



UNIVERSIDAD DE CUENCA

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

**BLENDED LEARNING: VIDEO-CONFERENCING TO SUPPORT THE
DEVELOPMENT OF THE SPEAKING SKILL THROUGH TASK-BASED
LEARNING ACTIVITIES**

Tesis previa a la obtención del Título de
Licenciado en Ciencias de la Educación en la
Especialización de Lengua y Literatura
Inglesa

Autor: Gerardo Santiago Uzhca Guapacasa

Tutor: Mgst. Diego Patricio Ortega Auquilla

Cuenca-Ecuador

2015



RESUMEN

El propósito de este proyecto de graduación fue el de determinar hasta qué medida la video-conferencia, dirigido por el método del Task-Based Learning, influye en el desarrollo de la destreza de hablar inglés. Se tomó en cuenta un enfoque de aprendizaje mixto denominado A La Carte Model para ofrecer este curso. Estudiantes del primer semestre de la carrera de Lengua y Literatura Inglesa en la Universidad de Cuenca fueron los participantes del estudio. Se aplicó un pre-test y un post-test para determinar la influencia que tiene 30 sesiones de videoconferencia en la destreza de hablar inglés. Los resultados generales mostraron una mejora en la destreza de hablar inglés. Se demostró que las sesiones de videoconferencias con actividades del Task-Based Learning tuvieron buenos resultados en desarrollar fluidez, gramática, vocabulario, pronunciación y comunicación interactiva.

Palabras claves: Aprendizaje Mixto, a La Carte Model, videoconferencia, task-based learning, la destreza de hablar inglés.



ABSTRACT

The purpose of this research project was to determine to what extent video-conferencing, directed by the task-based learning method, influence in the development of the English speaking skill. It was taken into account a blended learning approach called a La Carte Model to deliver this course. College freshmen students majoring in English Language and Literature at Universidad de Cuenca were the study participants. It was applied a pre-test and a post-test to determine the influence that 30 video-conferencing sessions had on the English speaking skill. The overall results showed an improvement of the English speaking skill. It was demonstrated that video-conferencing sessions with task-based learning activities had good results in developing fluency, grammar, vocabulary, pronunciation and interactive communication.

Keywords: Blended Learning, a La Carte Model, video-conferencing, task-based learning, the English speaking skill.



TABLE OF CONTENTS

CHAPTER I 17

THE PROBLEM 17

 1.1 Topic..... 17

 1.2. Background and Justification 17

 1.3 Problem Statement..... 18

 1.4 Hypothesis 18

 1.5 Research Questions 19

 1.5.1 Overarching Research Question..... 19

 1.5.2 Sub-question 19

 1.6 Objectives 20

 1.6.1 General Objective..... 20

 1.6.1 Specific Objectives 20

CHAPTER II 21

LITERATURE REVIEW 21

 2. Fundamental Definitions 21

 2.1 What is Blended Learning? 21

 2.2 Blended Learning Models..... 23

 3.3 Does Blended Learning (BL) Work? 24

 2.4 E-learning: Stages and Definitions..... 27

 2.5 Online Collaboration Types 28

 2.6 Communication: Asynchronous and Synchronous..... 29

 2.7 Course Design..... 30

 2.8 Google apps for Education and YouTube..... 32

 3. Pedagogical Basis 34

 3.1 Constructivism..... 34

 3.2 Task Based Learning 37

 3.3 The Importance of Integrating Technology, Pedagogy and Content 39

 4. Operationalization 40

CHAPTER III 45



METHODOLOGY	45
5. Methodology	45
5.1 Type of Research.....	45
5.2 Population and Sample.....	45
5.3 Data Gathering Techniques and Instruments.....	46
5.4 Data-Collection Procedures	47
5.5 Treatment Description.....	47
CHAPTER IV.....	48
6. RESULTS: ANALYSIS AND INTERPRETATION.....	48
6.1 Attendance Rate	48
6.2 The Influence of Video-conferencing Sessions on the Speaking Skill	56
6.2.1 Analysis of the Recordings.....	58
6.3 Rubrics: Pre-test and Post-test Results	163
6.3.1 Wilcoxon Signed Rank Test.....	170
6.4 Results from the Survey.....	172
CHAPTER V.....	188
7.1 Conclusions	188
7.2 Recommendations.....	190
Works Cited.....	192
Appendices.....	198



GRAPHS

GRAPH 1: GOOGLE CIRCLES.....	33
GRAPH 2: COMPLETED AND UNCOMPLETED VIDEO-CONFERENCING SESSIONS	49
GRAPH 3: THE NUMBER OF PARTICIPANTS WHO ATTENDED AT 4PM.....	51
GRAPH 4: PERCENTAGE OF COMPLETED AND UNCOMPLETED SESSIONS AT 4PM.....	51
GRAPH 5: THE NUMBER OF PARTICIPANTS WHO ATTENDED AT 7PM.....	52
GRAPH 6: PERCENTAGE OF COMPLETED AND UNCOMPLETED SESSIONS AT 7PM.....	52
GRAPH 7: THE NUMBER OF PARTICIPANTS WHO ATTENDED AT 9PM.....	53
GRAPH 8: PERCENTAGE OF COMPLETED AND UNCOMPLETED SESSIONS	53
GRAPH 9: PERCENTAGE OF THE DAYS THAT PARTICIPANTS DID NOT ATTEND.....	54
GRAPH 10: PARTICIPANTS' PREFERENCE IN SCHEDULE	55
GRAPH 11: ATTENDANCE RATE COMBINED	55
GRAPH 12: NUMBER OF WORDS SPOKEN IN THE PRE-TEST AND POST-TEST	56
GRAPH 13: PARTICIPANTS' TIME OF SPEAKING IN THE PRE-TEST AND POST-TEST	57
GRAPH 14: TOTAL NUMBER OF ERRORS IN THE PRE-TEST AND MISTAKES IN THE POST-TEST.....	58
GRAPH 15: TOTAL NUMBER OF ERRORS/MISTAKES PER MINUTE	162
GRAPH 16: PRE-TEST - POST-TEST FLUENCY SCORES	165
GRAPH 17: PRE-TEST - POST-TEST GRAMMAR SCORES	166
GRAPH 18: PRE-TEST - POST-TEST VOCABULARY SCORES.....	167
GRAPH 19: PRE-TEST – POST-TEST PRONUNCIATION SCORES.....	168
GRAPH 20: PRE-TEST – POST-TEST INTERACTIVE COMMUNICATION SCORES.....	169
GRAPH 21: STUDENT SURVEY.....	173
GRAPH 22: STUDENT SURVEY.....	174
GRAPH 23: STUDENT SURVEY.....	175
GRAPH 24: STUDENT SURVEY.....	176
GRAPH 25: STUDENT SURVEY.....	177
GRAPH 26: STUDENT SURVEY.....	178
GRAPH 27: STUDENT SURVEY.....	179
GRAPH 28: STUDENT SURVEY.....	180
GRAPH 29: STUDENT SURVEY.....	181
GRAPH 30: STUDENT SURVEY.....	182
GRAPH 31: STUDENT SURVEY.....	183
GRAPH 32: STUDENT SURVEY.....	184



TABLES

TABLE 1: ONLINE COLLABORATION TYPES	29
TABLE 2: E-LEARNING ENVIRONMENTS	30
TABLE 3: RUBRIC CRITERIA TO MEASURE THE SPEAKING SKILL.....	41
TABLE 4: TOTAL POPULATION BEFORE THE COURSE	46
TABLE 5: TOTAL POPULATION AFTER THE COURSE	46
TABLE 6: TOTAL NUMBER OF PARTICIPANTS AND THEIR COMPLETION RATE	50
TABLE 7: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	59
TABLE 8: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	60
TABLE 9: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	60
TABLE 10: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	61
TABLE 11: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	61
TABLE 12: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	62
TABLA 13: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	62
TABLE 14: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	63
TABLE 15: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	64
TABLE 16: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	64
TABLA 17: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	65
TABLE 18: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	65
TABLE 19: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	66
TABLE 20: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	66
TABLE 21: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	67
TABLE 22: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	67
TABLE 23: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	68
TABLE 24: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	68
TABLE 25: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	69
TABLE 26: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	69
TABLE 27: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	70
TABLE 28: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	71
TABLE 29: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	71
TABLE 30: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	72
TABLE 31: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	72
TABLE 32: SPEAKING SKILL ANALYSIS – PARTICIPANT 1	73
TABLE 33: PRE-TEST (NUMBER OF ERRORS) PARTICIPANT 1	73
TABLE 34: POST-TEST (NUMBER OF MISTAKES) PARTICIPANT 1	74
TABLE 35: COMPARISON TABLE OF THE RECORDINGS FROM THE PRE-TEST AND THE POST-TEST	74
TABLE 36: COMPARISON TABLE BETWEEN THE ERRORS/MISTAKES PER MINUTE FROM THE PRE-TEST AND THE POST-TEST – PARTICIPANT 1	76
TABLE 37: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	77
TABLE 38: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	77
TABLA 39: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	78
TABLE 40: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	79



TABLE 41: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	79
TABLE 42: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	79
TABLE 43: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	80
TABLE 44: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	81
TABLE 45: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	81
TABLE 46: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	82
TABLA 47: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	82
TABLE 48: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	83
TABLE 49: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	83
TABLE 50: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	84
TABLE 51: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	84
TABLE 52: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	85
TABLE 53: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	85
TABLE 54: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	86
TABLE 55: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	86
TABLE 56: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	86
TABLE 57: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	87
TABLE 58: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	88
TABLE 59: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	88
TABLE 60: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	89
TABLE 61: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	89
TABLE 62: SPEAKING SKILL ANALYSIS – PARTICIPANT 2	90
TABLE 63: PRE-TEST (NUMBER OF ERRORS) – PARTICIPANT 2.....	90
TABLE 64: POST-TEST (NUMBER OF MISTAKES) – PARTICIPANT 2	90
TABLE 65: COMPARISON TABLE OF THE RECORDINGS FROM THE PRE-TEST AND THE POST-TEST.....	91
TABLE 66: COMPARISON TABLE BETWEEN THE ERRORS/MISTAKES PER MINUTE FROM THE PRE-TEST AND THE POST-TEST – PARTICIPANT 2.....	92
TABLE 67: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	94
TABLE 68: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	94
TABLE 69: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	95
TABLE 70: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	95
TABLE 71: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	96
TABLE 72: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	96
TABLE 73: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	97
TABLE 74: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	98
TABLE 75: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	98
TABLE 76: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	99
TABLE 77: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	99
TABLE 78: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	100
TABLE 79: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	100
TABLE 80: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	101
TABLE 81: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	102
TABLE 82: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	102
TABLE 83: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	103



TABLA 84: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	103
TABLE 85: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	104
TABLE 86: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	105
TABLE 87: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	105
TABLE 88: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	106
TABLE 89: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	107
TABLE 90: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	107
TABLE 91: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	108
TABLE 92: SPEAKING SKILL ANALYSIS – PARTICIPANT 3	108
TABLE 93: PRE-TEST (NUMBER OF ERRORS) – PARTICIPANT 3.....	109
TABLE 94: POST-TEST (NUMBER OF MISTAKES) – PARTICIPANT 3	109
TABLE 95: COMPARISON TABLE OF THE RECORDINGS FROM THE PRE-TEST AND THE POST-TEST.....	110
TABLE 96: COMPARISON TABLE BETWEEN THE ERRORS/MISTAKES PER MINUTE FROM THE PRE-TEST AND THE POST-TEST – PARTICIPANT 3.....	111
TABLE 97: SPEAKING SKILL ANALYSIS – PARTICIPANT 4	113
TABLE 98: SPEAKING SKILL ANALYSIS – PARTICIPANT 4	113
TABLE 99: SPEAKING SKILL ANALYSIS – PARTICIPANT 4	114
TABLE 100: SPEAKING SKILL ANALYSIS – PARTICIPANT 4	114
TABLE 101: SPEAKING SKILL ANALYSIS – PARTICIPANT 4.....	115
TABLE 102: SPEAKING SKILL ANALYSIS – PARTICIPANT 4.....	115
TABLE 103: SPEAKING SKILL ANALYSIS – PARTICIPANT 4.....	116
TABLE 104: SPEAKING SKILL ANALYSIS – PARTICIPANT 4.....	117
TABLE 105: SPEAKING SKILL ANALYSIS – PARTICIPANT 4.....	117
TABLE 106: SPEAKING SKILL ANALYSIS – PARTICIPANT 4.....	118
TABLE 107: SPEAKING SKILL ANALYSIS – PARTICIPANT 4.....	118
TABLE 108: SPEAKING SKILL ANALYSIS – PARTICIPANT 4.....	119
TABLE 109: SPEAKING SKILL ANALYSIS – PARTICIPANT 4.....	119
TABLE 110: SPEAKING SKILL ANALYSIS – PARTICIPANT 4.....	120
TABLE 111: SPEAKING SKILL ANALYSIS – PARTICIPANT 4.....	120
TABLE 112: SPEAKING SKILL ANALYSIS – PARTICIPANT 4.....	121
TABLE 113: SPEAKING SKILL ANALYSIS – PARTICIPANT 4.....	121
TABLE 114: SPEAKING SKILL ANALYSIS – PARTICIPANT 4.....	122
TABLE 115: SPEAKING SKILL ANALYSIS – PARTICIPANT 4.....	122
TABLE 116: SPEAKING SKILL ANALYSIS – PARTICIPANT 4.....	123
TABLE 117: SPEAKING SKILL ANALYSIS – PARTICIPANT 4.....	123
TABLE 118: SPEAKING SKILL ANALYSIS – PARTICIPANT 4.....	124
TABLE 119: SPEAKING SKILL ANALYSIS – PARTICIPANT 4.....	125
TABLE 120: SPEAKING SKILL ANALYSIS – PARTICIPANT 4.....	125
TABLE 121: SPEAKING SKILL ANALYSIS – PARTICIPANT 4.....	126
TABLE 122: SPEAKING SKILL ANALYSIS – PARTICIPANT 4.....	126
TABLE 123: PRE-TEST (NUMBER OF ERRORS) – PARTICIPANT 4.....	126
TABLE 124: POST-TEST (NUMBER OF MISTAKES) – PARTICIPANT 4.....	127
TABLE 125: COMPARISON TABLE OF THE RECORDINGS FROM THE PRE-TEST AND THE POST-TEST.....	127



TABLE 126: COMPARISON TABLE BETWEEN THE ERRORS/MISTAKES FROM THE PRE-TEST AND THE POST-TEST – PARTICIPANT 4.....	129
TABLE 127: SPEAKING SKILL ANALYSIS – PARTICIPANT 5.....	130
TABLE 128: SPEAKING SKILL ANALYSIS – PARTICIPANT 5.....	131
TABLE 129: SPEAKING SKILL ANALYSIS – PARTICIPANT 5.....	131
TABLE 130: SPEAKING SKILL ANALYSIS – PARTICIPANT 5.....	132
TABLE 131: SPEAKING SKILL ANALYSIS – PARTICIPANT 5.....	132
TABLE 132: SPEAKING SKILL ANALYSIS – PARTICIPANT 5.....	133
TABLE 133: SPEAKING SKILL ANALYSIS – PARTICIPANT 5.....	133
TABLE 134: SPEAKING SKILL ANALYSIS – PARTICIPANT 5.....	134
TABLE 135: SPEAKING SKILL ANALYSIS – PARTICIPANT 5.....	134
TABLE 136: SPEAKING SKILL ANALYSIS – PARTICIPANT 5.....	135
TABLE 137: SPEAKING SKILL ANALYSIS – PARTICIPANT 5.....	135
TABLE 138: SPEAKING SKILL ANALYSIS – PARTICIPANT 5.....	135
TABLE 139: SPEAKING SKILL ANALYSIS – PARTICIPANT 5.....	136
TABLE 140: SPEAKING SKILL ANALYSIS – PARTICIPANT 5.....	136
TABLE 141: SPEAKING SKILL ANALYSIS – PARTICIPANT 5.....	137
TABLE 142: SPEAKING SKILL ANALYSIS – PARTICIPANT 5.....	137
TABLE 143: SPEAKING SKILL ANALYSIS – PARTICIPANT 5.....	138
TABLE 144: SPEAKING SKILL ANALYSIS – PARTICIPANT 5.....	138
TABLE 145: SPEAKING SKILL ANALYSIS – PARTICIPANT 5.....	139
TABLE 146: SPEAKING SKILL ANALYSIS – PARTICIPANT 5.....	140
TABLE 147: SPEAKING SKILL ANALYSIS – PARTICIPANT 5.....	140
TABLE 148: SPEAKING SKILL ANALYSIS – PARTICIPANT 5.....	141
TABLE 149: SPEAKING SKILL ANALYSIS – PARTICIPANT 5.....	141
TABLE 150: SPEAKING SKILL ANALYSIS – PARTICIPANT 5.....	141
TABLE 151: SPEAKING SKILL ANALYSIS – PARTICIPANT 5.....	142
TABLE 152: PRE-TEST (NUMBER OF ERRORS) – PARTICIPANT 5.....	142
TABLE 153: POST-TEST (NUMBER OF MISTAKES) – PARTICIPANT 5.....	143
TABLE 154: COMPARISON TABLE OF THE RECORDING FROM THE PRE-TEST AND THE POST-TEST.....	143
TABLE 155: COMPARISON TABLE BETWEEN THE ERRORS/MISTAKES PER MINUTE FROM THE PRE-TEST AND THE POST-TEST – PARTICIPANT 5.....	145
TABLE 156: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	146
TABLE 157: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	146
TABLE 158: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	147
TABLE 159: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	148
TABLE 160: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	148
TABLE 161: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	148
TABLE 162: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	149
TABLE 163: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	150
TABLE 164: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	150
TABLE 165: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	151
TABLE 166: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	151
TABLE 167: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	152



TABLE 168: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	152
TABLE 169: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	153
TABLE 170: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	153
TABLE 171: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	153
TABLE 172: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	154
TABLE 173: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	154
TABLE 174: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	155
TABLE 175: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	155
TABLE 176: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	156
TABLE 177: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	156
TABLE 178: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	157
TABLE 179: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	157
TABLE 180: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	158
TABLE 181: SPEAKING SKILL ANALYSIS – PARTICIPANT 6.....	158
TABLE 182: PRE-TEST (NUMBER OF ERRORS) – PARTICIPANT 6.....	158
TABLE 183: POST-TEST (NUMBER OF MISTAKES) – PARTICIPANT 6.....	159
TABLE 184: COMPARISON TABLE OF THE RECORDINGS FROM THE PRE-TEST AND THE POST-TEST.....	159
TABLE 185: COMPARISON TABLE BETWEEN THE ERRORS/MISTAKES PER MINUTE FROM THE PRE-TEST AND THE POST-TEST – PARTICIPANT 6.....	161
TABLE 186: PRE-TEST/RUBRIC	163
TABLE 187: POST-TEST/RUBRIC	164
TABLE 188: DESCRIPTIVE STATISTICS	170
TABLE 189: RANKS	171
TABLE 190: TEST STATISTICS	171



Universidad de Cuenca
Clausula de derechos de autor

Yo, Gerardo Santiago Uzhca Guapacasa, autor de la tesis " Blended Learning: Video-conferencing to Support the Development of the Speaking Skill through Task-Based Learning Activities ", reconozco y acepto el derecho de la Universidad de Cuenca, en base al Art. 5 literal c) de su Reglamento de Propiedad Intelectual, de publicar este trabajo por cualquier medio conocido o por conocer, al ser este requisito para la obtención de mi título de Licenciado en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa . El uso que la Universidad de Cuenca hiciere de este trabajo, no implicará afección alguna de mis derechos morales o patrimoniales como autor.

Cuenca, 16 de noviembre de 2015.

Gerardo Santiago Uzhca Guapacasa

C.I: 0107048142



Universidad de Cuenca
Clausula de propiedad intelectual

Yo, Gerardo Santiago Uzhca Guapacasa, autor de la tesis "Blended Learning: Videoconferencing to Support the Development of the Speaking Skill through Task-Based Learning Activities", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autor.

Cuenca, 16 de noviembre de 2015.

Gerardo Santiago Uzhca Guapacasa

C.I: 0107048142



ACKNOWLEDGMENT

First, I want to give thanks to my parents. They have supported me throughout my life. They have given me the opportunity of studying, and they have always motivated me to keep going and never give up. Second, I want to give thanks to my sister and my brother who always encouraged me to give my best. Finally, my gratitude goes to my tutor MSc. Diego Ortega who guided me in the development of my research project.



DEDICATION

I dedicate this thesis to my mother. She always motivated me to get a college degree, and she has always been there to give great advice. Thank you very much for your unconditional love and support.



INTRODUCTION

Technology is considered to be an essential part in the life of a learner. It has made easy the access for information, and it has opened new ways for creativity. Learners can create, learn or express their ideas by using the World Wide Web. It is the biggest community ever created. It allows a learner not only to search for relevant information but also to communicate instantly with any person in the world.

Technology has endless possibilities to be used in education. It has been coined terms such as e-learning or blended learning. It is an attempt of integrating technology and education to offer new ways of learning. However, the use of technology in education has to be effective. It does not matter that an institution has the leading-edge technology in the country if it uses a traditional approach.

New ways of learning require new ways of teaching. Blended learning is one of those new ways of teaching and learning. It has diverse models, and each one of them can meet the diverse students' needs. The overall purpose of education is to promote learning. Educational institutions should answer the following question: what learning experiences do we want for our learners?

Face-to-face instruction has been the leading way of teaching for centuries. Technology has come and changed that aspect. Now, students can also have meaningful learning experiences outside the classroom. This is possible with e-learning 2.0 technologies that allow for instant communication with a tutor, paraprofessional or a person with experience.

It has been the purpose of the following research project to open up new ways of meaningful learning opportunities for students. It was taken into account a blended learning approach to provide a supportive online course to practice the English speaking skill to any student who feels such practice is needed.

It is the hope of the researcher that the following findings can promote the openings of other online courses. This will help students who are struggling in learning English. It can also provide to fast pace students with the opportunity to advance in their learning a little bit more.



