & Cabrera, P. (2012). Los profesores de inglés y su práctica docente: Un estudio de caso de los colegios fiscales de la ciudad de Cuenca, Ecuador. [English teachers and their teaching practices: A case study of public high schools in Cuenca, Ecuador]. *Maskana, 3*(2), 1-17. Retrieved from http://dspace.ucuenca.edu.ec/bitstream/123456789/5405/1/MASKANA%203201.pdf

Castaño, C. & Cabero, J. (2013). *Enseñar y aprender en entornos m-learning.* [Teaching and learning in m-learning environments]. Madrid: Síntesis.

Charles, B. A., & Issifu, Y. (2015). Innovation in education: Students' perceptions of implementing ICT in learning in second-cycle institutions in Ghana. *Procedia-Social and Behavioral Sciences, 197*(1), 1512-1519. Retrieved from https://core.ac.uk/download/pdf/82486919.pdf

Christensen, R. W., & Knezek, G. A. (2009). Construct validity for the teachers' attitudes toward computers questionnaire. *Journal of computing in Teacher Education, 25*(4), 143-155. Retrieved from https://files.eric.ed.gov/fulltext/EJ844212.pdf

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Earlbaum Associates.

Council of Europe. (2003). *Common European framework of reference for languages: Learning, teaching, assessment.* Cambridge, UK: Cambridge University Press.

Drigas, A., & Ioannidou, R. (2013). Special Education and ICTs. *International Journal of Emerging Technologies in Learning, 8*(2), 41-47. http://dx.doi.org/10.3991/ijet.v8i2.2514

Ellis, R. (2005). Principles of instructed language learning. *System, 33*(2), 209-224. https://doi.org/10.1016/j.system.2004.12.006

Hamston, J. (2003). Review of Miller, J. (2003) Audible Difference. ESL and Social Identity in Schools. *Australian Review of Applied Linguistics*, *26*(2), 124-126. https://doi.org/10.1075/aral.26.2.10ham

Housen, A. & Kuiken, F. (2009). Complexity, accuracy, and fluency in second language acquisition. *Applied Linguistics, 30,* 461-473. https://doi.org/10.1093/applin/amp048

Ilter, B. (2009). Effect of technology on motivation in EFL classrooms. *Turkish Online Journal of Distance Education, 10*(4). 136-158. Retrieved from https://files.eric.ed.gov/fulltext/ED506782.pdf

International Baccalaureate Organization. (2015). *Language ab initio guide: update to first exams 2015.* Retrieved from http://www.ibo.org

International Baccalaureate Organization. (2016). *Guide to the International Baccalaureate Programme.* Retrieved from https://www.ibo.org/globalassets/publications/recognition/dpguideforuniversities-en.pdf

Jaramillo, P. (2016). *The effect of blending learning using video-based blogs and the speaking skill development in students attending 1st year of bachelor at "Marcel Laniado de Wind" high school, in Machala, in the first term, 2015-2016 School year* (Master's thesis. Universidad de las Fuerzas Armadas ESPE, Quito, Ecuador). Retrieved from http://repositorio.espe.edu.ec/handle/21000/11737

Krashen, S. (1998). Comprehensible output. *System, 26*(2), 175-182. https://doi.org/10.1016/S0346-251X(98)00002-5

Krashen, S. (2013). Second Language Acquisition: Theory, Application and Some Conjectures. Mexico City: Cambridge University Press.

MacKeogh, K. (2003). *Student perceptions of the use of ICTs in European education: report of a survey. Oscail - National Distance Education Centre, Dublin City University*. Retrieved from http://doras.dcu.ie/569/1/mackeogh_icts_european_education.pdf

Mertler, C. A. (2016). Leading and facilitating educational change through action research learning communities. *Journal of Ethical Educational Leadership, 3*(3), 1-11. Retrieved from http://cojeel.org/wp-content/uploads/2013/06/JEELVol3No3.pdf

Ministerio de Educación. (2012). *Estándares de Calidad Educativa.* [Standards of Educational Quality] Retrieved from https://educacion.gob.ec/wp-content/uploads/downloads/2012/09/estandares_2012_ingles_opt.pdf

Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record, 108*(6), 1017-1054. https://doi.org/10.1111/j.1467-9620.2006.00684.x

Naula, R. (2016). *Problems in the acquisition of English as a foreign language in tenth grade in Técnico Salesiano high school* (Master's thesis, Universidad de Cuenca, Ecuador). Retrieved from http://dspace.ucuenca.edu.ec/handle/123456789/25995

Rahman, A., & Deviyanti, R. (2018). The correlation between students' motivation and their English speaking ability. *Jurnal Ilmiah ESAI, 6*(1), 66-83. https://doi.org/10.25181/esai.v6i1.1015

Richards, J. (2001). Postscript: The ideology of TESOL. In R. Carter & D. Nunan (Eds.), *The Cambridge Guide to Teaching English to Speakers of Other Languages* (pp. 213-217). Cambridge: Cambridge University Press.

Richards, J. (2009). *Teaching listening and speaking from theory to practice.* Cambridge University Press.

Richards, J. (2015). The Changing Face of Language Learning: Learning beyond the Classroom. *RELC Journal: A Journal of Language Teaching and Research, 46*(1), 5-22. https://doi.org/10.1177/0033688214561621

Safitri, N., & Khoiriyah, I. (2017). Students' Perceptions on the Use of English Vlog (Video Blog) to Enhance Speaking Skill. *ASEAN/Asian Academic Society International Conference Proceeding Series, 5*(1), 240-247. Retrieved from https://aasic.org/proc/aasic/article/download/298/295

Sari, P. (2017). Using Vlog in the YouTube Channel as a Means to Improve Students' Motivation and Confidence to Speak English in Intermediate 1 Level of LB-LIA Jambi. *International Journal of Language Teaching and Education, 1*(1), 38-44. https://doi.org/10.22437/ijolte.v1i1.4596

Segalowitz, N. (2010). *Cognitive Bases of Second Language Fluency*. New York: Routledge.

Snelson, C. (2015). *Vlogging about school on YouTube: An exploratory study.* New Media & Society, 17(3), 321-339. https://doi.org/10.1177/1461444813504271

Soa, H., Shin, C., Wong, L., Seoa, M., & Davaasuren, B. (2017). Language Learning with Mobiles, Social Media and Gamification in Mongolia: Possibilities and Challenges. *Workshop Proceedings of the 25th International Conference on Computers in Education 299-307.* New Zealand: Asia-Pacific Society for Computers in Education.

Solano, L., Cabrera, P., Ulehlova, E., & Espinoza, V. (2017). Exploring the Use of Educational Technology in EFL Teaching: A case Study of Primary Education in the South Region of Ecuador. *Teaching English with Tehnology. 17*(2), 77-86. Retrieved from https://eric.ed.gov/?id=EJ1140683

Swain, M. (2000). The Output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.), *Sociocultural Theory and Second Language Learning* (pp. 97-114). Oxford: Oxford University Press.

Tavakoli, P. & Skehan, P. (2005). Strategic planning, task structure and performance testing. In R. Ellis (ed.), *Planning and task performance in a second language* (pp. 239-277). Amsterdam: John Benjamins

Van Lier, L. (1996). *Interaction in the language curriculum: Awareness, autonomy and authenticity.* London: Longman.