CHAPTER I

THE PROBLEM

1.1 Topic

Blended-learning: Video-conferencing to support the development of the speaking skill through task-based learning activities.

1.2. Background and Justification

A study on a Blended English course using video-conferencing to support the development of the speaking skill has neither been done yet within local institutions nor within the English School, University of Cuenca, Ecuador. This study would be very important to determine if teaching English through blended learning (henceforth BL) can have desirable results on students' speaking skill development. This project seeks improvement in the way the speaking skill is developed, taking into account other alternative approaches in Education, such as video-conferencing within a blended approach. The need of doing this research is a must to collect data during the course which would be very valuable to determine the effectiveness of such course. This, in time, could make a contribution to future research on BL and the development of new projects, which aim to strengthen learning processes.

The video-conferencing application to be used is Google Hangouts. In addition, Gmail is used to deliver the material to students before entering the video-conferencing sessions. These two platforms are intended to be used by students with the sole purpose of developing the speaking skill. These technologies have proven to be of great help to promote interaction between teachers and students, instilling collaboration among them when facing language problems.



New data in teaching English using a BL approach can be analyzed, and if teaching English using such platforms can or cannot help students develop their speaking skill with task-based learning (TBL) activities.

1.3 Problem Statement

In today's educational model, there is little attention to support students who are falling behind. Professors keep up with their curriculum, making the development of any skill difficult to catch up for slow pace students. There are other circumstances for which students may not perform or achieve the aims of a traditional education such as being sick, familiar, personal, emotional problems that may prevent a student from attending classes in a regular basis. Those ones can affect the students' development of any skill. What if the support comes from outside the classroom? There have been many suggestions from part of teachers such as *practice makes perfect* or you need to practice constantly in order to improve. The lack of such practice to develop or enhance one skill, more concretely the speaking skill is what this BL course is trying to fill up. Another important aspect is that students will be able to receive personalized feedback. As evaluation happens constantly, students will know in what speaking area they can improve upon. As each video-conferencing session is recorded, students can check out their speaking skill progress.

1.4 Hypothesis

Null Hypothesis: The study participants' speaking skill does not show improvements after taking video-conferencing sessions, existing no difference between the scores from the pre-test and the post-test.

$$H_0: x_1 = x_2.$$



Alternative Hypothesis: The study participants' speaking skill shows an improvement after taking video-conferencing sessions, existing a positive difference between the scores from the pre-test and the post-test.

$$H_1: x_1 \neq x_2.$$

$$\alpha = 0.05$$

Independent variable: Task-based learning activities through video-conferencing sessions

Dependent variable: the English speaking skill

1.5 Research Questions

1.5.1 Overarching Research Question

- To what extent do video-conferencing sessions (Google Hangouts) influence the development of freshmen college students' English speaking skill?

1.5.2 Sub-question

- In what ways do video-conferencing sessions facilitate study participants to develop their speaking skill?



1.6 Objectives

1.6.1 General Objective

To determine to what extent video-conferencing, directed by the TBL method, influence the development of the study participants` speaking skill.

1.6.1 Specific Objectives

- To put the theory behind TBL methodology into practice.
- To investigate what blended learning (BL) model will be used into this research project.
- To employ comprehensive rubrics with the purpose of finding out the level of oral proficiency among the study subjects, as well as with the purpose of determining improvements of their speaking skill after the present study is completed.
- To develop a systematic way of analyzing the errors and mistakes that may arise when study participants engage in oral communication.



CHAPTER II

LITERATURE REVIEW

2. Fundamental Definitions

2.1 What is Blended Learning?

There are a lot of definitions for blended learning (BL). Before providing some of them, it is important to state that the notion of BL began around the year 2000 (Marsh 3). In the early days of BL, this term did not have an accepted definition (Kerres and de Witt 1). It was difficult to draw a line on what can be called BL. Driscoll stated that people have diverse ideas on what BL is (1). Thus, there was no definition that people could accept. However, some authors did begin giving some BL models back in 2002 such as “skill-driven learning, attitude-driven learning and competency-driven learning” (Valiathan 1). In line with Oliver, who criticizes those models to define BL, he states that mixing teaching methodologies with media to get a learning outcome is not useful to have an understanding of what BL encompasses. The only requirements appeared to be combining two set of things (2). Therefore, BL can have a lot of combinations, for example, mingling different pedagogical approaches, learning environments, learning styles, mixing different Web 2.0 technologies with face-to-face (FTF) instruction (Driscoll 1) (Marsh 3). It means that not necessarily BL is about mixing traditional education with technology. It can mean other things such as mixing theories such as *Total Physical Response* (TPR), *Task-Based Learning* (TBL), or *Content-Based Instruction* (CBI) to get better educational outcomes.

In 2006, it was published *Handbook of Blended Learning* which was the first book dedicated to BL in which according to Graham “BL is the combination of instruction from two historically separate models of teaching and learning: traditional FTF learning and distributed learning systems” (2). Then, it appeared a



clear term for what BL seems to be. After the publication of that book, it was coined *Blended Language Learning* (BLL) for language teaching. As reported by Marsh, BLL is a combination of FTF classes with technology (4).

As seen in the definitions provided, it is clear that BL encompasses two characteristics. They are FTF classes and the use of technology to learn. Experts are still trying to get a better definition of BL. In 2012, a new definition is shown in *Classifying K-12 Blended Learning*. Nowadays that definition is used in several articles, reports and on the Internet. For this research project, the following definition is used for BL. It is “an education program in which a student learns:

1. At least in part through online learning, with some element of student control over time, place, path, and/or pace,
2. At least in part in a supervised brick-and-mortar location away from home.
3. And the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience” (Horn and Staker 10).

This definition encompasses more details on what BL is than previous definitions. The first point tells us that technology is used to understand or learn something, but it has to be at the own pace of students. If they still find difficulties in learning online, they can use other resources to learn content or to develop a skill. The second point is having at least some FTF classes. The third point explains that there must be a connection between online learning and FTF classes.

This definition helps as the foundations to have diverse BL models. There are different models an institution can implement in their classrooms. Some schools or universities might be implementing BL, but as Higgins and Gomez stated that “teachers and students use blended learning methodology. However, many are unaware they are using them” (5). For this reason, the following BL models are described to draw a line between what is considered BL and what is not considered BL.



2.2 Blended Learning Models

There are four main BL models used by researchers and schools. The first two models (Rotation model and Flex model) are used within an institution, except for the flipped classroom. This model requires rotation between home and school. The other two models (A La Carte model and Enrich Virtual model) are used for off-campus learning experiences. The BL models are the following:

3.2.1 Rotation model: As its name suggests students have to rotate at a given time. It depends on the teacher when to do it, but one of those rotations have to include online learning. For instance, teachers can start with a small-group activity meanwhile others are working on their computers. Then, they have to switch at a given time.

From this model, there are four variations:

- a. Station Rotation:** Students have to rotate inside a classroom. For instance, students do whole group activities, small group activities and online learning in the same classroom.
- b. Lab Rotation:** Students have to rotate between a classroom and a Lab. For instance, students have whole-group activities in the classroom. Then, students go to a computer lab for online learning.
- c. Flipped Classroom:** Students have to rotate between school and home. For instance, they have online-learning at home. Then, students put into practice their learning at school.
- d. Individual Rotation:** Students do not have to rotate at a given time. They have an individualized playlist and schedule to do it.

3.2.2 Flex model: Students learn mainly using technology. They change individually between online learning and offline activities.

3.2.3 A La Carte model: (Previously known as Self-blend model) Students take several courses that are offered online while having brick-and-mortar experiences. They may take the online courses in the same school or off-site of it.



3.2.4 Enriched Virtual model: Students take some brick-and-mortar learning. Then, they complete the course through *online delivery of content and instruction* (Christensen 28).

It is recommended to read *Classifying K-12 Blended Learning* for more information.

3.3 Does Blended Learning (BL) Work?

There are a lot of reasons why BL works. In higher education, there are two trends. The first one is low costs, and the second one is *learning effectiveness* (Tomlinson 18). Regarding learning effectiveness, BL offers some new characteristics to education. It gives some advantages to students and teachers who adopt this approach. In line with Murphy et.al, BL offers the opportunity for personalized learning taking into account the students' pace of learning. If students have not mastered something, they have more time to master it (using online learning, small-group instruction or other activities). If they already know a topic, they can miss such class. Teachers can provide to those advanced students with more challenging activities or tasks (7).

It is a shift from the traditional educational model where *teacher-led instruction* is the trend to a *student-centered learning* (Rabbit and Kennedy 10). Or to put it in other terms, it is a shift from time being a constant and learning being a variable to "time being a variable and learning as the constant" (Horn 1). In a traditional educational model, students must learn something at a given time. They have to follow schedules, topics and the pace of a teacher. It does not take into consideration students learning needs. On the other hand, BL sees time as a variable because some students learn quicker than others. Every student is different, and they have different learning needs. BL provides slow pace students with the possibility to advance at their own pace, and it gives the equal chance for fast pace students. In short, BL provides the opportunity for students to master a certain topic or skill. Thus, the role of assessment is to know what students are



progressing, and what students are falling behind. This is fundamental to obtain very detailed information about students' learning problems, and the possible solutions to overcome them. Thus, it is necessary to see if BL can work in developing English language skills.

There are research articles that use BL for language learning. Thus, some studies have been reviewed to highlight the benefits of the use of technology in developing language skills.

In the University of Cuenca, four studies were carried out – all of them used Moodle as a way to help language learners enhance their language skills. The first study addresses the reading skill. Conforming to Leon, Moodle can boost the reading skill (61). In Leon's study, there were 36 students. They showed a significant improvement in the reading skills. The highest development occurred in *understanding main ideas*, and the lowest development occurred in *understanding details*. This confirms the positive effect that the use of technology can have in developing language skills. The second study addresses the influence that BL has in a communicative approach. In Pacheco's study, there were 58 students. They demonstrated that Moodle can help students learn a foreign language such as English. Pacheco says that some students show "negative opinions against the platform, not because the platform itself, instead due to the lack of knowledge in the area of computers" (52). The fact that some students did not have experience with computers can make the development of a BL course a problem. In agreement with Pacheco, the approach applied had good results and students did benefit from the course (73). This study confirms that combining language learning methods with technology can have positive results in acquiring a foreign language. The third study addresses the influence that BL has in students' performance on learning English. The skills were reading and writing. In Espinoza's study, there were two groups. Group one learned English in a traditional classroom. Group two learned English in a BL course. It was found that both groups improved the performance in both reading and writing. In this study, BL had better results to improve the reading skill (72). On the other hand, the traditional classroom had



better results to improve the writing skill (74). As reported by Espinoza, BL does have an important role to improve the English learning as a foreign language (93). This study gave a positive perception of the researcher towards BL. The fourth study addresses the reading skill and speaking skill through the use of Moodle in Business English. In line with Jara, there was a “significant increase in student achievement when they use the virtual platform in reference to the speaking category” (66). Jara’s study also demonstrated that there was an important enhancement in the reading skill (67).

These four studies were carried out within Ecuadorian context. It is pivotal to look at other experiences applying BL to develop the English skills in other countries. Three studies are reviewed to highlight the positive effect that technology has in the development of the English language.

One study to develop the speaking skill, and listening skill using a Learning Management System (LMS) was carried out by the University of Illinois. This study recorded students’ speaking skill, and teachers provided feedback on them. Grgurovic says that “online speaking and pronunciation activities added value to instruction because they were helpful and unique” (113). Grgurovic also highlights the fact that students were more engaged in the lab doing online activities (students recording their speaking skill). Therefore, if students had problems paying attention in a traditional class, online learning managed to have better control over their learning (113). In this study, 94% of students agreed that LMS helped them to develop the listening skill. 88% of students agreed that LMS helped them to develop the speaking skill (108). The second study, carried out at Cukurova University in Turkey, had a BL course that applied TBLT and video-recordings to enhance students’ speaking skill. Students video-recorded themselves performing a task. This study found that the speaking skill improved. It showed an “increase in fluency, pronunciation, vocabulary, accuracy and task accomplishment” (Kirkgoz 8). This study used transcripts to compare the speaking skill before and after the BL course. The transcripts showed that students used more vocabulary related to the topic, and the length of the answers increased.



The third study was carried out at Universidad de Concepcion in Chile. This study addresses *listening comprehension* and *oral production* applying language-learning tasks. In this study, students recorded their speaking skill that allowed them to pay attention to output. According to Bañados, students' language skills improved after the BL course, "especially in listening, pronunciation, vocabulary and grammar" (543). These studies show that the use of technology and FTF instruction can improve the English language skills. It can also enhance students' performance in an English course.

There are a lot of technologies that can help boosting the English language skills. In *Innovations in Learning Technologies for English Language Teaching*, it is said that recordings can help to both teachers and students in developing the speaking skill. Recordings are helpful because students can listen to themselves speaking the language. By doing this, they can identify their mistakes. Other technologies can help to develop pronunciation and vocabulary such as podcast, audiobooks, songs (Motteram 22), videos (such as YouTube or Vimeo), Tune-in, movies and other resources that offer interaction with the English language. Students can learn how to use technology to enhance their English skills. If there is a problem found in students learning a language, there is a way to support them by using some technology strategies.

From the studies reviewed, it can be said that BL can improve the English language skills.

2.4 E-learning: Stages and Definitions

As mentioned by Pacheco, it is vital to know very well what e-learning means in order to have a full understanding of the overall BL characteristics (22). Let's start by explaining what e-learning means and how it is classified. In line with Naidu, e-learning is everything that involves the use of technology for *teaching and learning* (1). In other words, information delivered for instruction by means of computers or other technological devices. As stated by Ajith Kumar, those



technologies have served for teaching in some models such as blended learning or distance learning (5).

It is said that there are three different e-learning stages such as e-learning 1.0, e-learning 2.0 and e-learning 3.0 (Fehmida Hussain 39). A closer view on them is followed. E-learning 1.0 refers to give some learning material coming from an instructor through computers or basically having traditional learning using some technology (Andreas Henrich and Ute Schmid 35). Some examples of using e-learning 1.0 are some readings and some homework assign by teachers to students using a Learning Management Systems (LMS) such as Courseware (Kundi 147-149). On the other hand, e-learning 2.0 refers to *social learning* such as collaborating in homework or working on projects using wikis, blogs (Kundi 149). That promotes group work and learning from each other.

The one which is under study is e-learning 3.0. It is said that it will be *collaborative* and *intelligent*, for example, 3D virtual worlds. The question will not be “what to learn? But how to learn?” (Rubens 5).

The Google apps for Education: Google Hangouts, Google+, Gmail and YouTube that are used in this BL program fall into this category *e-learning 2.0*. These apps help communication with students. It promotes *social learning* because students work together on a task provided by a teacher. Students have access to all video-conferencing sessions. This promotes independent learning. Students can now check themselves their own mistakes by reviewing the recorded videos and learn from them. Teachers can give additional resources to overcome students learning problems such as online exercises or more tutoring. Thus, students have personalized learning.

2.5 Online Collaboration Types

Another characteristic to be explained is the kind of interaction between an online teacher and students. It is stated by Dron and Anderson that there are three



ways of collaboration being held in *social software* (10). They are the following ones:

<p>One-to-one: one person communicating with another person.</p> <p>One-to-many: A sole person broadcasting to many people.</p> <p>Many-to-many: Multi-way communication between many people.</p>

Table 1: Online Collaboration Types

For the present study, the interaction using video-conferencing (Google Hangouts) can be: 1) One-to-one and 2) many-to-many. It is one-to-one because video-conferencing (Hangouts) provides the opportunity to have communication with each student. It is many-to-many because the video-conferencing used in this research project can be broadcast to a wider audience. That means that not only students participating in the video-conferencing sessions can learn or practice English, but other people who have access to the live event. It also provides the recordings on YouTube if students missed some of the video-conferencing sessions. That way, they can be up-to-date in the activities.

2.6 Communication: Asynchronous and Synchronous

In order to be more specific, it is said that e-learning environments have two types: asynchronous and synchronous (Astan Kybartaitė et al 8). They are also known as *group based e-learning asynchronously* and *group based e-learning synchronously*. The group based asynchronously refers to students' interaction on the internet with a time delay (Naidu 2). This means that students will not have a specific time to collaborate, but they will do it at any time possible. As reported by Johns Hopkins University School of Education, there are several activities that can be done using e-learning asynchronous. For example *in-depth discussions* that



take time to think so answers are more developed. *One-to-one interaction among students* and some interaction with a facilitator who is present in this type of distance communication (1). It usually happens on educational platforms such as Moodle. For the purpose of this research, the apps that fall under this category are Google+ and Gmail. On the other hand, Stefan Hrastinski states that synchronous e-learning can be understood as sharing questions, answers or communicating in real time with other peers and facilitators. Some types of these include “chat and video-conferencing” (52). For the purpose of this research project, Google Hangouts falls under this category. It will be the medium to practice the English speaking skill.

It is necessary to gather all the e-learning environments that are used in this program and organize them according to their corresponding categories. They are presented in the following table.

Technologies	Tools
Web 2.0 Technologies	YouTube, Google Hangouts, Google+, Google Docs and Gmail
Synchronous Instruction Technologies	Google Hangouts (A videoconferencing app)
Social Networking Technologies	Google+
Productivity Technologies	Google Docs,
Asynchronous Instruction Technologies	Gmail(material) and Google+

Table 2: e-Learning Environments

2.7 Course Design

Conforming to Horn, in his webinar called *Blended Learning Today and Tomorrow*, it is said that schools do not have to implement BL for the sake of implementing it. Schools can have BL implemented, but they need to focus on a



problem. It is whether because of costs or they want to address students learning difficulties. Horn proposes the following characteristics to consider when to choose to implement BL.

The first thing to do is to identify a problem. Once that problem has been fully understood, then schools can choose the BL model that best work for them. They are Rotation Model, Flex Model, A La Carte Model and Enrich Virtual Model.

Once that has been done, it goes *hiring strategy* that is choosing the correct personnel. Then, it goes *professional development strategy* that is developing the skills that teachers need to work under a BL model. After that, it is necessary to choose the correct hardware and internet implementation in a school (If the Station Rotation Model or Flex Model are chosen) or making sure students have access to the internet (If A La Carte Model or Enrich Virtual Model are chosen). Then, it goes the *Software*. It is essential to choose the online platform that is going to be used in a BL course because it has to be in accordance with the BL model used.

When it comes to this research project, the problem is to see the influence that a BL course can have on the speaking skill of students through video-conferencing sessions.

Once the problem has been set up, it is essential to choose the BL model that is convenient for this study. As video-conferencing is used, two models cannot be taken into account in this study. Those are the Rotation Model and the Flex Model. The reason is that both models require rotation between FTF classes and online learning inside a school. This is not the case of the Flipped Classroom because instruction takes place off-school, and practice takes place in the classroom. This BL course does not need the Enrich Virtual Model because it is not a *whole-school experience* as this model is described.

The BL model that this study uses is A La Carte Model. It is an entirely online course. Students can take several online courses “to supplement their traditional courses” (Horn 14). In this case, Conversation I morning section is being supplemented with this BL model. It is BL because students are having brick-and-mortar experiences and at the same time taking this online course.



Once the problem and the BL model are established, the next step is to find an adequate hardware and software that enables A La Carte model to happen.

Students can take this online course at the University of Cuenca or anywhere else. They can decide to participate using the computer lab in the University, using their own laptops or going home and participate from there. The important thing is that they need an internet connection.

When it comes to software, this study uses video-conferencing (Google Hangouts) as synchronous communication and Gmail, Google+ and YouTube for asynchronous communication. Those ones are free software, and some of them are used by the University of Cuenca.

The last step is delivering the online course to students. In this case, it was delivered to students of the first semester taking Conversation I in the morning.

2.8 Google apps for Education and YouTube

A small description of the online platforms is presented below:

Google apps for Education:

These are some apps dedicated for educational purposes. This research project uses the following ones:

Google+:

It is a social network launched by Google in 2011. It is part of the services offered by the University of Cuenca to students along with all the Google apps for Education. It is used to share pictures, videos, and links. It is used to create communities and share your interests with the right people.

For this research project, Google+ is used as the medium to organize study participants by using circles. It is not necessary to ask students to create a new account. If they have Gmail, they have all the Google apps for Education at their disposal.



Graph 1: Google Circles

Events:

This is another function offered by Google+. It is used to plan in advance meetings, trips, birthday parties, video calls and hangouts on air (HOA). In this study, it is used to schedule the HOA. In order to do this, the teacher has to invite students using circles. Students will receive a notification in both Google+ and Gmail.

Hangouts on Air (HOA):

It is a video-conferencing platform that broadcast live on Google+ and on YouTube. All live events are recorded and uploaded automatically to YouTube. It records for eight hours, and it allows up to 10 people to join. It has some features such as a chat box, screen sharing, some virtual costumes, sound effects and other features. This study uses HOA to practice the English speaking skill.

There are two online companies already using Google Hangouts to teach English. They are Colingo.com and Verbling.com. They offer 24/7 video-conferencing sessions to their students all over the world.

Gmail:

It is a platform used to send messages to a lot of people. It has the option for video calling and chat.

This study uses Gmail to deliver the material to students before joining a video-conferencing session. That way students will know what they will be reviewing.



Docs:

It is an online document that allows students to collaborate in real time. In this study, Google docs are used for group activities.

YouTube:

It was founded in 2005, and it is a website that allows you to share videos online. In YouTube, you can find thousands of videos on different topics. The use of YouTube in education is a common trend nowadays. One good example is Khan Academy. This platform uses YouTube videos to offer free classes (History, Math, and Computer Science). Khan Academy says, "Our mission is to provide a free, world-class education for anyone, anywhere." YouTube offers that possibility. Experts can share their knowledge to the entire world for free. That can be seen on TED.com. Hundreds of experts share their work on different topics. Regarding the use of videos in language learning, there are a lot of videos explaining how English works as well as thousands of videos using English in real-life situations. For example, English native speakers sharing their lives or giving their opinions on something. That is known as video vlogging. Now foreign English learners can have a sneak peek on the America culture.

In this research project, students will have full access to the recorded videos and the live events. Students can watch at any time of the day the recorded videos and notice how they speak. Thus, this will help them notice their mistakes mainly in grammar, pronunciation, vocabulary, and fluency. Students have the opportunity to practice the content as many times as they want.

3. Pedagogical Basis

3.1 Constructivism

The pedagogical theory, this BL course uses, is named constructivism. It is important to understand why constructivism came to be the leading theory in



Education. Hua and Matthews, in their report, *Vygotsky's philosophy: Constructivism and its criticisms examined*, quote Gergen, explaining that the origins of constructivism began around the 1970s (386). Constructivism emerged due to the criticism of theories such as behaviorism and the information-processing approach. The first one considered to be *narrow, isolated and intrapersonal* and the second one as “being overly reductionist in its analogy to computer and mind” (Hua and Matthews 386).

There are many faces of the term constructivism. According to Sjoberg, there are some varieties such as *individual* and *cognitive* constructivism by Jean Piaget, *social constructivism* by Lev Vygotsky, *radical* constructivism by Ernst von Glasersfeld, *contextual* constructivism by Cobern, *socio transformative* constructivism by Rodriguez and *sociocultural* constructivism by Tobin, Branco, and Valsiner (2). For the purpose of this review, Piaget and Vygotsky's ideas are reviewed due to their popularity in education.

It is hard to believe, but Jean Piaget was not an educator. He was not interested too much in education. Piaget wanted to solve one main problem that is “What is the nature of knowledge?”(Sjoberg 4). After working with children and teenagers, Piaget concluded that the cognitive development is constructed in four stages: *sensorimotor, preoperational, concrete operational and formal operational* (Wood et al 2). The basic idea is that Piaget believed that cognition develops through the interaction with its environment through the process of *assimilation* and *accommodation* (Lutz and Huitt 2). The educational implications of Piaget's ideas were of great importance. A lot of research was done taking into account Piaget's ideas. As a matter of fact, educators developed materials, tests and curriculum influenced by Piaget's ideas (Sjoberg 6).

Lev Vygotsky developed the theory of *social* constructivism. Vygotsky thought that the cognitive development occurs mainly through social interaction, and it sees as an important factor the culture and society (Lutz and Huitt 5). Another core principle in Vygotsky's social constructivism is the zone of proximal development (ZPD). It is defined as: “the distance between the actual



developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (Vygotsky 38). From this point of view, learning new things happen through social interaction where learners advance in their learning with the help of their classmates or their teachers. Vygotsky developed the idea of scaffolding. This refers to supporting a learner achieve mastery on a topic. It takes a teacher or a learner who has achieved an understanding of a topic to help another learner do the same (Davison 2).

There is a difference between Piaget's theory and Vygotsky's theory. For Piaget, there are four stages in cognitive development while for Vygotsky such stages are not there. Another difference is that Piaget believed that learning happens after development. That learning happens because there is an interaction between a learner and its environment. In contrast, Vygotsky believed that learning happens before any development can be present and that learning happens because of culture (Davison 1).

Let us take a look at what the implications between constructivism and technology are. In a nutshell, constructivism is "that knowledge must be constructed by the learners" (Nizam 2). Technology in education is built to offer learning environments. Those are software or websites that are created taking into account students' needs. Some examples of learning environments are Moodle, KhanAcademy.com, Coursera.com and Google apps for Education. As pointed out by Nizam who says that students learn to work together with their peers. It is by using learning environments that promotes such collaboration and accomplishes their individual learning goals (49). The role of technology is to offer online collaboration between students and teachers. Students are able to constantly learn by using such learning environments for example: "posting a comment, a topic to be addressed or by reading or listening to what their peers have to say" (Pacheco 37). These features help students to communicate their doubts, questions or share what they have in mind. It is a space for students and teachers to come together and learn from each other aside from the brick-and-mortar classrooms. However,



the question is: how can students manage themselves in an online learning environment? It said that students need certain skills to manage themselves well in an online learning environment. Those are the following ones:

- | | |
|---|--------------------------------------|
| 1) “Responsibility and high involvement | 4) Engage in effective communication |
| 2) Pro-active performance | 5) Learning in collaboration |
| 3) Self-regulated learning, | 6) Informational skill” (Borges 2). |

It can be concluded that the integration of technology into education promotes constructivism. It allows students to collaborate with their peers and teachers, and it allows them to advance in their curiosity and understanding of a topic aside from the brick-and-mortar classrooms.

3.2 Task Based Learning

Task-Based learning is a methodology to teach languages. This methodology places learners in real-life situations. Learners use the language they know to complete a task (European Commission 3). It is said that there are some perspectives that explain the way TBL promotes the acquisition of a second language. They are the *input perspective*, *output perspective*, *cognitive perspective* and *social-cultural perspective* (Shehadeh and Coombe 1-3).

A brief description of them is followed: The *input perspective* talks about the importance of negotiating meaning with their peers as well as trying to adapt input so that feedback can be understood at their appropriate level. This explains the acquisition of a language. The *output perspective* explains learners using the language. What they can say and what they are unable to say. This is why tasks are important. It allows learners to notice those gaps in their target language. It also allows the learner to keep learning the language. The *cognitive perspective* is divided into three characteristics. They are *fluency* which is the ability to speak in the now. *Accuracy* is the ability to use the correct rules at the time of speaking, and



complexity is the ability to use difficult structures. It also states that the improvement of these characteristics promotes the acquisition of a language. It is said that through task-based activities these characteristics can be enhanced. The last perspective is *socio-cultural* which involves Vygotsky's ideas. It is said that "learners collaboratively construct knowledge as a joint activity. Thus, social interaction mediates learning." It sees interaction with other peers as a key factor to internalize a language (Shehadeh and Coombe 1-3).

3.2.1 Definition of Task

Jane Willis states six characteristics in her definition of a task which is the following. "Tasks involve a plan for learner activity; they have a primary focus on making meaning; they engage with real-world authentic language use; they focus on any or all of the four language skills; they engage learners in cognitive skills in order to accomplish them; and they have a defined communication-based learning outcome" (9-10). From this, it can be said that TBL focuses more on meaning than form, and its emphasis is on real-life situations. There are other definitions of what a task is. For instance, tasks can be considered to be activities which are completed by students using the target language (Vasconez 23). Students can practice the speaking skill by working on tasks based on real-life situations.

3.2.2 Sequence of Task-Based Learning

Once we have reviewed some aspects of TBL, it is significant to review its sequence. Ortega, in his research paper *Communicative Language Teaching Methods: CLT and TBLT*, quotes Willis. It is said that there are three sequences within Task-Based Learning. They are *pre-task*, *task cycle* and *post-task*. A description of them is followed: In the pre-task phase, it is reviewed some important phrases and vocabulary with the whole group of students. It is vital to make sure



students know about the tasks they will be working on. In the task cycle, students work on the task by forming groups or working in pairs. Next, students decide about the way they are going to present their work or the new things they have learned. Finally, students inform their work to the group. This is done by oral presentations or in some written report (13). Regarding TBL activities, it is pivotal to identify what types of task are used. In line with Prabhu, there are three types of task. Those are *Information gap task*, *opinion gap task* and *reasoning gap task*. The first one is about exchanging information in activities. The second one is about expressing the students' opinions which include preferences, attitudes, and feelings. The third one is about inferring information that has been given to students. Above these three categories, it is said that tasks can be *unfocused* and *focused*. The first one is about students' own knowledge of English. The second one is about the controlled use of certain language items by students. Those are hidden grammatical items, and they must be meaningful for students so they can use it later on (Larsen-Freeman and Anderson 158-160).

3.3 The Importance of Integrating Technology, Pedagogy and Content

Another issue being discussed is the one proposed by Koehler, Punya, and Cain. They explain the term *Technological Pedagogical Content Knowledge* (TPACK). This is an interaction "among content, pedagogy and technology knowledge" (16). This means that there must be a balance between those three components to effectively teach by using technology. If there is not a balance between those elements, the development or learning is more likely to have poor teaching outcomes. The terms content, pedagogy, and technology knowledge are going to be explained in the following lines.

Content knowledge refers to the subject to be taught. In this case, a teacher has to be competent in the English language, and he or she needs to know some methods to perform this teaching process. Pedagogical Knowledge refers to the



deep knowledge on theories of learning. The methodology used and “the overall, educational purposes, values, and aims” (16). They need knowledge on how students learn, and the ways of giving feedback and assessing students. Technology Knowledge refers to not only how to use technology, but also to be updated in current technological trends for education. The different possibilities these technologies have that permit a student learn or master a given task.

The following information shows how those three important components are used to have a well-balanced course. This one is called Technological Pedagogical Content Knowledge.

1. Technology Knowledge: Implementing technology in Education
2. Content Knowledge: English
3. Pedagogy Knowledge: TBL

The three essential parts constitute an ideal model to consider in delivering courses. This framework has the necessary elements to get a good teaching and learning balance, and it simplifies the integration of theory within technology as well as content.

4. Operationalization

As reported by Penn State, there are four types of rubrics. Those *are holistic, analytic and general or task-specific* (1). There are some specifications on when to use each one of them. For example, a *holistic rubric* can be used when you want to get a quick view of students’ achievement. An *analytic rubric* can be used when you want to get detailed information from students so you can see their *strengths and weaknesses*. A *general or task-specific rubric* is used to see how well students are doing on some *skills or reasoning* (1).

For the purpose of this study, an analytic rubric is used because it shows specific information about the students’ speaking skill. Thus, obtaining data on what aspect of the speaking skill each student is strong and what aspect of the speaking skill each student is weak.



The criteria taken to measure the speaking skill comes from Pandiya. As stated by Pandiya, “for analytic systems, there are six elements/components; i.e. fluency, grammatical accuracy, the pronunciation of sentences, the pronunciation of words and sound, interactive communication, and vocabulary resources” (45). It is seen how the analytic rubric encompasses the speaking skill, offering detailed information of it.

Each of the elements provided by Pandiya has some criteria. For the purpose of this study, the following criteria shown in the next table is taken to measure the speaking skill.

Scale	Proficiency	Category	Description of Criteria
0	10 – 39%	Very Poor	Pron : Many wrong pronunciation GA : No mastery of sentence construction Voc : Little knowledge of English words Flue : Dominated by hesitation IC : Message unclear
1	40 – 50%	Poor	Pron : Frequent incorrect pronunciation GA : Major problems in structure Voc : Frequent errors of word choice Flue : Frequent hesitation IC : Disconnected idea
2	60 – 70%	Average	Pron : Occasional errors in pronunciation GA : Several errors in structure Voc : Occasional errors in word choice Flue : Occasional hesitation IC : Ideas stand but loosely organized
3	75 – 80%	Good	Pron : Some errors in pronunciation GA : Minor problems in structure Voc : Minor errors in word choice Flue : Minor hesitation IC : Clear and organized ideas
4	85 – 100%	Very Good	Pron : No errors/Minor errors GA : Demonstrates mastery of structure (few errors) Voc : Effective/appropriate word choice Flue : No hesitation IC : Well organized and clear ideas

Table 3: Rubric Criteria to Measure the Speaking Skill

In order to have an improved layout to score easily, the following adaptation has been made. It is taking into account the Fairfax County Public Schools of Foreign Languages Program of Studies.



Analytic Rubric

Research Project

Name: _____

Description criteria

Pronunciation (Pron)

- 1 Many wrong pronunciation
- 2 Frequent incorrect pronunciation
- 3 Occasional errors in pronunciation
- 4 Some errors in pronunciation
- 5 No errors-Minor errors

Pron	1	1.5	2	2.5	3	3.5	4	4.5	5
Gra	1	1.5	2	2.5	3	3.5	4	4.5	5
Voc	1	1.5	2	2.5	3	3.5	4	4.5	5
Flue	1	1.5	2	2.5	3	3.5	4	4.5	5
IC	1	1.5	2	2.5	3	3.5	4	4.5	5

Raw Score: _____ / 25

Grammar/ Accuracy (Gra)

- 1 No mastery of sentence construction
- 2 Major problems in structure
- 3 Several errors in structure
- 4 Minor problems in structure
- 5 Demonstrates mastery of structure (few errors)

Vocabulary (Voc)

- 1 Little knowledge of English words
- 2 Frequent errors of word choice
- 3 Occasional errors in word choice
- 4 Minor errors in word choice
- 5 Effective-appropriate word choice

Fluency (Flue)

- 1 Dominated by hesitations
- 2 Frequent hesitations
- 3 Occasional hesitations
- 4 Minor hesitations
- 5 No hesitations

Interactive Communication (IC)

- 1 Message unclear
- 2 Disconnected ideas
- 3 Ideas stand but loosely organized
- 4 Clear and organized ideas
- 5 Well organized and clear ideas

Raw Score	Percent	Category	Raw Score	Percent	Category
25,00	100,00	Very good	12,00	48,00	Poor
24,50	98,00	Very good	11,50	46,00	Poor
24,00	96,00	Very good	11,00	44,00	Poor
23,50	94,00	Very good	10,50	42,00	Poor
23,00	92,00	Very good	10,00	40,00	Poor
22,50	90,00	Very good	9,50	38,00	Very poor
22,00	88,00	Very good	9,00	36,00	Very poor
21,50	86,00	Very good	8,50	34,00	Very poor
21,00	84,00	Good	8,00	32,00	Very poor
20,50	82,00	Good	7,50	30,00	Very poor
20,00	80,00	Good	7,00	28,00	Very poor
19,50	78,00	Good	6,50	26,00	Very poor
19,00	76,00	Good	6,00	24,00	Very poor
18,50	74,00	Average	5,50	22,00	Very poor
18,00	72,00	Average	5,00	20,00	Very poor
17,50	70,00	Average	4,50	18,00	Very poor
17,00	68,00	Average	4,00	16,00	Very poor
16,50	66,00	Average	3,50	14,00	Very poor
16,00	64,00	Average	3,00	12,00	Very poor
15,50	62,00	Average	2,50	10,00	Very poor
15,00	60,00	Average	2,00	8,00	Very poor
14,50	58,00	Poor	1,50	6,00	Very poor
14,00	56,00	Poor	1,00	4,00	Very poor
13,50	54,00	Poor			
13,00	52,00	Poor			
12,50	50,00	Poor			

#Adapted from: Pandiya
and Foreign Language Program
of Studies, Fairfax County Public Schools

Analytic Rubric used in this project



In-depth Analysis and Symbols Used

The data collected from the speaking skill (such as fluency, grammar, vocabulary and pronunciation) will be analyzed taking into consideration the errors and the mistakes at the time of speaking. This analysis will be carried out taking into account the pre-test and the post-test recordings. That way the data can be compared using the rubrics and the in-depth analysis. The analysis will be performed by considering the following symbols.

Symbols

Before explaining the symbols used to analyze the recordings from the pre-test and the post-test, it is important to define the words error and mistake. In this study, participants make a speaking error when they use a language point incorrectly, but they have not studied it yet. This is the term used for the pre-test analysis. Participants have speaking errors because they have not yet completed the video-conferencing sessions. On the other hand, participants make a speaking mistake when they learn how to use a language point correctly, but they use it incorrectly at the time of speaking. This is the term used for the post-test analysis.

The speaking sub- skill called interactive communication is not taken into account because it was not found a proper way to analyze this sub-skill.

Grammar:

For the purpose of this study, grammar errors/mistakes are determined in two ways. The first one is a highlighted word in yellow. That means wrong conjugation and wrong use of verbs. The second one is represented with = symbol. That means that a word is missing.

Word: Grammar error/mistake (Conjugation of verbs)

=: Grammar error/mistake (Missing word)



Fluency:

The criterion is adopted from the rubrics which defines fluency by hesitations. According to Hilton, there are several elements when analyzing fluency such as *silent pauses*, *filled pauses* and *paralinguistic noises* (649). For the purpose of this in-depth analysis *silent pauses* and *filled pauses* are represented by # (2007 CHAT convention) to indicate a pause or filled pauses such as “uh, euh, eh, um, and em”(649).

Hesitations: Silent pauses and filled pauses.

Pronunciation:

The criterion is adopted from the rubrics. In order to identify a pronunciation error/mistake, an underline is used.

Word: Pronunciation error/mistake.

Vocabulary:

The criterion is adopted from the rubrics. The vocabulary errors/mistakes are determined by word choice. It does not apply for the grammatical section.

Word: Vocabulary error/mistake

If there is a word with both wrong pronunciation and wrong vocabulary choice, the following symbol is used:

Word: pronunciation and vocabulary error/mistake.



CHAPTER III

METHODOLOGY

5. Methodology

5.1 Type of Research

This research project has a case study design. This will enable the researcher to gather information of each participant who completes the course. It will be given a full understanding of the effects that video-conferencing has on study participants' speaking skill. This will be carried out by analyzing the transcripts from the pre-test and the post-test.

This research project will use a quan-qualitative approach. It will be qualitative because study participants will provide some information about their experience in this research project through a survey, and participants will be asked for testimonies and suggestions. It is quantitative because study participants' speaking skill will be determined by means of a pre-test before the present study begins. After that, a treatment will be conducted among the study participants, and the effects and impact of the treatment will be measured through the administration of a post-test. It will be conducted a Wilcoxon Signed Rank Test to determine if the results are statistically significant.

5.2 Population and Sample

The participants of the study belong to the first semester English School at the University of Cuenca, participants who take Conversation I in the mornings. There are seventeen spots available. This course cannot take more than seventeen participants due to the following reasons:



Technological disadvantage: Google Hangouts allows up to nine participants to be part in each video-conferencing session. If it is considered the schedule, there are three hours (4 pm, 7 pm and 9 pm) that participants can participate through video-conferencing. For instance, it is considered seventeen participants to be the right number because nine participants can join at 4 pm and eight participants can join at 7 pm. The video-conferencing sessions at 9 pm are created for those who cannot attend either at 4 pm or 7 pm.

Operational disadvantage: The second reason why there are seventeen spots available for this project. It is mainly operational. There is only one online teacher, and it is the researcher itself. The number of participants can be increased to up to 34 participants if there are two online teachers who deliver the video-conferencing sessions at the same hour and at the same time.

Research setting: University of Cuenca

Time: May 29th to July 9th, 2015

Total Population before the Course:

Female	Male	Total	Percentage
10	7	17	100%

Table 4: Total population before the course

Total Population after the Course:

Female	Male	Total	Percentage
4	2	6	35%

Table 5: Total population after the course

5.3 Data Gathering Techniques and Instruments

The data will be collected by means of different techniques: a pre-test to measure the speaking skill of students before the application of the treatment and a post-test to determine to what extend the treatment has influenced the enhancement of study participants' speaking skill. A survey will be administered with the aim of learning about study participants' viewpoints and opinions regarding



their participation and lived experiences through the present study. The final is an in-depth analysis of the recordings.

5.4 Data-Collection Procedures

These are the steps to collect the data to be analyzed:

- 1) A pre-test to measure the speaking skill before applying the treatment.
- 2) A post-test to measure the speaking skill after applying the treatment.
- 3) A survey to gather information of participants' point of view of the overall research project.
- 4) Transcripts from the pre-test and the post-test recordings to show the effect of video-conferencing in the study participants' speaking skill.

The information collected will be shown in the following ways:

- 1) Graphics will be used to show the results of the data collected throughout the project.
- 2) Analysis and interpretations of the results collected.

5.5 Treatment Description

For this research project, it will be created 30 PDF files and power points. The 30 power points will be reviewed in the 30 video-conferencing sessions with TBL activities. Each PDF file will be delivered to study participants before each video-conferencing session. That way, they can review the material in advance. It will be created new activities to encourage study participants to practice the English speaking skill.



CHAPTER IV

6. RESULTS: ANALYSIS AND INTERPRETATION

The aim of this study was to determine to what extent video-conferencing, directed by the TBL method, influence the development of the study participants' speaking skill. In order to know such effect on participants' speaking skill, a pre-test and a post-test was applied. The correlation between video-conferencing sessions and the effect on the speaking skill was explained by analyzing the transcripts obtained from the pre-test and the post-test. It was also applied a Wilcoxon Signed-Rank test to see if the overall score was statistically significant. It was also important to analyze what participants had to say about this course; therefore, twelve closed-ended questions and two open-ended questions were applied. The presentation and analysis of data follow the next sequence:

- a) Attendance Rate
- b) Results gained from the administration of the pre-test and the post-test
- c) The influence of video-conferencing sessions on participants' speaking skill
- d) Rubrics: pre-test and post-test results
- e) Survey Results

6.1 Attendance Rate

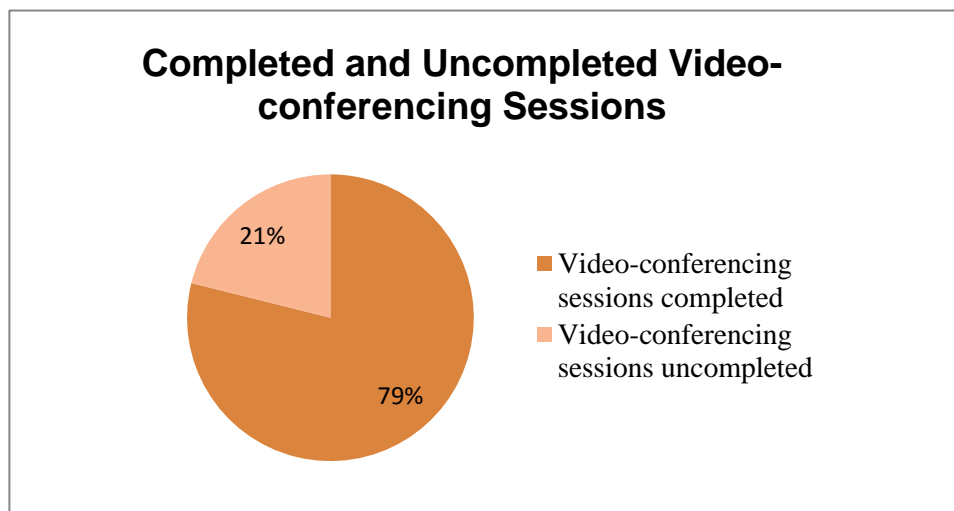
This project offered ninety video-conferencing sessions. The ninety video-conferencing sessions were divided into thirty days with thirty topics. Each day, a new topic was offered. It meant that the same topic was offered three times per day. The schedules were the following: 4 pm, 7 pm and 9 pm. Seventeen participants were part of this research project. They were freshman College students at the University of Cuenca. It started on May 29th. It finished on July 9th. The video-



conferencing sessions were recorded and uploaded to YouTube. Participants will have access to the videos all the time.

When the course ended, the following data were gathered about the participants' attendance rate. It was found that from the ninety video-conferencing sessions, seventy-one were completed successfully. Nineteen video-conferencing sessions were not completed due to lack of participants or internet connectivity problems.

It is seen that 79% of video-conferencing sessions were carried out successfully, and 21% were uncompleted. The following graph shows the percentages.



Graph 2: Completed and Uncompleted Video-conferencing Sessions

From the seventeen participants who started this research project, twelve participants attended at least to one of the video-conferencing sessions, but six participants did not attend to any of the video-conferencing sessions. The following graph shows the number of sessions that each participant had.



Participants	Participated	Frequency	%
Participant 1	Yes	24	80
Participant 2	Yes	20	67
Participant 3	Yes	21	70
Participant 4	Yes	20	67
Participant 5	Yes	16	53
Participant 6	Yes	20	67
Participant 7	Yes	4	13
Participant 8	Yes	1	3
Participant 9	Yes	2	7
Participant 10	Yes	4	13
Participant 11	Yes	5	17
Participant 12	No	0	0
Participant 13	No	0	0
Participant 14	No	0	0
Participant 15	No	0	0
Participant 16	No	0	0
Participant 17	No	0	0

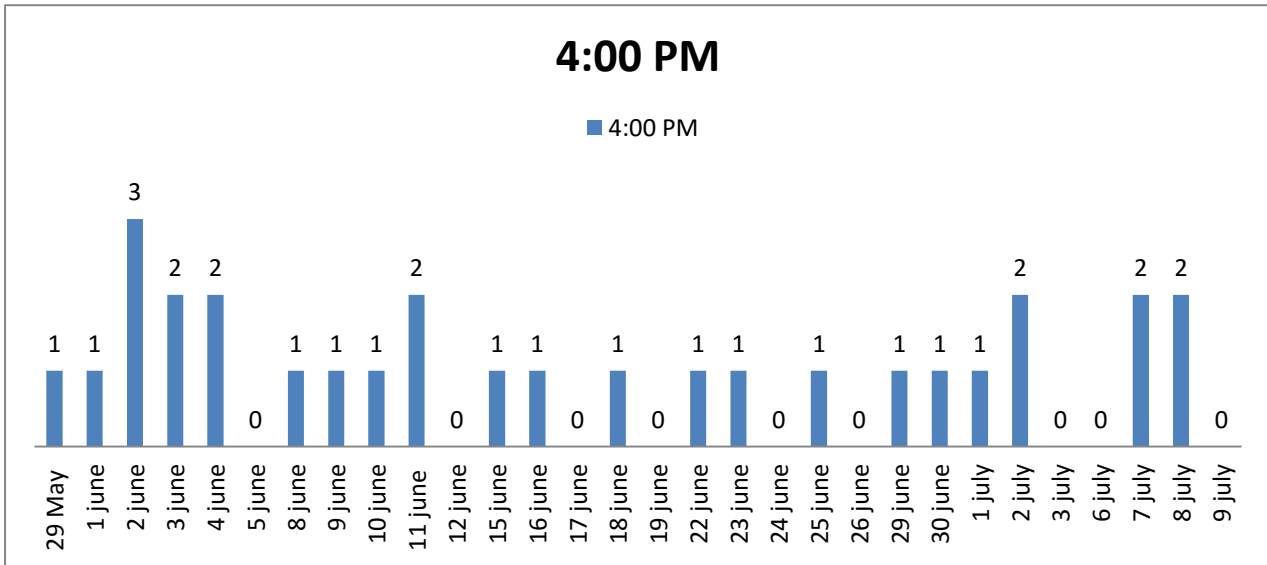
Table 6: Total number of participants and their completion rate

It is seen that six participants completed more than 50% of the video-conferencing sessions. On the other hand, five participants did not reach 50% of attendance. The other six participants did not attend to any of the video-conferencing sessions.

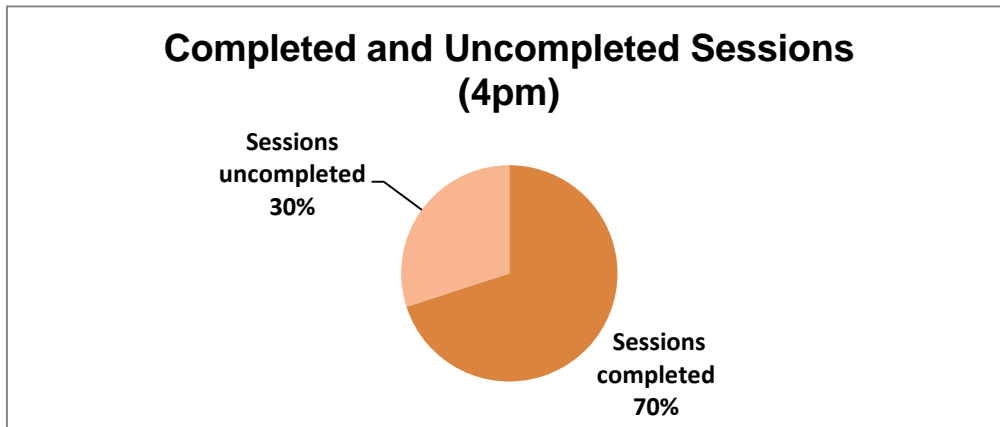
It is pivotal to see the attendance rate from the three hours provided. The three hours (4 pm, 7 pm and 9 pm) were analyzed to have a better understanding of participant’s best hour to practice English through video-conferencing.

The video-conferencing sessions carried out at 4 pm showed the lowest attendance rate. In average, 0.96 participants attended the video-conferencing sessions each day.

The following graph shows the number of participants in all video-conferencing sessions at 4 pm. The highest number of attendance happened on June 2nd with three participants.



Graph 3: The number of participants who attended at 4pm



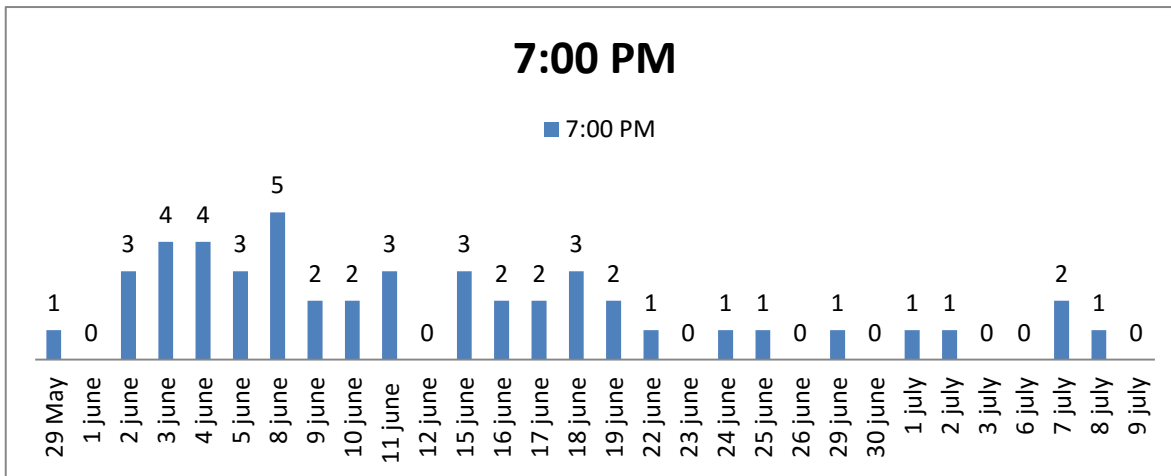
Graph 4: Percentage of completed and uncompleted sessions at 4pm

It is seen that at 4 pm there were nine video-conferencing sessions that no participants attended, and it is seen that twenty-one video-conferencing sessions were carried out successfully at 4 pm. This represents 70% of sessions completed successfully, and 30% of sessions uncompleted at this hour.

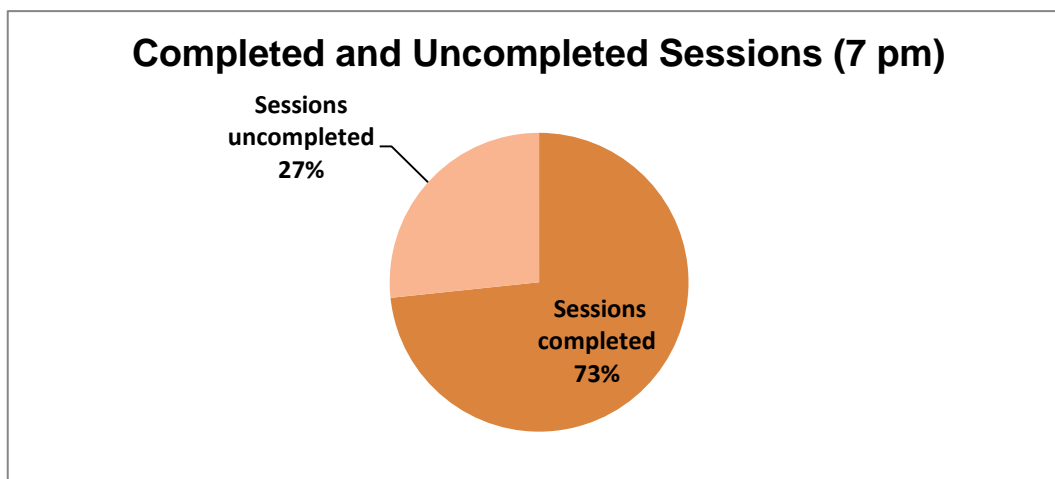
The video-conferencing sessions at 7 pm showed an increase in the attendance rate. In average, 1.6 participants attended the video-conferencing sessions each day.



The following graph shows the number of participants who attended the video-conferencing sessions. The highest number of attendance happened on June 8th with five participants.



Graph 5: The number of participants who attended at 7pm

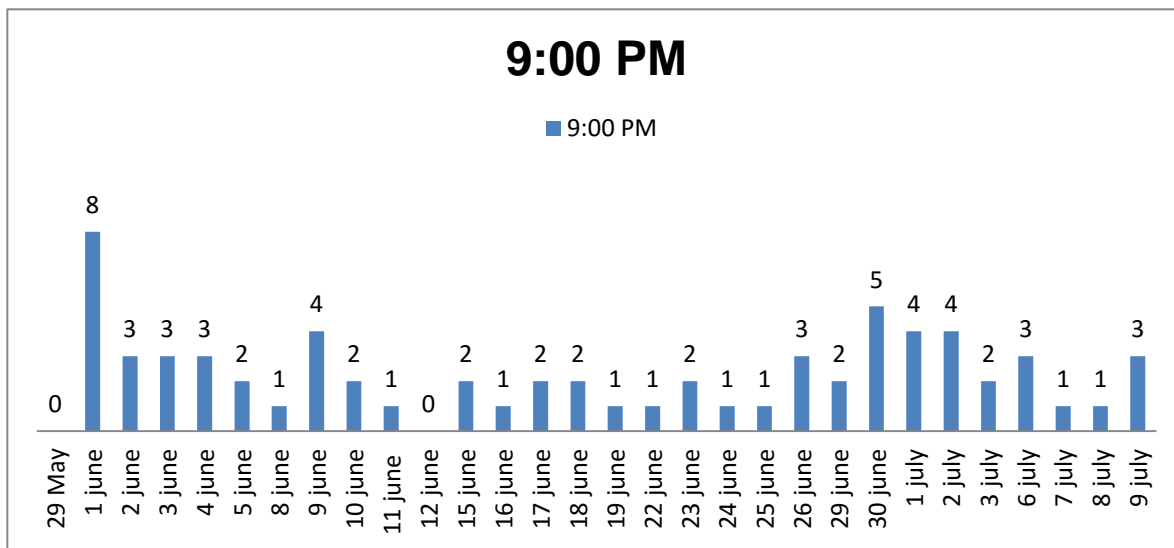


Graph 6: Percentage of completed and uncompleted sessions at 7pm

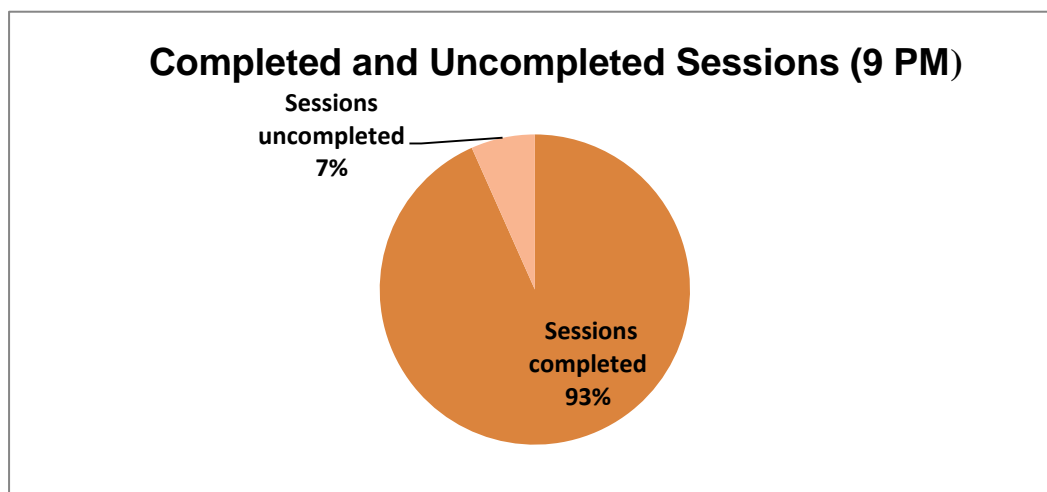
It is seen that at 7 pm there were eight video-conferencing sessions that participants did not attend. It is also seen that twenty two video-conferencing sessions were carried out successfully. This represents 73% of sessions completed, and 27% of sessions uncompleted.



The video-conferencing sessions at 9 pm showed the highest attendance rate with 2.26 participants each day on average. The following graph shows the number of participants taking part in each video-conferencing session. The highest number of participants happened on June 1st with eight participants, and the lowest number of attendance happened on May 29th and June 12th with no attendance.



Graph 7: The number of participants who attended at 9pm



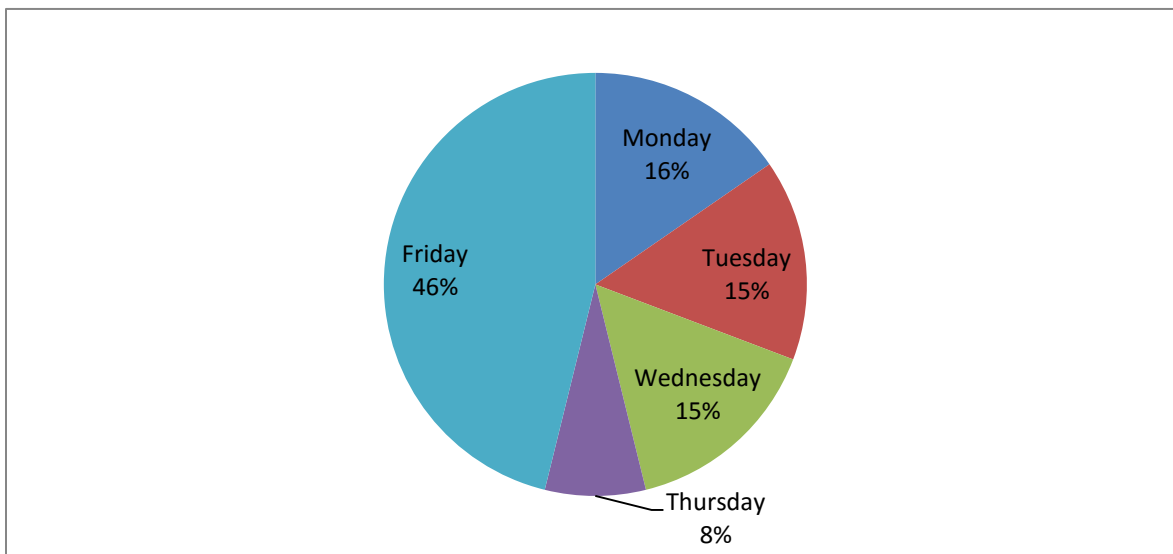
Graph 8: Percentage of completed and uncompleted sessions

It is seen that only two video-conferencing sessions were not completed, and twenty-eight video-conferencing sessions were carried out successfully. This



represents 93% of sessions completed successfully, and 7% of sessions uncompleted.

It is worth mentioning that a significant number of participants did not attend on Fridays. It is seen that 46% of participants did not attend to any of the video-conferencing sessions on Fridays. The second one was on Mondays with 16%. The third one was on Tuesday and Wednesday with 15%. The fourth one was on Thursdays with only 8% of no attendance.

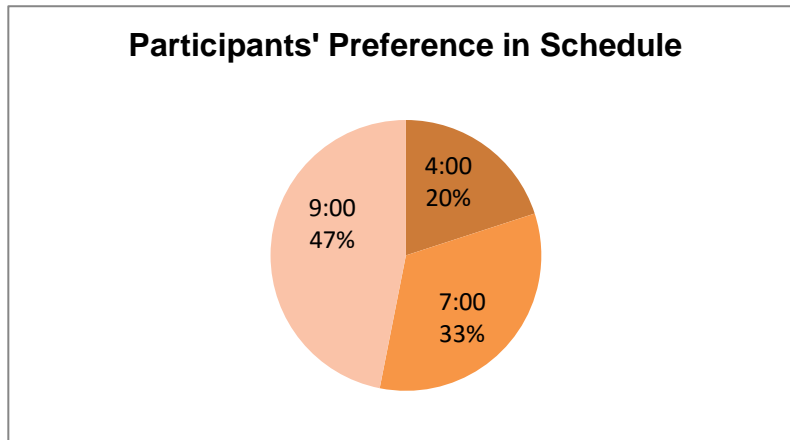


Graph 9: Percentage of the days that participants did not attend

Taking into account the analysis of the attendance rate of the three hours, it is seen that participants preferred the 9 pm sessions more than the other two schedules. If the number of attendances is counted for each hour, it is seen that participants joined 29 times at 4 pm (20%), 48 times at 7 pm (33 %) and 68 times at 9 pm (47%).

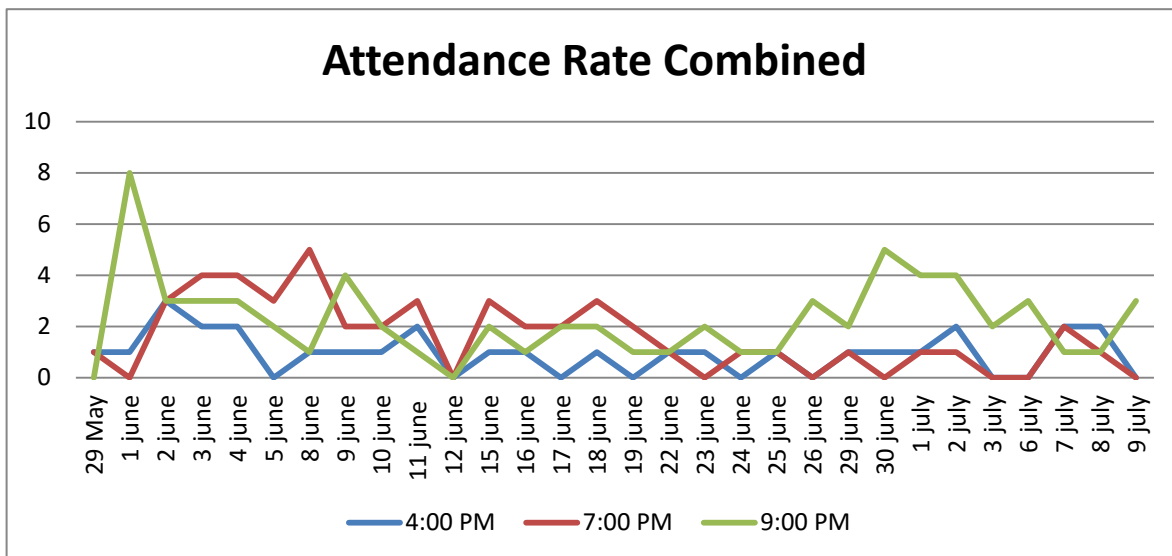


Schedule	Frequency
4:00 PM	29
7:00 PM	48
9:00 PM	68



Graph 10: Participants' preference in schedule

The following graph shows the attendance rate at 4 pm, 7 pm and 9 pm combined. It shows that on June 12th was the only day of the thirty days of video-conferencing sessions that anybody attended.



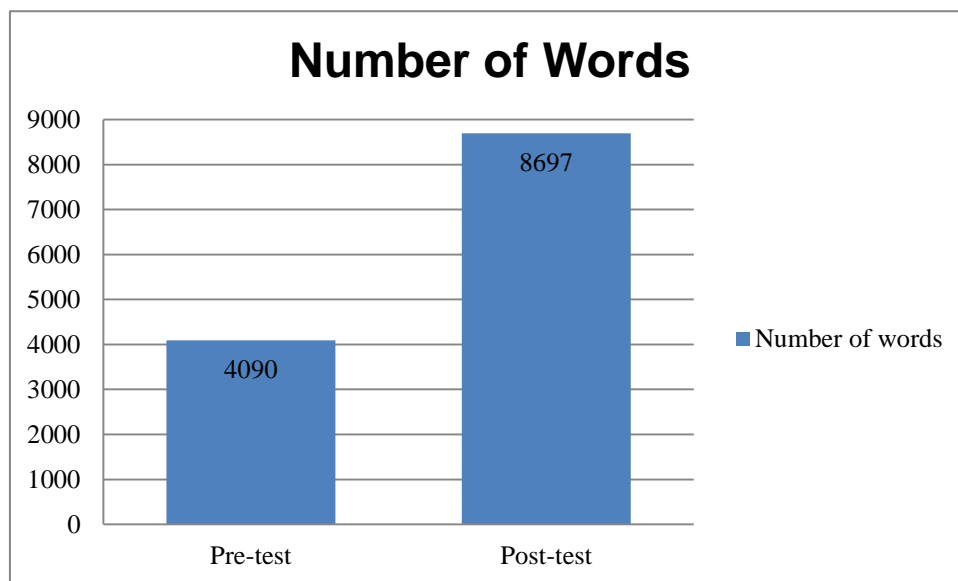
Graph 11: Attendance Rate Combined



6.2 The Influence of Video-conferencing Sessions on the Speaking Skill

The correlation between video-conferencing and the development of the speaking skill of the six participants will be presented as follows. It is shown the results of the pre-test and the post-test analysis of the recordings. It is shown the following aspects of participants' speaking skill: number of grammatical errors/mistakes, the number of pronunciation errors/mistakes, the number of vocabulary errors/mistakes, and the number of hesitations (fluency). It is not included interactive communication because it was not found a proper way of analyzing it. It is also analyzed the number of errors/mistakes per minute that each participant had before the treatment and after the treatment. The pre-test had a total of thirteen questions that study participants needed to complete. Their speaking skill was recorded to perform the corresponding analysis. In the video-conferencing sessions, participants tried to overcome some speaking errors found in the pre-test with 30 TBL activities. The post-test was applied with the same thirteen questions to see if there was an improvement in their speaking skill (fluency, grammar, vocabulary and pronunciation).

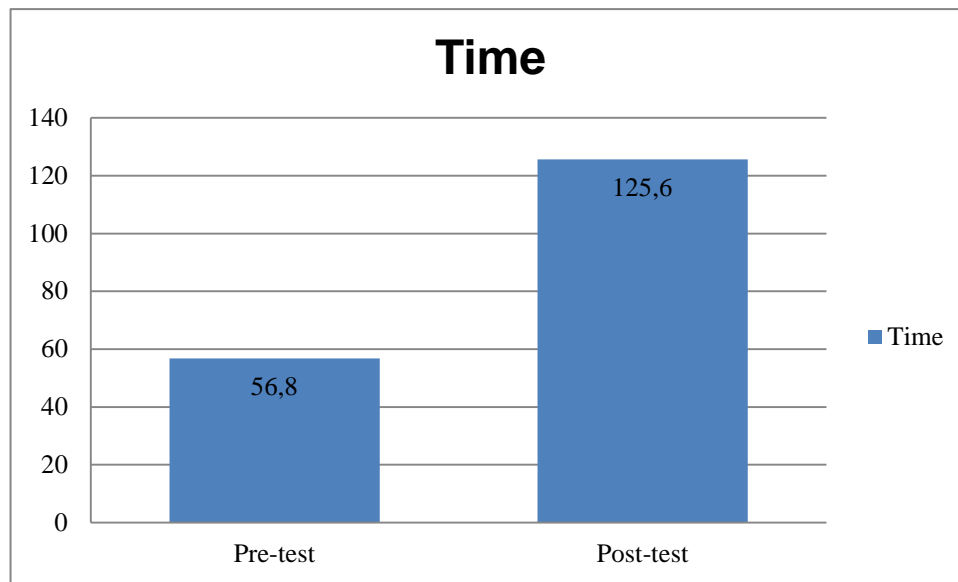
The following results were obtained:



Graph 12: Number of words spoken in the pre-test and post-test



When the analysis of the recordings was completed, it was found that the number of words in the pre-test was 4090. In the post-test, the number of words was 8697. It shows an increase of 4607 words. From this finding, it can be said that video-conferencing can have a positive effect on increasing the number of words.

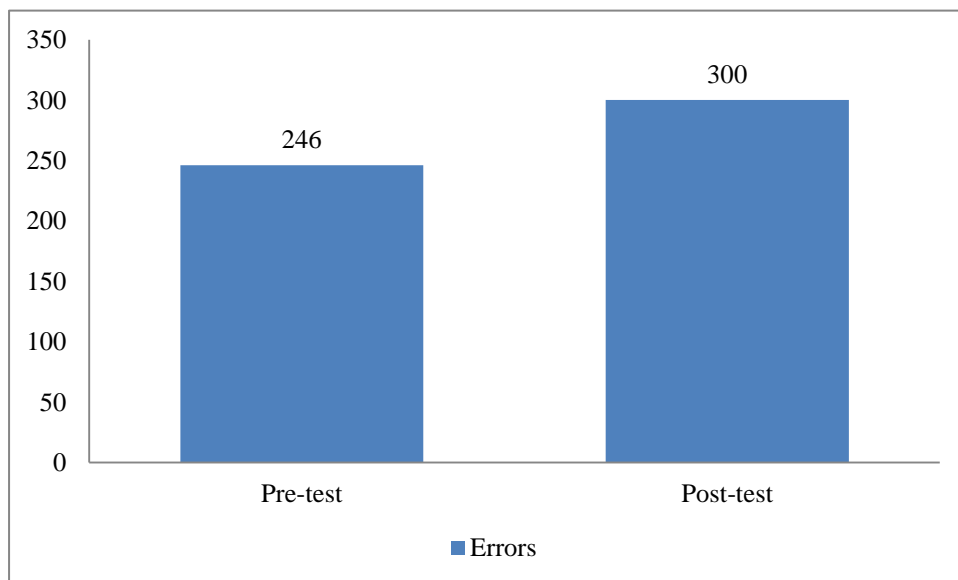


Graph 13: Participants' time of speaking in the pre-test and post-test

When it comes to time, the pre-test was completed in 56.8 minutes, answering all the thirteen questions. The post-test was completed in 125.6 minutes by the same six participants. It shows an increase of 68.8 minutes.



Total Number of Errors and Mistakes



Graph 14: Total number of errors in the pre-test and mistakes in the post-test

The results show that the total number of errors in the pre-test was 246 in 56.7 minutes. In the post-test, the total number of mistakes was 300 in 125.38 minutes.

6.2.1 Analysis of the Recordings

The pre-test and the post-test recordings were taken into account to carry out the in-depth analysis. By doing this, the total number of errors (pre-test), and the total number of mistakes (post-test) of each participant was obtained. In addition, it was obtained the total number of errors and mistakes per minute of each sub-skill (fluency, grammar, vocabulary and pronunciation).

The 13 answers given by each study participant in the pre-test and the post-test were analyzed. This served to demonstrate the effect that video-conferencing sessions had in the speaking skill (see appendix A for the questions). In addition, it shows how the analysis of the recordings was carried out by applying the symbols.



Participant 1

INTERGRATED ANALYSIS

QUESTION #1

PRE-TEST

I'm [REDACTED]. I'm #18 years old. I was born in Gualaceo but right now I live in Cuenca # and there are five members in my family. I'm the oldest sister. I have one youngest brother and a little sister...She is two years old and my youngest brother # **has/is**. I don't remember his age. I like to **playing** in the computer especially a game is called Hills of Niver. It is when you have to put the line the other players and you can win the game. I like reading. I love because it can relax me I don't know. I feel relax and I# like to practice some sports like Taekwondo and swimming and that's all.

Minutes	1,4	Hesitations	4
Words	115	Vocabulary errors	0
		Pronunciation errors	1
		Grammar errors	2

Table 7: Speaking skill analysis – participant 1

POST-TEST

I'm [REDACTED]. I'm 19 years old. I speak Spanish but I know a little English. I'm from Gualaceo but I was born in Gualaceo but about four years I don't remember the exact age. I arrived... # I came to Cuenca. I don't have cellphone because I lost it a month ago. I think so. My telephone number is [REDACTED] My e-mail direction is [REDACTED] I have two brothers and a little sister. I'm the older between us. I live with my parents. I study in the University of Cuenca. I love reading, especially fantastic books when I can use I imagine and I can feel the same feelings than the main character. I love video games so when I have time especially on Saturdays I play in my computer with my online friends. A game called



heroes of new world it is a game... so in that you have to push the light of your enemies and you can use heroes with different skills and items... I like to listen Asian music in general especially K-pop...and my favorite band is girl generation ... I think I told you someday I remember. I like anime too... it is the cartoons of Japan. I like in doing Arabic music too but about that I cannot understand anything but some are really funny and you can danced it. I like practicing choreographies of k-pop and I think that's all.

Minutes	3,7	Hesitations	1
Words	236	Vocabulary mistakes	2
		Pronunciation mistakes	3
		Grammar mistakes	1

Table 8: Speaking skill analysis – participant 1

QUESTION #2

PRE-TEST

- What's your favorite TV show?
- What's your first name?
- What's your last name?
- About your hobbies... can you tell me?
- Do you have a job?
- What's your e-mail address?
- When is your birthday?
- What is your cellphone number?

Minutes	0,2	Hesitations	0
Words	38	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Table 9: Speaking skill analysis – participant 1



POST-TEST

- What is your last name?
- What is your address?
- What **is** your hobbies?
- What is your cellphone number?
- What is your e-mail address?
- Do you have a job?
- When is your birthday?
- Do you have a favorite movie?

Minutes	0,2	Hesitations	0
Words	38	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	1

Table 10: Speaking skill analysis – participant 1

QUESTION #3

PRE-TEST

She is a beautiful woman. She has brown eyes. She has long straight hair... brown long straight hair. She **#** is thin. She has red lips and I don't know. She has a nice smile. She **wear** a black dress.

Minutes	0,8	Hesitations	1
Words	39	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	1

Table 11: Speaking skill analysis – participant 1



POST-TEST

I think he is in his 40s. He is a handsome man. He has blue eyes. Something like curly hair. He has a # blond hair. What more...He wears a white shirt and a blue tie and a # black suit.

Minutes	0,9	Hesitations	2
Words	39	Vocabulary mistakes	0
		Pronunciation mistakes	2
		Grammar mistakes	0

Table 12: Speaking skill analysis – participant 1

QUESTION #4

PRE-TEST

There are five members in my family as I told you. I have a youngest brother and a little sister. My youngest brother... I don't remember his age and my little sister is two years old. She is annoying because she always... is annoying. And about my youngest brother he studies in Febres Cordero High School... About my mother she #is 40 years old... my father too and his name is Andres. That's all.

About me... I think I'm a little shy because I can't talk with all people #and when I met you I # can be a# little friendly... I'm a little serious.. That's all.

Minutes	1,4	Hesitations	4
Words	103	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Tabla 13: Speaking skill analysis – participant 1



POST-TEST

I have a younger brother and a little sister. I don't get along very well with my younger brother because we have different points of view but with my little sister I play every day and I try to teach her some words in English or some songs... some games...something like that she is two years old in October. I don't remember exactly the date. She will **is** three years old...my younger brother he is 18 or 17 years. I don't remember. My younger brother is in Febres Cordero High School. I think he is in his last course. I don't know I'm a bad sister. About my parents, my mother is Digna. She is 40 years old and is the same for my father. My father has the same age that my mother. His name is Andres. Andres is my father and he is a costumer and my mother too. I usually go with my mother to buy some things for **use** and with my # father I get along very well but I don't have time to talk with him because he **arrive** at home very late and most of the time I'm sleeping...that's all.

Minutes	2,6	Hesitations	0
Words	196	Vocabulary mistakes	1
		Pronunciation mistakes	0
		Grammar mistakes	3

Table 14: Speaking skill analysis – participant 1

QUESTION #5

PRE-TEST

I don't go for shopping because I don't have time and because it's not my hobby.

Clothes... in general clothes...

Sometimes in mall de rio ...in the center. I don't remember the exact name but its near Parque Calderon.



Minutes	0,8	Hesitations	0
Words	38	Vocabulary errors	1
		Pronunciation errors	0
		Grammar errors	0

Table 15: Speaking skill analysis – participant 1

POST-TEST

I don't like shopping but when I go it is very rarely. I only buy clothes for me and most of the times my father comes with me because It is kind of weird but I thing that my father has the same likes that me for **choose** clothes for women. When I go with him to shopping he **choose** for me... # t-shirts or pants but the most of times he just buys for me shoes always I like it...because I don't know... he is a fashioner I think so... what more... He **is** just for me when we buy jewelry but it is not usually... that's all.

Minutes	1,8	Hesitations	1
Words	107	Vocabulary mistakes	1
		Pronunciation mistakes	1
		Grammar mistakes	3

Table 16: Speaking skill analysis – participant 1

QUESTION #6

PRE-TEST

My last trip it was on Chimborazo. It # is not a happy experience and about food... there wasn't a kitchen so we had to prepare our own meal # but in this climate I **can't** prepare... in the night I couldn't sleep because there wasn't # too much... I don't know how to say...



Minutes	1,2	Hesitations	3
Words	51	Vocabulary errors	1
		Pronunciation errors	1
		Grammar errors	1

Tabla 17: Speaking skill analysis – participant 1

POST-TEST

My last trip... I think it was when # I was in my last course in the high school. I traveled with my classmates to Chimborazo. I don't know how to say but I don't have a very good experience about that because there I felt very sick. I remember when I was trying to sleep the wind didn't # leave me sleep. The good things about that was #...I saw the Aguaniche...#I could see the winter or something like that. I remember that I wasn't.... under the sea... I remember that I wear very # hot clothes. I forgot my gloves so my hands were very cold. It was interesting because when we had to sleep. We sleep in the floor only with sleeping---...about the food we ate only noodles. In my case I only ate a yogurt one day I remember that because I had a stomachache... It was very bad experience. I can remember that because it was my last trip with my boyfriend and my first trip and that's all.

Minutes	2,2	Hesitations	5
Words	170	Vocabulary mistakes	2
		Pronunciation mistakes	0
		Grammar mistakes	3

Table 18: Speaking skill analysis – participant 1

QUESTION #7

PRE-TEST

When I # go out of my home...I only eat fast food or a lunch like apples or yogurt something like this...

Traditional food—I like guinea pig.



Minutes	0,5	Hesitations	1
Words	27	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Table 19: Speaking skill analysis – participant 1

POST-TEST

The most of the times... I eat only lunch and it depends of the economy cafeteria. I usually eat soup or chicken or vegetables. I eat rice with... it depends sometimes meet or chicken too and a juice...a juice is...tomatoes, pineapples, and it is about lunch when I go out... a restaurant out of the university... I often eat ice cream or pizza with my...# with my... friends...what more...I remember when I was in my first semester my new friends Amy...took a weird food. It was noodles with... I don't remember the name...It was a weird thing but It was meet I don't know... I don't remember the animal and I didn't like it.

Minutes	2,1	Hesitations	1
Words	113	Vocabulary mistakes	1
		Pronunciation mistakes	1
		Grammar mistakes	0

Table 20: Speaking skill analysis – participant 1

QUESTION #8

PRE-TEST

I don't know if you watched spirited away...it is a fantastic # character movie...animated movie...animated movie. It's when Shihiro # is changing of her home and in #her new neighbor she enters in a spirit world. Her parents are changed into pigs. She have to found the problem. She has to win to the witch



Chihuahua. The most important ...she **have** to remember her name. It's an **interest** movie.

Minutes	1,2	Hesitations	3
Words	66	Vocabulary errors	3
		Pronunciation errors	1
		Grammar errors	3

Table 21: Speaking skill analysis – participant 1

POST-TEST

I think I told you... I really love House modern castle... this movie... I don't know what **is the producer** but the writer is Annas Sofi...Anni Sofi... I don't remember the exactly name. It tells the story about Sofi...the main character...One day, she is attending in her store and a witch but she **don't** know she is a witch...arrives to the store...she wants a hat but Sofi **don't** like the **#**.... What kind of or what style is good for she...so the witch get mad and say words for she...I don't know how but she **start** to changing for an older woman...so she has to find the way that she can **#** have the same appearance because she is only 18 or 16 years old. In her trip, she meets to Haul. He is very funny but he is a little "Casanova" but by the time the movie is... **#** by the time they are meeting...Haul falls in love of her and the same for she. In the last part of the movie... I like the last part of the movie because Sofi admits her feelings and she **kiss** to Haul and Haul **change** to a real form because he was a bear. I think this movie is very interesting and is very funny.

Minutes	3,5	Hesitations	3
Words	211	Vocabulary mistakes	3
		Pronunciation mistakes	1
		Grammar mistakes	7

Table 22: Speaking skill analysis – participant 1



QUESTION #9

PRE-TEST

I think she **have** to try to forget her problems with her brother. **Apologize** with him. I think he can help her with her children. I don't know because **#**his aunt can be **#**...I don't know how to say "aguita de montes" She can prepare for him "aguita de montes" I think he can be better.

Minutes	1,3	Hesitations	2
Words	54	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	2

Table 23: Speaking skill analysis – participant 1

POST-TEST

I think she **have** to apologize with her brother so he can **could** help her... when it **happen**... I think her brother **#** could take care of her son and she can buy pills... I don't know...she can prepare a soup of chicken because my mother told me that chicken soup is good when you are sick. I think when they get along well he can help her to find a job and she can pay a doctor. I think her son can be better.

Minutes	1,4	Hesitations	1
Words	84	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	3

Table 24: Speaking skill analysis – participant 1



QUESTION #10

PRE-TEST

If you see...you can #=across and you #will see the city park ... from the city park you walk straight two blocks and turn to the left... you can# **found/ find** the City Library.

You have to walk one block and turn to the left and you have to walk two blocks again and you will see the City Library.

Minutes	0,7	Hesitations	3
Words	56	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	2

Table 25: Speaking skill analysis – participant 1

POST-TEST

If you are in the City Library you have to walk around one block and turn...left and walk about three blocks and in front of county hospital is the City middle school.

You have to walk around one block. You have to pass out the fire station and turn left three blocks and you can see the lake park and in front of it is the City High School...in the first avenue.

Minutes	1,1	Hesitations	0
Words	72	Vocabulary mistakes	3
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 26: Speaking skill analysis – participant 1



QUESTION #11

PRE-TEST

I used to play # with my computer. I don't remember... # "tazos" another game. I used to play with my aunts and uncles...with my family in general. I used to play # "las escondidas " I don't remember the name.

I don't remember maybe a doctor, but right now I don't like it.

No, because right now I like my life and I # have too many memories of... around my life. I have good friends and I think if # I was a child again I could--- met them.

Minutes	1,4	Hesitations	5
Words	81	Vocabulary errors	2
		Pronunciation errors	0
		Grammar errors	2

Table 27: Speaking skill analysis – participant 1

POST-TEST

When I was a child, I used to play French skipping... well... I remember the most of my girlfriends used to play with me but about my boyfriends they didn't like it... I don't know why because it is very interesting. I used to play with marbles and tazos with my friend and the most of the times I remember I had the second place because my friend Diego always won me...what more... I used to watch dragon ball so I remember with my younger brother we used to fight, trying to follow the same moves of Goku and Gohan and what more... I used to play with my cousins with my brother and with my uncles...hide and seek... I remember that my favorite place was the # Armario... Most of the times they couldn't find me... what more... I remember that when I was six years old... I learned to ride bicycle but I have a terrible experience about that it was about one week that I had learned... and my family and me traveled to my grandmother home so the way for this house # has curves... I remember my brother told me you are still learning now so give me the



bicycle and I told him...no I can leave me alone and I fall out with a rock and I can't remember anymore... my brother tried to save my knee, putting hiervas in my knee...and it was very funny but I remember I was crying a lot.

I don't remember... I learned the word for my dream job...# poly...because I remember when I was about six or seven years... I watched in the TV a girl who # could speak more than five languages so it really **interest** me so I wanted to be a professor and a translator... it was my dream job...

Minutes	5,2	Hesitations	5
Words	307	Vocabulary mistakes	4
		Pronunciation mistakes	1
		Grammar mistakes	1

Table 28: Speaking skill analysis – participant 1

QUESTION #12

PRE-TEST

I see my like a teacher... a teacher...maybe a translator. I hope I can be a good teacher for a university or high school.

I'd like to have a # huge library in my house like this room

Minutes	0,5	Hesitations	1
Words	37	Vocabulary errors	0
		Pronunciation errors	1
		Grammar errors	0

Table 29: Speaking skill analysis – participant 1



POST-TEST

In six years, I'll be a very good teacher of High school and university. I want and I know I will learn two or three languages such as Japanese and Italian in Italy... what more...and I think I'll be the guide for my little sister because I teach her too much words in English and other things that I think she can use for her School, High school or university. About ...I think that... well ...I don't see me in relationship so I don't see me with childrens or boyfriend or something like that because I want to be very independent and that's all.

Minutes	1,5	Hesitations	0
Words	104	Vocabulary mistakes	1
		Pronunciation mistakes	1
		Grammar mistakes	0

Table 30: Speaking skill analysis – participant 1

QUESTION #13

PRE-TEST

I think we will...like aliens. We # will have high eyes... very small nose and grey skin. I think almost all animals has extinct...# about the forest I think we can # save it... we have to fight versus robots.

Minutes	0,9	Hesitations	3
Words	37	Vocabulary errors	1
		Pronunciation errors	1
		Grammar errors	1

Table 31: Speaking skill analysis – participant 1

POST-TEST

One hundred years.... I think we will have robots friends and we get along very well with them. I think the physical books won't # exist for... we use it only in the internet



or other cellphones or something like that... I think nature won't exist or if it **exist** it was very... It was less than now... I think we will have flying cars like in Dragon Ball....what more... I think our physical appearance will change because I think in the future we **#** won't have a good environment so our eyes, ears and nose will change about the clothes I think we will change the material for it and we will use only... I don't know how to say only clothes like the astronauts and ... what more... I think in the future we will be able to travel to the moon and other planets... I think that's all and about the countries...I think we will have a war I don't know when but it will happen in the future and that's all.

Minutes	2,8	Hesitations	2
Words	173	Vocabulary mistakes	0
		Pronunciation mistakes	1
		Grammar mistakes	1

Table 32: Speaking skill analysis – participant 1

Pre-test (Total number of errors)

Minutes	12,8	Hesitations	30
Words	742	Vocabulary errors	8
		Pronunciation errors	5
		Grammar errors	14

Table 33: Pre-test (Number of errors) participant 1

The overall results show that participant 1 spoke for 12.8 minutes. During that time, the participant spoke 742 words. The number of hesitations was 30. The number of vocabulary errors was 8. The number of pronunciation errors was 5, and the number of grammar errors was 14. The total number of errors was 57.



Post-test (Total number of mistakes)

Minutes	29,6	Hesitations	21
Words	1850	Vocabulary mistakes	18
		Pronunciation mistakes	11
		Grammar mistakes	23

Table 34: Post-test (Number of mistakes) participant 1

The overall results show that participant 1 spoke for 29.6 minutes. During that time, the participant spoke 1850 words. The number of hesitations was 21. The number of vocabulary mistakes was 18. The number of pronunciation mistakes was 11. The number of grammar mistakes was 23. The total number of mistakes was 73.

Comparison Table of the Recordings from the Pre-test and the Post-test

Participant 1		
Speaking sub-skills	Pre-test	Post-test
Hesitations (fluency)	30	21
Vocabulary errors/mistakes	8	18
Pronunciation errors/mistakes	5	11
Grammar errors/mistakes	14	23
Total	57	73
Words	742	1850
Time/ minutes	12,9	29,6

Table 35: Comparison table of the recordings from the pre-test and the post-test – participant 1

It is seen that participant 1 had an increase in the number of words and time. It goes from 742 words in 12.8 minutes (pre-test) to 1850 words in 29.6 minutes (post-test). When it comes to the speaking skill, the data show an increase in the number of mistakes. For instance, it is seen that the number of vocabulary errors/mistakes was 8 in the pre-test and 18 in the post-test. It is seen that the number of pronunciation errors/mistakes was 5 in the pre-test and 11 in the post-



test. It is seen that the number of grammar errors/mistakes was 14 in the pre-test and 23 in the post-test. The skill that shows a decrease in the number of mistakes was fluency. It shows 30 hesitations in the pre-test and 21 hesitations in the post-test. The total is 57 errors in the pre-test and 73 mistakes in the post-test.

In order to have more detailed information about the frequency that a participant committed an error (pre-test) and a mistake (post-test), the number of errors/mistakes (hesitations, vocabulary, pronunciation and grammar) is divided by the corresponding time.

Pre-test (Total number of errors per minute)

It is found that participant 1 spoke 57.9 words per minute. Participant 1 had 2.34 hesitations per minute. It had 0.63 vocabulary errors per minute. It had 0.39 pronunciation errors per minute, and it had 1.09 grammatical errors per minute. It shows a total of 4.45 errors per minute.

Post-test (Total number of mistakes per minute)

It is found that participant 1 spoke 62.5 words per minute. Participant 1 had 0.71 hesitations per minute. It had 0.61 vocabulary mistakes per minute. It had 0.37 pronunciation mistakes per minute, and it had 0.78 grammatical mistakes per minute. It shows a total of 2.47 mistakes per minute.



Comparison between the Errors/Mistakes per Minute from the Pre-test and the Post-test

Participant 1		
Items	Pre-test	Post-test
Total number of words	742	1850
Words per minute	57,9	62,5
Time	12,8	29,6
Speaking sub-skills	Errors per minute	Mistakes per minute
Hesitations (fluency)	2,34	0,71
Vocabulary	0,63	0,61
Pronunciation	0,39	0,37
Grammar	1,09	0,78
Total	4,45	2,47

Table 36: Comparison table between the errors/mistakes per minute from the pre-test and the post-test – participant 1

It is found that there is a decrease in the number of mistakes per minute. For instance, the pre-test shows 4.45 errors per minute. The post-test shows 2.47 mistakes per minute. It is a decrease of 1.98 mistakes per minute. The speaking skill that has the most significant decrease in mistakes is fluency. It goes from 2.34 hesitations per minute in the pre-test to 0.71 hesitations per minute in the post-test. It is a decrease of 1.63 hesitations per minute. The second one is grammar. It goes from 1.09 errors per minute in the pre-test to 0.78 mistakes per minute in the post-test. It is a decrease of 0.31 mistakes per minute. The third ones are vocabulary and pronunciation. Vocabulary goes from 0.63 errors per minute in the pre-test to 0.61 mistakes per minute. It is a decrease of 0.02 mistakes per minute. Pronunciation goes from 0.39 errors per minute in the pre-test to 0.37 mistakes per minute in the post-test. It is a decrease of 0.02 mistakes per minute. In the case of participant 1, it clearly shows that the use video-conferencing helps him in the development of fluency. It is followed by small improvements on grammar, vocabulary and pronunciation.



Participant 2

INTEGRATED ANALYSIS

QUESTION #1

PRE-TEST

My name is [REDACTED]. I'm 18 years old. About my hobbies # I only study and played guitar and singing... at the afternoon # I study Italian and Chinese at the university too. I live in Cuenca. My address is Ordoñez Lazo Avenue.

Minutes	0,51	Hesitations	2
Words	42	Vocabulary errors	1
		Pronunciation errors	1
		Grammar errors	2

Table 37: Speaking skill analysis – participant 2

POST-TEST

My name is [REDACTED] My last name is [REDACTED] but my friends, classmates sometimes call me “churitos” I live here in Cuenca. I study in the Cuenca University. I speak Chinese language...love this language. I learn Italy too and English sure. My address is Ordenez Lazo Avenue. My telephone number is [REDACTED]. I enjoy playing basketball, do gymnastic, playing guitar, dancing, studying Chinese language. I love the teddies bear. Painting, I sometimes do some high brushes.

Minutes	1,7	Hesitations	0
Words	76	Vocabulary mistakes	1
		Pronunciation mistakes	1
		Grammar mistakes	1

Table 38: Speaking skill analysis – participant 2



QUESTION #2

PRE-TEST

- What's your first name?
- What's your last name?
- What **do** your address?
- What's your cellphone number?
- What's your favorite movie?
- What's your favorite TV show?
- What is your job?
- What is **#** your birthday?
- About your hobbies?

Minutes	0,18	Hesitations	1
Words	35	Vocabulary errors	1
		Pronunciation errors	1
		Grammar errors	1

Tabla 39: Speaking skill analysis – participant 2

POST-TEST

- What is your first name?
- What is your last name?
- What is your address?
- What are your hobbies?
- What is your cellphone number?
- What is your e-mail address?
- Which is your job?
- When is your birthday?
- What is your favorite movie?



Minutes	0,36	Hesitations	0
Words	41	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 40: Speaking skill analysis – participant 2

QUESTION #3

PRE-TEST

He **want** are black **#**. He **have** a strange hair or long...**#**no... He is beautiful. He **wear** a blause black blause... I don't know.

Minutes	0,36	Hesitations	2
Words	22	Vocabulary errors	2
		Pronunciation errors	0
		Grammar errors	3

Table 41: Speaking skill analysis – participant 2

POST-TEST

He is Leonardo Di Caprio. He is the main character in the Titanic movie. **#** His hair is brown, straight, his eyes are blue. **#** He is very handsome. He has a moustache. That's it.

Minutes	1,03	Hesitations	2
Words	33	Vocabulary mistakes	0
		Pronunciation mistakes	2
		Grammar mistakes	0

Table 42: Speaking skill analysis – participant 2



QUESTION #4

PRE-TEST

My family... I have a large family. My grandma and my#... have 12 childrens 10 daughters and 2 sons but my family live in differents ways. Some uncles lives in Italy and New Jersey and all my family from the coast. All my mom and my brothers live in Cuenca.

Minutes	0,5	Hesitations	1
Words	49	Vocabulary errors	2
		Pronunciation errors	0
		Grammar errors	1

Table 43: Speaking skill analysis – participant 2

POST-TEST

I have a large family. I live with my mom, my dad. I have two brothers. I don't have any sister. Sometimes I live with my grandma. I have ten aunts and two uncles. My family are from Machala, but a lot of persons, people. Actually, nowadays live in the Italy and the United States. Only my mom is from Cuenca. Only have...I have a lot of cousins because I have a lot of uncles and aunts. I have a lot of..a. lot of cousins ... maybe 15 or 16 cousins.

I am very creative because I usually do some paintings and take photos and do these things. I'm very shy. I don't like to talk with the other person. Sometimes I'm very friendly but not always because sometimes... little people was a...I don't care about little people, but I am very friendly. I am very messy like messy room, messy back, messy house, and my table in the classroom. I am very helpful because I love help the other people when they have problems. Except money problems because I don't have a lot of money... I think I am a good listener because I usually my classmates and my brothers have problems I keep their secrets. I give advice for they.



Minutes	3,96	Hesitations	0
Words	212	Vocabulary mistakes	9
		Pronunciation mistakes	2
		Grammar mistakes	3

Table 44: Speaking skill analysis – participant 2

QUESTION #5

PRE-TEST

I don't like go shopping because is... for me is very boring. # Especially in Cuenca is very expensive. I prefer **save, save, save** my money and after that shop in internet

Minutes	0,26	Hesitations	1
Words	31	Vocabulary errors	1
		Pronunciation errors	0
		Grammar errors	1

Table 45: Speaking skill analysis – participant 2

POST-TEST

I don't like **go** shopping because for me is very boring but my best friend my mom sometimes my classmates enjoy **do** shopping but I don't. I prefer **do** shopping in the internet plus... I'm a saving person and I always save, save my money for maybe three, #four, five, six months, but after that I spend my money in the internet. Especially now the president have a new tax for# the internet products and other countries and yeah. I never buy make-up or a lot of clothes... I prefer **bought** paintings, notebooks, sometimes clothes, but **=**is not very common for me. I do some things for myself for example I do my sweaters, my boots, sometimes my skirts. I don't like **bought** a lot of things in Christmas and Valentine day. I prefer **do** something for my parents, for my friend, my friends and boyfriend. Something=**=** like



that. I don't like to spend my money for a lot of things. I prefer **do** my things and **buy** in internet.

Minutes	2,6	Hesitations	2
Words	166	Vocabulary mistakes	1
		Pronunciation mistakes	3
		Grammar mistakes	10

Table 46: Speaking skill analysis – participant 2

QUESTION #6

PRE-TEST

The last vacation was students' week. Here at home. I don't travel ___ any place because I kept some treatments at the Corral Moscoso Hospital... is not the best vacations for me but is good.

Minutes	0,45	Hesitations	0
Words	33	Vocabulary errors	1
		Pronunciation errors	0
		Grammar errors	0

Tabla 47: Speaking skill analysis – participant 2

POST-TEST

I don't remember my last vacation. Maybe it was in the student week. I traveled. I was in my grandma house in Machala. I played with my cousins and **I cooking**...I have a little party for my grandma. My brother broke his neck. **#**All my family was in the **#** aquarium. An especial park. I don't like that because I had the... I **keep** the pool ___ and ___ something like that. I had swimming. I prefer **have** a little time with my grandma and my little cousins. I played basketball. Then I returned.



Minutes	1,8	Hesitations	2
Words	87	Vocabulary mistakes	0
		Pronunciation mistakes	1
		Grammar mistakes	3

Table 48: Speaking skill analysis – participant 2

QUESTION #7

PRE-TEST

I come out of the universe... come out of the universe. I don't know.

I prefer #the other food other things. I hate traditional food. I am ___vegetarian and in Ecuador I # don't have a lot of vegetarian restaurants on this special food.

Minutes	0,81	Hesitations	2
Words	42	Vocabulary errors	5
		Pronunciation errors	2
		Grammar errors	0

Table 49: Speaking skill analysis – participant 2

POST-TEST

Usually I eat out in the university because I have a Chinese class in the afternoon. I return my home it's very difficult because I take a bus. This is my situation in my weekdays. And in my weekdays is very unhealthy because I eat out in the university. I usually eat pizza, chicken. Sometimes I eat that soup... vegetal soups and other kind of soups but in the weekends I eat out with my family. My family love the ? Usually they eat barbecue, but I don't like. I prefer vegetables. Usually I eat out with my cousins or my boyfriend in the vegetarian restaurant. I like that I love the casuela vegetariana that is my favorite food. Also I enjoy **eat** ice creams, and cakes...chocolates and something like that.

I don't like the Ecuadorian food especially the typical food of Cuenca city...guinea pig or papas locas. I don't like the typical food, but here in Ecuador I love the



banana because usually when I was a child my mom, my grandma prepare Bolitas de verde, tarta de verde a lot of dishes with banana.

Minutes	2,8	Hesitations	0
Words	187	Vocabulary mistakes	1
		Pronunciation mistakes	2
		Grammar mistakes	1

Table 50: Speaking skill analysis – participant 2

QUESTION #8

PRE-TEST

I don't like **watch** movies or **watch** TV because I have a problem in my eyes. I don't see ok, but my favorite movie is The brothers bear is animated movie from Walt Disney picture. It's for children but I loved this movie because she **teach** me. She **give** advices in my life.

Minutes	0,58	Hesitations	0
Words	53	Vocabulary errors	1
		Pronunciation errors	2
		Grammar errors	4

Table 51: Speaking skill analysis – participant 2

POST-TEST

My favorite movie is “La tierra de los osos” the English name is the Brother Bear movie. This movie is from Walt Disney pictures. This movie is about?-- a man who hates bears. After **fight** with one bear... **=** older brother. It's turned into a bear. He is visited by the spirit of his older brother and it's told that...he wished to be changed back into a human. He must travel to an important place ... He made a baby bear?.. He is a little funny...**#**...Finally he discovered that he likes being a beard. He likes the humans...He **make** that decision that will change his work forever. I like this



movie because it has a great message because...about seeing life from a different perspective...can be other places...then...he likes this....I think every young should see this wonderful movie.

Minutes	2,2	Hesitations	1
Words	137	Vocabulary mistakes	0
		Pronunciation mistakes	2
		Grammar mistakes	3

Table 52: Speaking skill analysis – participant 2

QUESTION #9

PRE-TEST

I don't know. Sarah #had a lot of money? "Ella tiene bastante dinero?" I don't know ___ advice. I don't have any advice for Sarah.

Minutes	0,65	Hesitations	1
Words	25	Vocabulary errors	1
		Pronunciation errors	0
		Grammar errors	0

Table 53: Speaking skill analysis – participant 2

POST-TEST

I think Sarah **need** some medicine but she doesn't have a lot of money but nowadays some medicines are very expensive. Usually here...especially here in Ecuador and South America. People ask for...in the pharmacy no especially in the doctor or in the hospital. Sarah can receive #advice from the woman or man in the pharmacy. I think this is not very expensive because Sarah asks her brother **have** a little problems. I think this is a very good idea to ask in the pharmacy.



Minutes	1,2	Hesitations	1
Words	83	Vocabulary mistakes	2
		Pronunciation mistakes	1
		Grammar mistakes	2

Table 54: Speaking skill analysis – participant 2

QUESTION #10

PRE-TEST

I don't know how to say the directions. I confuse always...usually I confuse left from right in English and Spanish too always. I don't know how to say that directions.

Minutes	0,36	Hesitations	0
Words	30	Vocabulary errors	3
		Pronunciation errors	0
		Grammar errors	0

Table 55: Speaking skill analysis – participant 2

POST-TEST

Ok... for me give directions is very difficult...and I was absent in this speaking practice. I don't remember this vocabulary.

Minutes	1,1	Hesitations	0
Words	20	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 56: Speaking skill analysis – participant 2



QUESTION #11

PRE-TEST

When I was a child, I played Basketball all the time because I # played basketball in the Azuay team.

Doctor... When I was a child, I think I wanna = doctor but actually I don't like medicine and this career. I prefer Literature or language because I love any language and actually I study three language

Yes, because my family are from Machala and Esmeraldas but I travel all weekends. I don't like travel but I # can see my family and I was very happy.

Minutes	3,01	Hesitations	2
Words	84	Vocabulary errors	0
		Pronunciation errors	1
		Grammar errors	3

Table 57: Speaking skill analysis – participant 2

POST-TEST

When I was a child I enjoyed play hide and seek...ride a bicycle...my favorite play was hopscotch but sometimes I played with marbles...I played soccer... I played spin a top because I have cousins and brothers. I played with my cousins and brothers with my neighbors but they are mens...I don't have any sister. For this reason usually my mom and my dad bought me dolls. When I was a child I had a lot of dolls. My favorite doll was Travelina dolls. I have a tree house. I usually played in this place. When I was a child I loved drawing in the walls. My mom bought me a lot of notebooks and piece of papers but I usually I painted in walls and in doors. Nowadays I do something like that but I do a nice designer but when I was a child not really. When I was a child my parents usually was not at home. I lived with my



grandmother but she was very protective with me because I am a woman. I was a very good student. I have...I had a lot of teams. Basketball teams and every day I practiced basketball because I had a special team... Azuay selection. I loved it and travel to Machala because I can played with my cousins and I can eat different food. I learned how to ride a bicycle with my cousins in Machala too. That's it.

Designer...When I was in the high school... when I was a teenager... I had a similar dream but nowadays I study language.

Minutes	4,6	Hesitations	0
Words	262	Vocabulary mistakes	7
		Pronunciation mistakes	12
		Grammar mistakes	1

Table 58: Speaking skill analysis – participant 2

QUESTION #12

PRE-TEST

I don't know. You can have many dreams. I prefer **live** at present lives **#** because I am sick and I even have dreams on any things.

Minutes	0,3	Hesitations	1
Words	26	Vocabulary errors	1
		Pronunciation errors	1
		Grammar errors	1

Table 59: Speaking skill analysis – participant 2



POST-TEST

I would like__ be in graduation a professional person. I would like__ study arts because I love the designer’s job. I # don’t would have a family because I don’t like that idea. I would travel China because I learn Chinese and I love the culture.

Minutes	1,1	Hesitations	1
Words	43	Vocabulary mistakes	2
		Pronunciation mistakes	0
		Grammar mistakes	1

Table 60: Speaking skill analysis – participant 2

QUESTION #13

PRE-TEST

Maybe people...especially in actually don’t have bad countries but old people especially old womans is very sad because your family are not with her. I don’t know. I love read and # writing. I think when I was ___old woman I =read newspapers all the day.

Minutes	0,85	Hesitations	1
Words	43	Vocabulary errors	3
		Pronunciation errors	0
		Grammar errors	3

Table 61: Speaking skill analysis – participant 2

POST-TEST

It’s very difficult because nowadays the people...especial...studies...jobs...careers.. change # a lot of times. I imagine a lot of technologies. People being very shy because people don’t care people because



people have technology products. I think also the planet will have a lot of environmental problems.

Minutes	1,2	Hesitations	1
Words	44	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 62: Speaking skill analysis – participant 2

Pre-test (Total number of errors)

Minutes	8,8	Hesitations	14
Words	515	Vocabulary errors	22
		Pronunciation errors	8
		Grammar errors	19

Table 63: Pre-test (Number of errors) – participant 2

The results show that participant 2 spoke for 8.8 minutes. During that time the participant spoke 515 words. The number of hesitations was 14. The number of vocabulary errors was 22. The number of pronunciation errors was 8, and the number of grammar errors was 19. The total number of errors was 63.

Post-test (Total number of mistakes)

Minutes	26	Hesitations	10
Words	1391	Vocabulary mistakes	26
		Pronunciation mistakes	24
		Grammar mistakes	25

Table 64: Post-test (Number of mistakes) – participant 2



The results show that participant 2 spoke for 26 minutes. During that time the participant spoke 1391 words. The number of hesitations was 10. The number of vocabulary mistakes was 26. The number of pronunciation mistakes was 24. The number of grammar mistakes was 25. The total number of mistakes was 85.

Comparison Table of the Recordings from the Pre-test and the Post-test

Participant 2		
Speaking sub-skills	Pre-test	Post-test
Hesitations (fluency)	14	10
Vocabulary errors/mistakes	22	26
Pronunciation errors/mistakes	8	24
Grammar errors/mistakes	19	25
Total	63	85
Words	515	1391
Time/ minutes	8,8	26

Table 65: Comparison table of the recordings from the pre-test and the post-test

It is seen that participant 2 had an increase in the number of words and time. It goes from 515 words in 8.8 minutes (pre-test) to 1391 words in 26 minutes (post-test). When it comes to the speaking skill, the data show an increase in the number of mistakes. For instance, it is seen that the number of vocabulary errors/mistakes was 22 in the pre-test and 26 in the post-test. It is seen that the number of pronunciation errors/mistakes was 8 in the pre-test and 24 in the post-test. It is seen that the number of grammar errors/mistakes was 19 in the pre-test and 25 in the post-test. The skill that shows a decrease in the number of mistakes is fluency. It shows 14 hesitations in the pre-test and 10 hesitations in the post-test. The total is 63 errors in the pre-test and 85 mistakes in the post-test.

In order to have more detailed information about the frequency that a participant committed an error (pre-test) and a mistake (post-test), the number of errors/mistakes (hesitations, vocabulary, pronunciation and grammar) is divided by the corresponding time.



Pre-test (Total number of errors per minute)

It is found that participant 2 spoke 58.5 words per minute. Participant 2 had 1.59 hesitations per minute. It had 2.50 vocabulary errors per minute. It had 0.91 pronunciation errors per minute, and it had 2.16 grammatical errors per minute. It shows a total of 7.16 errors per minute.

Post-test (Total number of mistakes per minute)

It is found that participant 2 spoke 53.5 words per minute. Participant 2 had 0.38 hesitations per minute. It had 1 vocabulary mistake per minute. It had 0.92 pronunciation mistakes per minute, and it had 0.96 grammatical mistakes per minute. It shows a total of 3.27 mistakes per minute.

Comparison between the Errors/Mistakes per Minute from the Pre-test and the Post-test

Participant 2		
Items	Pre-test	Post-test
Total number of words	515	1391
Words per minute	58,5	53,5
Time	8,8	26
Speaking sub-skills	Errors per minute	Mistakes per minute
Hesitations (fluency)	1,59	0,38
Vocabulary	2,5	1
Pronunciation	0,91	0,92
Grammar	2,16	0,96
Total	7,16	3,27

Table 66: Comparison table between the errors/mistakes from the pre-test and the post-test – participant 2



It is found that there is a decrease in the number of mistakes per minute. For instance, the pre-test shows 7.16 errors per minute. The post-test shows 3.27 mistakes per minute. It is a decrease of 3.89 mistakes per minute. The speaking skill that has the most significant decrease in mistakes is vocabulary. It goes from 2.50 errors per minute in the pre-test to 1 mistake per minute in the post-test. It is a decrease of 1.21 mistakes per minute. The second one is fluency. It goes from 1.59 hesitations per minute in the pre-test to 0.38 hesitations per minute in the post-test. It is a decrease of 1.21 hesitations per minute. The third one is grammar. It goes from 2.16 errors per minute in the pre-test to 0.96 mistakes per minute. It is a decrease of 1.2 mistakes per minute. The fourth one is pronunciation, and it does not show any improvement for participant 2. It goes from 0.91 errors per minute in the pre-test to 0.92 mistakes per minute in the post-test. It has an increase of 0.01 mistakes per minute. In the case of participant 2, it clearly shows that the use video-conferencing helps him in the development of vocabulary. It is followed by fluency and grammar. Participant 2 does not show any improvement in pronunciation.

Participant 3

INTEGRATED ANALYSIS

QUESTION 1#

PRE-TEST 1

My name is [REDACTED] I'm 20 years old. I was born in [REDACTED] but I actual live #...but nowadays I was living... I'm living here in Cuenca... about two years. "Que mas" I have four brothers, one sister. I live with my parents. I have a relationship about two years. What else... I enjoy cooking to my love ones because = the best way to show my love.



Minutes	0,33	Hesitations	1
Words	68	Vocabulary errors	1
		Pronunciation errors	0
		Grammar errors	2

Table 67: Speaking skill analysis – participant 3

POST-TEST 2

I'm [REDACTED]. I was born in [REDACTED] # on 8 June of 1994. I'm Gemini. My hobbies... I enjoy cooking for my family because = is a good way to show my love for them and I used to listen =_ music with # my spare time but I prefer cooking because it's a good way to # do something that I enjoy doing. I'm 21 years old. I don't have a cellphone right now, but if you want to call me you can use the telephone. I usually use the telephone of my mother...is [REDACTED]... My address is Ramirez Street...It's on 15-70...of Ramirez street...yeah that's it.

Minutes	1,8	Hesitations	3
Words	103	Vocabulary mistakes	2
		Pronunciation mistakes	0
		Grammar mistakes	2

Table 68: Speaking skill analysis – participant 3

QUESTION 2#

PRE-TEST

What's your first name?

What's your family name?

What's your address?

What do you do with your spare time?

What's your cellphone number?



What's your e-mail address?

Do you have a job?

When is your birthday party?

What's your favorite kind of movie or your favorite movie?

What's your favorite TV show?

Minutes	0,13	Hesitations	0
Words	52	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Table 69: Speaking skill analysis – participant 3

POST-TEST

What is your first name?

What is your family name?

What is your address?

What do you do with your spare time?

What is your cellphone number?

What is your e-mail address?

Do you have a job?

When is your birthday?

What is your favorite movie?

Minutes	0,1	Hesitations	0
Words	46	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 70: Speaking skill analysis – participant 3



QUESTION 3#

PRE-TEST

Okay. He has short blond hair, blue eyes, # big lips too. He has a little of moustache and beard. He is wearing with suitcase and white shirt and a tie. He has small # ears and small # eyebrows.

Minutes	0,48	Hesitations	3
Words	39	Vocabulary errors	4
		Pronunciation errors	2
		Grammar errors	0

Table 71: Speaking skill analysis – participant 3

POST-TEST

He is a famous actor. He has blue or green eyes. I can't see it as well. He has blond short hair. He has a little of moustache and beard. He has big ears and small lips and a small nose too. He is wearing a # suitcase. He **look** like he is in his late 20s... I guess...I'm not pretty sure. I guess his eyebrows are blond too, but I'm not pretty sure. I guess that's it...

Minutes	1,4	Hesitations	1
Words	78	Vocabulary mistakes	3
		Pronunciation mistakes	0
		Grammar mistakes	1

Table 72: Speaking skill analysis – participant 3



QUESTION 4#

PRE-TEST 1

Okay. I have four brothers and one sister. I'm the youngest of my family. Only two... One of my brothers is single right now and me too. The other ones are married and they have childrens... what else... I'm living with my single brothers and my parents. My father is 25 years older than my mother.

I guess that I am a kind of funny. I'm very nervous#.... I usually get nervous when I talk to somebody else like in this moment but with my friends I'm very talkative. I am kind of messy too. I'm very hard-working. That's it.

Minutes	1,32	Hesitations	1
Words	100	Vocabulary errors	1
		Pronunciation errors	0
		Grammar errors	0

Table 73: Speaking skill analysis – participant 3

POST-TEST

First, I have four brothers and only one sister. I have about ten aunts and five uncles. I have more than 15 cousins. I have five nephews and only one niece. I'm the youngest of my family. Only I and my older brother are single right now. The other ones are married and they have children. My father # is older than my mother about 25 years... What else... I have never **meet** my grandparents... I guess that's it...

My personality...I'm easygoing for this reason I have a lot of friends because I'm friendly too. I'm talkative but only with my friends. I'm funny too. But when I'm meeting people at the first time, I usually get nervous and I'm little shy too, but it



only **happen** when I meet people for the first time. After that, I'm very talkative, funny. I always try to make people comfortable with me and that's it.

Minutes	2,2	Hesitations	1
Words	153	Vocabulary mistakes	1
		Pronunciation mistakes	1
		Grammar mistakes	2

Table 74: Speaking skill analysis – participant 3

QUESTION 5#

PRE-TEST

I go to shop # I go shopping # once or twice a month because I enjoy shopping and usually I go to windows shopping because it's a good way to relax.

Clothes. Especially clothes.

Minutes	0,19	Hesitations	2
Words	32	Vocabulary errors	1
		Pronunciation errors	0
		Grammar errors	0

Table 75: Speaking skill analysis – participant 3

POST-TEST

When I have money, I go shopping. Specifically I usually go to VateX. It's a place when you can buy a lot of clothes and it's very cheap for me. I prefer buying clothes because it's a good way to give me things that I like. When I don't have enough money, I usually go to window shopping and I only enjoy doing that, but I hate to #



shop lonely. I prefer doing it with my friend or with my parents or my brother, but I hate doing that lonely.

Minutes	1,15	Hesitations	1
Words	91	Vocabulary mistakes	1
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 76: Speaking skill analysis – participant 3

QUESTION 6#

PRE-TEST

#My last vacation... I go to my hometown. Zaruma. I go to visit to my family and I met with my old friends. We go to talk in # /we went to talk in a house of my friend Andrea and we have a great time... we have a great time and yeah we talk a lot and I can't remember...

Minutes	0,37	Hesitations	2
Words	61	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	5

Table 77: Speaking skill analysis – participant 3

POST-TEST

About vacation, I can use my imagination because I don't have vacations in a lot of time. I suppose that my last vacation could be on Venice in the Carnival. I enjoy doing that because people here in this place have a different way to celebrate this festival because here in Ecuador we use water and they only wear very exotic



costumes and they use mask too and they don't know who they are... so I enjoy this vacations...ok... I only use my imagination because I don't have vacations in a very long time. It was a # very romantic place...so I hope one day go there again. Yeap

Minutes	1,3	Hesitations	1
Words	109	Vocabulary mistakes	1
		Pronunciation mistakes	1
		Grammar mistakes	0

Table 78: Speaking skill analysis – participant 3

QUESTION 7#

PRE-TEST

I go out. Usually I eat pizza and food of the other countries like tacos, vegetarian food, Italian food.

My favorite dish is tigrillo. It's a dish of my hometown. I prefer eat it in breakfast o in a...#a dinner.

Minutes	0,45	Hesitations	1
Words	40	Vocabulary errors	2
		Pronunciation errors	0
		Grammar errors	1

Table 79: Speaking skill analysis – participant 3

POST-TEST

Things that I like to eat when I go out...could be pizza for example but I usually enjoy eating different kind of food because when you go out to eat you only try to try new food. That doesn't sound good but that's the reason when you decide to eat



out. Pizza...what else...I love chicken... so I try to eat different ways to prepare chicken and what else... Fast food, dinners because at night is the best time to eat out and salad fruit here in Cuenca the most popular things here are guinea pig and pig # but I don't like this kind of food. Even though here in Cuenca is very popular nowadays. I prefer eating pizza and this kind of things.

Minutes	1,7	Hesitations	1
Words	124	Vocabulary mistakes	1
		Pronunciation mistakes	1
		Grammar mistakes	0

Table 80: Speaking skill analysis – participant 3

QUESTION #8

PRE-TEST

My favorite movie... my favorite movie is Wreck-It Ralph. It's an animation movie. In this movie... # the main character of this movie it's a bad guy of a video game. He tried to change it because he **wants** to be accepted by the other character # of the game so he **choose** to go to win a medal and he won a medal and after that he lost the medal because a little girl # call/ named Vanellope von Schweetz... **taked** and **use** it like a coin to compete in a race so they **do** many things to help her when the video game was infected by #...a I don't know how to say "virus." Yeah I guess that this movie is my favorite movie because # the main character **leave me/ left me** many advices to my life. It was a kind of funny too.. Yeah I enjoyed watching this movie.



Minutes	1,35	Hesitations	5
Words	149	Vocabulary errors	2
		Pronunciation errors	1
		Grammar errors	5

Table 81: Speaking skill analysis – participant 3

POST-TEST

My favorite movie could be...Wreck-It Ralph... I once told with you about this movie...It's an animation movie because I enjoy watching movies made for children. This movie takes place in # arcade it's a place where you can get # a lot of different video games. The main character of this movie is Ralf... =is a bad guy of this game but we wants to # change it because he is not feeling happy with his life so He try to win a medal and he left his game # to do that and after that he get to win a medal but one little girl called... take this medal and use =like a coin to compete in a race so Ralf tried to help her to win the race but again he was infected with a virus and # after that Ralf tried to save the life of Penelope because she can't leave # her game. Ralf learned a good lesson for his life, and it's that when you are doing the things that you need to do even though if you are doing # the part of the evil guy for example in his game he was the bad guy. He was doing the things that he need to do and he teach me one beautiful lesson for my life because you only need to fight for your dreams even though it look impossible, you can do the things you want and it was a beautiful movie for me and this movie left me a lot of good pieces of advice.

Minutes	3,1	Hesitations	7
Words	263	Vocabulary mistakes	1
		Pronunciation mistakes	2
		Grammar mistakes	12

Table 82: Speaking skill analysis – participant 3

QUESTION 9#



PRE-TEST

I guess he can go to... I don't know how to say it "Subcentro de Salud" and... because here in Ecuador medicine is free and you don't need any money and I guess that everybody has #one of those medical centers near her house.

Minutes	0,34	Hesitations	2
Words	44	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Table 83: Speaking skill analysis – participant 3

POST-TEST

If she is here in Ecuador, Sarah could wake up early in the morning and only go to the hospital. Here in Ecuador all this kind of things related to medicine are for free. It could be a good piece of advice, but if she had a brother she could # borrow money to his brother. If his brother can lend this money she could pay a doctor in another place but if she is here in Ecuador, she could go to the hospital and it's for free and don't worry about this kind of things because nowadays this things are more easy to get and they could # do this for her child.

Minutes	1,6	Hesitations	2
Words	114	Vocabulary mistakes	1
		Pronunciation mistakes	0
		Grammar mistakes	0

Tabla 84: Speaking skill analysis – participant 3

QUESTION 10#



PRE-TEST

Ok... here?... ## okay if you # are walking you can # go right of fiveth avenue # and after that # when you arrive to river street # you turn out of the right. # Can you walk three squares after that you turn to the left and # can you walk a couple of steps and # you arrive to City High School.

Minutes	1,14	Hesitations	8
Words	63	Vocabulary errors	2
		Pronunciation errors	3
		Grammar errors	0

Table 85: Speaking skill analysis – participant 3

POST-TEST

You in City Library...ok...you need to walk for about two blocks for 5 avenue until to reach oak street then you turn to the left and walk straight for this street until to reach first avenue then you turn to the left and walk straight for this street until to reach first avenue and then turn to the right and you walk half of square and you could get to the city High School.

It's close of here. You can walk straight until to reach Main Street then turn to the left and walk about three blocks and if you can see the police station opposite it there is County Hospital.



Minutes	1,4	Hesitations	0
Words	111	Vocabulary mistakes	1
		Pronunciation mistakes	1
		Grammar mistakes	0

Table 86: Speaking skill analysis – participant 3

QUESTION 11#

PRE-TEST

When I was a child, I enjoyed playing games like rayuela, tazos, canicas. I used to play with my brothers and my friends. But nowadays I guess that childhood is different that mine because everybody is in their house playing video games **but I have / but I had** a childhood very active. Yeah.

When I was a child, I always hoped to be a teacher and when I was a teenager I changed my mind and I **want** to be an engineer but nowadays I'm studying to **became** true **#** my...my...my childhood dream that was to be a teacher.

Yeah because when you are a child you are not worried for **nothing/ anything** and you can eat a lot you can sleep a lot. You can do the things that you want to do.

Minutes	1,3	Hesitations	1
Words	100	Vocabulary errors	1
		Pronunciation errors	0
		Grammar errors	2

Table 87: Speaking skill analysis – participant 3

POST-TEST

About my childhood...I guess it was a mixture of bad experience and of course funny and fun experience good experience because in my childhood I realized my brother is my best friend so things that I used to play... was spin a top... I used to



play marbles...hide and seek...specifically at night with my friends and I used to play too # tag...soccer but it wasn't my favorite game because there were a lot of games so I enjoyed doing different kind of things... a good memory of my childhood could be when I was living in Quito and when I #used to spend time with my brother...we take long walks for a good place with a beautiful environment...with a beautiful...it was similar like a wood but it wasn't specifically woods so it was a good memory of my childhood. A bad memory of my childhood...right now comes to my mind... when I got lost in a big mall in Quito en el recreo...I remember that my parents leave alone and I don't know where I was so I remind that when I was lonely I only go to the electric stairs and only I was playing there...only down the stairs after that I go again to the other floor I was playing there two hours...then my mother realized I was playing there so she pulled my ear and that was very painful I guess... yeah that's it...

My dream jobwhen I was a child I # always wanted to be a teacher but the things changed in my teenager...but nowadays I'm trying to do the things that I want when I was a child.

Minutes	3,3	Hesitations	3
Words	276	Vocabulary mistakes	4
		Pronunciation mistakes	0
		Grammar mistakes	3

Table 88: Speaking skill analysis – participant 3

QUESTION 12#

PRE-TEST

I guess that in six years I will be an excellent teacher because I'm trying to do my best right now and with a family I guess with a good job, trying to improve # my my



skill to be a better teacher and studying another career I guess or a # “maestria” I don’t know how to say.

Minutes	0,46	Hesitations	2
Words	59	Vocabulary errors	1
		Pronunciation errors	0
		Grammar errors	0

Table 89: Speaking skill analysis – participant 3

POST-TEST

I hope I can finish my major because I love this major actually and I want to be an excellent teacher of English. I hope of course... can course another career but in the States so in six years I could be there in the US...so I really hope to do that because I enjoy doing this things right now and I love this career. I want to be an excellent teacher. I will do the things that I need to do to get my dreams... I don’t know.

Minutes	0,9	Hesitations	0
Words	89	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 90: Speaking skill analysis – participant 3

QUESTION #13

PRE-TEST

I guess that the world will be destroyed and could be a ripe war because nowadays people do many things to pollute the world and nobody try to do nothing to save our world and I guess that we only thinking in ourselves and we don’t think in our



childs or children I'm sorry and we don't think in the future actually we think only nowadays.

Minutes	0,52	Hesitations	3
Words	66	Vocabulary errors	2
		Pronunciation errors	0
		Grammar errors	2

Table 91: Speaking skill analysis – participant 3

POST-TEST

As you know nowadays we have very violent world so in a hundred years could be more violent than nowadays could be with more technology than now and with an easy lifestyle you know people who only wait for the things that they want and nobody doing the things for # him or herself...so in a hundred years it could be pretty boring world because if you analyze right now childhood is pretty different than ours...so in a hundred years of course could be more different...so I imagine a world more polluted than our world...I don't know if earth could resist more pollution so I hope to be there in a hundred years...ok.. That's impossible but I really want to be there...yeah... I guess the world could be a world without people working...without # work ...without things to do...a world very boring...very polluted...yeah... It could be the world in one hundred years.

Minutes	1,95	Hesitations	2
Words	152	Vocabulary mistakes	1
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 92: Speaking skill analysis – participant 3



Pre-test (Total number of errors)

Minutes	11,3	Hesitations	31
Words	873	Vocabulary errors	17
		Pronunciation errors	6
		Grammar errors	17

Table 93: Pre-test (Number of errors) – participant 3

The results show that participant 3 spoke for 11.3 minutes. During that time the participant spoke 873 words. The number of hesitations was 31. The number of vocabulary errors was 17. The number of pronunciation errors was 6, and the number of grammar errors was 17. The total number of errors was 71.

Post-test (Total number of mistakes)

Minutes	22,21	Hesitations	22
Words	1712	Vocabulary mistakes	17
		Pronunciation mistakes	6
		Grammar mistakes	20

Table 94: Post-test (Number of mistakes) – participant 3

The results show that participant 3 spoke for 22.21 minutes. During that time the participant spoke 1712 words. The number of hesitations was 22. The number of vocabulary mistakes was 17. The number of pronunciation mistakes was 6. The number of grammar mistakes was 20. The total number of mistakes was 65.



Comparison Table of the Recordings from the Pre-test and the Post-test

Participant 3		
Speaking sub- skills	Pre-test	Post-test
Hesitations (fluency)	31	22
Vocabulary errors/mistakes	17	17
Pronunciation errors/mistakes	6	6
Grammar errors/mistakes	17	20
Total	71	65
Words	873	1712
Time/ minutes	11,3	22,21

Table 95: Comparison table of the recordings from the pre-test and the post-test – participant 3

It is seen that participant 3 had an increase in the number of words and time. It goes from 873 words in 11.3 minutes (pre-test) to 1712 words in 22.21 minutes (post-test). When it comes to the speaking skill, the data show an increase and an equal number of mistakes. For instance, it is seen that the number of vocabulary errors/mistakes was 17 in the pre-test and 17 in the post-test. It is seen that the number of pronunciation errors/mistakes was 6 in the pre-test and 6 in the post-test. It is seen that the number of grammar errors/mistakes was 17 in the pre-test and 20 in the post-test. The skill that shows a decrease in the number of mistakes was fluency. It shows 31 hesitations in the pre-test and 22 hesitations in the post-test. The total is 71 errors in the pre-test and 65 mistakes in the post-test.

In order to have more detailed information about the frequency that a participant committed an error and a mistake, the number of errors from the pre-test and the number of mistakes from the post-test (hesitations, vocabulary, pronunciation and grammar) is divided by the corresponding time.



Pre-test (Total number of errors per minute)

It is found that participant 3 spoke 77.3 words per minute. Participant 3 had 2.74 hesitations per minute. It had 1.50 vocabulary errors per minute. It had 0.53 pronunciation errors per minute, and it had 1.50 grammatical errors per minute. It shows a total of 6.28 errors per minute.

Post-test (Total number of mistakes per minute)

It is found that participant 3 spoke 77.1 words per minute. Participant 3 had 0.99 hesitations per minute. It had 0.77 vocabulary mistakes per minute. It had 0.27 pronunciation mistakes per minute, and it had 0.90 grammatical mistakes per minute. It shows a total of 2.93 mistakes per minute.

Comparison between the Errors/Mistakes per Minute from the Pre-test and the Post-test

Participant 3		
Items	Pre-test	Post-test
Total number of words	873	1712
Words per minute	77.3	77.1
Time	11.3	22.2
Speaking skill	Errors per minute	Mistakes per minute
Hesitations	2.74	0.99
Vocabulary	1.50	0.77
Pronunciation	0.53	0.27
Grammar	1.50	0.90
Total	6.28	2.93

Table 96: Comparison table between the errors/mistakes per minute from the pre-test and the post-test – participant 3



It is found that there is a decrease in the number of mistakes per minute. For instance, the pre-test shows 6.28 errors per minute. The post-test shows 2.93 mistakes per minute. It is a decrease of 3.35 mistakes per minute. The speaking skill that has the most significant decrease in mistakes is fluency. It goes from 2.74 hesitations per minute in the pre-test to 0.99 hesitations per minute in the post-test. It is a decrease of 1.75 hesitations per minute. The second one is vocabulary. It goes from 1.50 errors per minute in the pre-test to 0.77 mistakes per minute in the post-test. It is a decrease of 0.73 mistakes per minute. The third one is grammar. It goes from 1.50 errors per minute in the pre-test to 0.90 mistakes per minute in the post-test. It is a decrease of 0.6 errors per minute. The fourth one is pronunciation. It goes from 0.53 errors per minute in the pre-test to 0.27 mistakes per minute in the post-test. It has a decrease of 0.26 mistakes per minute. In the case of participant 3, it clearly shows that the use video-conferencing helps him in the development of fluency. It is followed by vocabulary, grammar and pronunciation.

Participant 4

INTEGRATED ANALYSIS

QUESTION #1

PRE-TEST

Hi, my name is [REDACTED] and I'm 19 years old. I'm from Cuenca. I was born here and lived here all my life so it's interesting so my hobbies I love reading that is the most interesting thing and I like sports I think yeah like basketball... maybe soccer but not really... what more... I live in las Orquideas yeah..



Minutes	0,7	Hesitations	0
Words	62	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Table 97: Speaking skill analysis – participant 4

POST-TEST

My name is [redacted] but everybody call me [redacted]. Yeah... It's the mix of my Maria Augusta. I'm 19 years old. I was born here in Cuenca on May 14. I speak Spanish and I'm learning English. I love reading yeah... I think is the most interesting activity for me but I have bad memory so if you ask me about a book or a specific detail of a book I probably have to read it again yeah. That's the problem. I like to watch videos on YouTube like.... Things that you can do for yourself or watch video vlogs like... I don't remember the time that you ask us to see a video from John Green. Yeah... I usually watch that kind of video. Also listening to music... I spend most of my time listening to music and I don't know in the bus... when I go to the university... or when I have nothing to do yeah...

Minutes	2,01	Hesitations	0
Words	161	Vocabulary mistakes	1
		Pronunciation mistakes	0
		Grammar mistakes	1

Table 98: Speaking skill analysis – participant 4

QUESTION #2

PRE-TEST

What's your first name?

And your last name?

What is your address?

What are your hobbies?



What's your cellphone number?

What's your favorite movie?

What's your favorite TV show?

Minutes	0,15	Hesitations	0
Words	29	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Table 99: Speaking skill analysis – participant 4

POST-TEST

What's your first name?

What about your last name?

What are your hobbies?

What's your address?

What's your job?

When is your birthday?

What's your favorite movie?

What about your cellphone number?

And your e-mail address?

Minutes	0,15	Hesitations	0
Words	36	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 100: Speaking skill analysis – participant 4



QUESTION #3

PRE-TEST

I think he is about 80 years old...yeah...he has short white hair. He looks kind of old. What else can I say? He looks sad in this picture... what more... he has large eyes and has shadows too.

Minutes	0,8	Hesitations	0
Words	38	Vocabulary errors	0
		Pronunciation errors	1
		Grammar errors	0

Table 101: Speaking skill analysis – participant 4

POST-TEST

Ok... Leanardo Dicaprio... I think he is about 40. He has long short hair and #I think... #He has wavy hair. I think... he is not very muscular. He is also wearing jacket.

Minutes	1,3	Hesitations	2
Words	31	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 102: Speaking skill analysis – participant 4

QUESTION #4

PRE-TEST

I have two brothers and they are married now so each one has a daughter so I have two nieces and that's amazing they are three years old and two years old. My brothers they are 30 years old and 31 years old so I'm the youngest of the family



and my parents... they are amazing...my parents are amazing so we went through **#**different circumstances so that which were not so good...bad . We keep together and that's amazing.

Minutes	1	Hesitations	1
Words	78	Vocabulary errors	1
		Pronunciation errors	0
		Grammar errors	0

Table 103: Speaking skill analysis – participant 4

POST-TEST

I think I have a small family. It's form by my dad, my mom, and my two older brothers and ok... now they are married so I have two nieces. I get along so well with them. **#** They are 30 years old and 31 years old. What else can I say about my family? I'm thinking about it...**#**As you now my dad has problem with his family so we grow up with the five. My grandparents died when I was a child so I didn't know them. Even though my uncles and aunts are very close to my family with respect of my dad and my mom... so we continue taking with them.

As you know I'm very talkative and sometimes I'm calm. One time I could be the calmest person that you already know and then the talkative person. Also people **has** told me that I'm funny but I don't think so. I'm creative. I'm really stubborn when I believe in something or when I'm sure about something I don't like people **told** me that I have to think about other way. I'm really messy yeah. I'm not neat. Something that people probably may not know about me is that I'm sometimes I'm really nervous. Ok...I don't know if I'm doing something that is important for me I probably get nervous.



Minutes	4,01	Hesitations	2
Words	223	Vocabulary mistakes	2
		Pronunciation mistakes	1
		Grammar mistakes	2

Table 104: Speaking skill analysis – participant 4

QUESTION #5

PRE-TEST

How often do I like shopping? I think it depends of #how =money...how much money do I have and because If I want to shop ... buy things but I don't have money you can't buy...

Clothes...

Minutes	0,4	Hesitations	1
Words	35	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	1

Table 105: Speaking skill analysis – participant 4

POST-TEST

I usually try to classify what is important to buy and what's not. I usually go shopping in the shopping mall or yeah... in the supermarket and... I don't usually buy things in this kind of stores or second-hand stores #and when is related to food my mom goes to the outdoor market yeah and she buy all what we need during the week.



Minutes	1,21	Hesitations	1
Words	63	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	1

Table 106: Speaking skill analysis – participant 4

QUESTION #6

PRE-TEST

My last vacation I went to Salinas..at the end of ----last semester. That was my last trip I went with my brother and # his wife so yeah... I spent time in the beach so and we spent most of the time **travel**. So it's a short trip like...it last like two days so it was something like go and return...

Minutes	1,06	Hesitations	1
Words	61	Vocabulary errors	1
		Pronunciation errors	0
		Grammar errors	1

Table 107: Speaking skill analysis – participant 4

POST-TEST

My very last vacation was in Salinas when the last semester finished. We went to the beach...ok...I went with my brother and my sister-in-law. As I told they have a daughter so that is my niece. We went to the beach. We were supposed to go only to Guayaquil but I don't know what happened. I think...my brother has so he wanted to go to the beach so he decided to go to Salinas and spent there two days. I remembered that there were a lot of people because it was the "temporada" yeah... We spent a good time and we ate a lot and the most important thing was that my niece has never gone to the beach so it was the first time that she was there. It was



pretty awesome because she is only three years old now so when we went she **has** that...yeah.

Minutes	2,25	Hesitations	0
Words	148	Vocabulary mistakes	1
		Pronunciation mistakes	1
		Grammar mistakes	1

Table 108: Speaking skill analysis – participant 4

QUESTION #7

PRE-TEST

I like junk food... Hamburgers,” shalchipapas”, all that stuff.. I like “encebollado de pescado” yap.

Minutes	0,23	Hesitations	0
Words	15	Vocabulary errors	2
		Pronunciation errors	0
		Grammar errors	0

Table 109: Speaking skill analysis – participant 4

POST-TEST

Fast-food...yeah... I love to eat fast-food. It doesn't matter if it is salchipapas or hotdogs or hamburgers... I don't know. I love fast-food. It is the first thing I want to eat when I go out.



Minutes	0,35	Hesitations	0
Words	36	Vocabulary mistakes	1
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 110: Speaking skill analysis – participant 4

QUESTION #8

PRE-TEST

I like Megamind.. have you seen that movie. It's an animated comedy superhero movie. It's... I have to tell ...how about this and what about this...Okay...It's about a super villian that spent most of his time, trying to destroy **#his/the** superhero of the movie in Metro City. One he destroys him and you know. He has the city for him and then he **don't** know what to do because he **don't** have a propose so he decides to create another superhero so you know have someone to fight-----...so something bad happened in this moment so he created a supervillian so he has to change his role so he became the superhero of the move...so amazing.

Minutes	1,6	Hesitations	1
Words	115	Vocabulary errors	2
		Pronunciation errors	1
		Grammar errors	2

Table 111: Speaking skill analysis – participant 4

POST-TEST

As you know my favorite movie is Megamind, It's about a super villain that has a long battle with the super heroe of metrocity yeah and that heroe is called Metroman and one day he **reach** his goal that was to destroy him and when he has the city for himself he realized that he has no purpose or doesn't know what to do next so he decides to create a new super heroe but then things go bad so he



creates a new super vilian so the city is now in damage I think... and he tries to solve the problem and he becomes the new super heroe of Metrocity.

Minutes	1,3	Hesitations	0
Words	111	Vocabulary mistakes	0
		Pronunciation mistakes	1
		Grammar mistakes	1

Table 112: Speaking skill analysis – participant 4

QUESTION #9

PRE-TEST

I think she should borrow money because # I think that is an emergency she is going through so she has to borrow money... so yeah...

Minutes	0,7	Hesitations	1
Words	25	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Table 113: Speaking skill analysis – participant 4

POST-TEST

She has a brother but she doesn't get along very well with him... I think she should talk any problem with him. She has to realize that he is the only person that now can help her so if she talk to him she probably will get the money and take her kid to the doctor.



Minutes	0,76	Hesitations	0
Words	56	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 114: Speaking skill analysis – participant 4

QUESTION #10

PRE-TEST

You have to go through the Fourth Avenue and then turn left...you wanna go to City Library... You have to go through the Fourth Avenue then turn left and yeah in the Main Street you can see...in the front ----or in the State College.

You have to go through the Main Street like two blocks and then turn left and for the Second Avenue and then you can see ----

Minutes	0,93	Hesitations	0
Words	71	Vocabulary errors	2
		Pronunciation errors	1
		Grammar errors	0

Table 115: Speaking skill analysis – participant 4

POST-TEST

You are gonna go with your car or you are just gonna walk. You have to walk up the main street... one block approximately and then when you get to the third avenue you have to go pass the county hospital... ok... turn right when you go to the corner of the fire station and then you go down until oak street and yeah...there you can find the city middle school that is in front of the park.

You have to go down until the main street and then turn left and then you go pass the fire station and the county hospital when you are in the corner of the country



hospital you have to turn right and then walk down a block and then you can turn left again and then yeah... you can find city high school.

Minutes	2	Hesitations	0
Words	140	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 116: Speaking skill analysis – participant 4

QUESTION #11

PRE-TEST

I used to play basketball and I used to practice this # sport a lot like every single afternoon I think...when I was like 9 or 10 years old..

My dream job? I remember that yeah... I wanted to be a teacher yeah! But # one time I wanted to be a doctor... no...no

Because when you are growing #you go through things that are good and bad so if I have the chance to return and be a child again I only want the good things so if that happen....you know like going through all the things so no...

Minutes	1,76	Hesitations	3
Words	97	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Table 117: Speaking skill analysis – participant 4



POST-TEST

When I talk about my childhood, I most of the time I get emotional because it was really after my teen --- yeah because I used to spend most of my time with my two brothers even though they are very older than me... very older...ok... they used to play with me tag...# hide and seek and they tried to teach me how to play marbles and I didn't like it and that didn't catch my attention so I didn't want to play that also my oldest brother tried to teach me how to use correctly the yoyo. It was the same thing. It didn't learn so if you give me a yoyo right now I will probably don't know how to use it... Also when I remember my childhood I remembered my dad taught me to ride the bike and... or I tried to remember when I fell down one time and I stop liking...like to ride a bike... I was really scared about that. I used to play with my cousins hopscotch. I always loved that game. I was a little short in comparison with them. They jump you know higher and they always won in that... and that's it.

Ok...It might sound weird... when I was a child I always wanted to be a# cashier...yeah because my parents used to bring me to the supermarket and then I saw some people there working and I used to say ok... when I grow up I want to be a cashier...

Minutes	4,08	Hesitations	2
Words	251	Vocabulary mistakes	3
		Pronunciation mistakes	2
		Grammar mistakes	0

Table 118: Speaking skill analysis – participant 4

QUESTION #12

PRE-TEST

Okay. I'll be graduated and # also I see me doing extra studies to improve my English and Oh yeah! I'll# travel to the United States to be surrounded by the language and all of that thing.



Minutes	0,56	Hesitations	2
Words	35	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Table 119: Speaking skill analysis – participant 4

POST-TEST

In six years... I definitely will be graduated and I will study another carrier while # working as a teacher too. Also I will travel... I want to go to California, or to Venice... after that time I think I will travel or I will know those places...what more... I will go to another country but in order to study more or get another degree... # a master degree in order to do that...

Minutes	1,55	Hesitations	2
Words	71	Vocabulary mistakes	1
		Pronunciation mistakes	1
		Grammar mistakes	0

Table 120: Speaking skill analysis – participant 4

QUESTION #13

PRE-TEST

I think that maybe people don't have to work or people won't have to work because you know #... It will be a lot of robots and # with all the things we don't like to do...like wash the dishes or all that kind of stuff so yeah..I think that naybe it will be yeah sad work maybe somehings lost...=will lost like you know green spaces so it will be a sad world.



Minutes	1,2	Hesitations	2
Words	70	Vocabulary errors	1
		Pronunciation errors	0
		Grammar errors	1

Table 121: Speaking skill analysis – participant 4

POST-TEST

In one hundred years... probably robots will replace teachers or will go...we won't go to classes like we...like is now...in one hundred years I think the internet is going to govern the world...online... like go to places or buy food...or even go to the bank I thing...what more... we will inhabit the moon... I want to say that people will go to the moon and stay there...and that books will be forgotten because computers and pdf's will replace books yeah... I think that's it...

Minutes	2,83	Hesitations	1
Words	83	Vocabulary mistakes	2
		Pronunciation mistakes	1
		Grammar mistakes	0

Table 122: Speaking skill analysis – participant 4

Pre-test (Total number of errors)

Minutes	11,35	Hesitations	12
Words	731	Vocabulary errors	9
		Pronunciation errors	3
		Grammar errors	5

Table 123: Pre-test (Number of errors) – participant 4

The results show that participant 4 spoke for 11.35 minutes. During that time the participant spoke 731 words. The number of hesitations was 12. The number of vocabulary errors was 9. The number of pronunciation errors was 3, and the number of grammar errors was 5. The total number of errors was 29.



Post-test (Total number of mistakes)

Minutes	23,86	Hesitations	10
Words	1410	Vocabulary mistakes	11
		Pronunciation mistakes	7
		Grammar mistakes	6

Table 124: Post-test (Number of mistakes) – participant 4

The results show that participant 4 spoke for 23.86 minutes. During that time the participant spoke 1410 words. The number of hesitations was 10. The number of vocabulary mistakes was 11. The number of pronunciation mistakes was 7. The number of grammar mistakes was 6. The total number of mistakes was 34.

Comparison Table of the Recordings from the Pre-test and the Post-test

Participant 4		
Speaking sub-skills	Pre-test	Post-test
Hesitations (fluency)	12	10
Vocabulary errors/mistakes	9	11
Pronunciation errors/mistakes	3	7
Grammar errors/mistakes	5	6
Total	29	34
Words	731	1410
Time/ minutes	11,35	23,86

Table 125: Comparison table of the recordings from the pre-test and the post-test – participant 4

It is seen that participant 4 had an increase in the number of words and time. It goes from 731 words in 11.35 minutes (pre-test) to 1410 words in 23.86 minutes (post-test). When it comes to the speaking skill, the data show an increase in the number of mistakes. For instance, it is seen that the number of vocabulary errors/mistakes was 9 in the pre-test and 11 in the post-test. It is seen that the number of pronunciation errors/mistakes was 3 in the pre-test and 7 in the post-test.



It is seen that the number of grammar errors/mistakes was 5 in the pre-test and 6 in the post-test. The skill that shows a decrease in the number of mistakes was fluency. It shows 12 hesitations in the pre-test and 10 hesitations in the post-test. The total is 29 errors in the pre-test and 34 mistakes in the post-test.

In order to have more detailed information about the frequency that a participant committed an error and a mistake, the number of errors from the pre-test and the number of mistakes from the post-test (hesitations, vocabulary, pronunciation and grammar) is divided by the corresponding time.

Pre-test (Total number of errors per minute)

It is found that participant 4 spoke 64.4 words per minute. Participant 4 had 1.06 hesitations per minute. It had 0.79 vocabulary errors per minute. It had 0.26 pronunciation errors per minute, and it had 0.44 grammatical errors per minute. It shows a total of 2.56 errors per minute.

Post-test (Total number of mistakes per minute)

It is found that participant 4 spoke 59.1 words per minute. Participant 4 had 0.42 hesitations per minute. It had 0.46 vocabulary mistakes per minute. It had 0.29 pronunciation mistakes per minute, and it had 0.25 grammatical mistakes per minute. It shows a total of 1.42 mistakes per minute.



Comparison between the Errors/Mistakes per Minute from the Pre-test and the Post-test

Participant 4		
Items	Pre-test	Post-test
Total number of words	731	1410
Words per minute	64.4	59.1
Time	11.4	23.9
Speaking skill	Errors per minute	Mistakes per minute
Hesitations	1.06	0.42
Vocabulary	0.79	0.46
Pronunciation	0.26	0.29
Grammar	0.44	0.25
Total	2.56	1.42

Table 126: Comparison table between the errors/mistakes from the pre-test and the post-test – participant 4

It is found that there is a decrease in the number of mistakes per minute. For instance, the pre-test shows 2.56 errors per minute. The post-test shows 1.42 mistakes per minute. It is a decrease of 1.14 mistakes per minute. The speaking skill that has the most significant decrease in mistakes is fluency. It goes from 1.06 hesitations per minute in the pre-test to 0.42 hesitations per minute in the post-test. It is a decrease of 0.64 hesitations per minute. The second one is vocabulary. It goes from 0.79 errors per minute in the pre-test to 0.46 mistakes per minute in the post-test. It is a decrease of 0.33 mistakes per minute. The third one is grammar. It goes from 0.44 errors per minute in the pre-test to 0.25 mistakes per minute in the post-test. It is a decrease of 0.19 mistakes per minute. The fourth one is pronunciation. It does not show any improvements for this skill. It goes from 0.26 errors per minute in the pre-test to 0.29 mistakes per minute in the post-test. It has an increase of 0.03 mistakes per minute. In the case of participant 4, it clearly shows that the use video-conferencing helps him in the development of fluency. It is followed by vocabulary, grammar, but it does not show any improvements in pronunciation.



Participant 5

INTEGRATED ANALYSIS

QUESTION #1

PRE-TEST

My name is [REDACTED] I am 38 years old. I have two kids. One daughter and a son. My hobbies... I love jogging I love cook too. My address is “avenida dos de agosto Jose Mejia de Lekerica” third floor Cuenca. My telephone number is... my home phone number is [REDACTED].

Minutes	0.75	Hesitations	0
Words	52	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Table 127: Speaking skill analysis – participant 5

POST-TEST

Hi, my name is [REDACTED]. I’m 38 years old. I speak Spanish and I’m learning English. My cellphone number is [REDACTED]... My address is in avenida Loja and Remigio Crespo street Cuenca, Ecuador. I’m married. I have three children. My hobbies are... I like to play the guitar and specifically I continue to learn to play the guitar. I like to read books... especially #love stories and children stories. I have a collection from Geronimo Hilton and I like that children writer and I like to walk.



Minutes	1,5	Hesitations	1
Words	87	Vocabulary mistakes	0
		Pronunciation mistakes	1
		Grammar mistakes	0

Table 128: Speaking skill analysis – participant 5

QUESTION #2

PRE-TEST

What's your first name?

What is #...no...What are your last name?

What is your address?

What are your hobbies?

Can you tell me your cellphone number?

Can you give me your e-mail address?

Do you have a job?

When is your birthday?

What's your favorite movie?

What's your favorite TV show?

Minutes	0,33	Hesitations	1
Words	50	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	1

Table 129: Speaking skill analysis – participant 5

POST-TEST

What is your first name?

What is your last name?

What is your address?

What are your hobbies?



What is your cellphone number?

What is your e-mail address?

Are you working?

When is your birthday?

What is your favorite movie?

Minutes	0,25	Hesitations	0
Words	40	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 130: Speaking skill analysis – participant 5

QUESTION #3

PRE-TEST

She looks younger. She has long hair, brown hair. She #has brown eyes. She is beautiful. I don't know maybe #she brings beautiful earrings, black dress so a black top. I don't know. She has brown eyebrows.

Minutes	0,7	Hesitations	2
Words	35	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Table 131: Speaking skill analysis – participant 5

POST-TEST

He is a young man with brown hair and green eyes and he is around 30 years and I think he is tall. He is handsome.



Minutes	0,5	Hesitations	0
Words	26	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 132: Speaking skill analysis – participant 5

QUESTION #4

PRE-TEST

I have one younger sister and one youngers brother. I have a lot of cousins and aunts too, but I don't have a close relationship with them because I'm very independent from my family. I have my mother. She is around 62 years and my father too. I have a # son and a daughter. She is 10 years old and my son is... he is 5 years old. I have a husband of course. He is 45 years old.

My personality...I'm very talkative, active, intelligent...creative too and I think I'm very friendly.

Minutes	0,9	Hesitations	1
Words	92	Vocabulary errors	0
		Pronunciation errors	1
		Grammar errors	0

Table 133: Speaking skill analysis – participant 5

POST-TEST

Ok... I have a sister. She is young and a brother too. He is young and both of them are married and I have one niece and one nephew. The niece is from my brother and the nephew is from my sister. I have two children. Angela is the older. She is 10 years old. I have a young son. He is Matias and he is 5 years old, and my husband ... he is 45 years old and he is from Cuenca too. I have my mother and my father. They are from Quito. They are sixty five years old. I have a lot of uncles but I don't



have a good relationship. I think they are around 68 and 65 years old. I have two uncles on my father... and an aunt from my mother I have an uncle and an aunt.


I think I am a friendly person. Sometimes I am shy but always I'm hardworking person... lovely too with my children... what else... that's it.

Minutes	1,9	Hesitations	0
Words	169	Vocabulary mistakes	1
		Pronunciation mistakes	1
		Grammar mistakes	0

Table 134: Speaking skill analysis – participant 5

QUESTION #5

PRE-TEST

How often?...I usually go for my grocery things every week, usually every Friday. I usually go to  Coral Center.

Minutes	0,26	Hesitations	1
Words	18	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Table 135: Speaking skill analysis – participant 5

POST-TEST

I do shopping every Friday. I usually go to Coral Centro or Super Maxi. I bought things for my house but I prefer to do a list first because usually I forget to bring the right thing for example I do my shopping list with I don't know with rice, potatoes, vegetables, supplies for my house...like soap, shampoo everything like that... when we need clothes, we buy online because we have a nephew on the USA from my husband. We try to use ... we buy on that page then my nephew...he send to us but if we need... we try to buy here.



Minutes	1,4	Hesitations	0
Words	105	Vocabulary mistakes	2
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 136: Speaking skill analysis – participant 5

QUESTION #6

PRE-TEST

I went to New York on the last summer. I # went to shopping there. Of course with my family and we went to # --- aquatic park then we traveled to Miami and we went to Disney too.

Minutes	::	Hesitations	2
Words	36	Vocabulary errors	3
		Pronunciation errors	0
		Grammar errors	0

Table 137: Speaking skill analysis – participant 5

POST-TEST

QUESTION #7

PRE-TEST

I love meet. I = usually going out to “La Parrillada de Hector” or restaurants like Barbecue. I love “locro de papas” I love “hornado” too. I hate “cuy” guinea pig. I don’t know.

Minutes	0,5	Hesitations	0
Words	32	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	1

Table 138: Speaking skill analysis – participant 5



POST-TEST

I usually try to eat out on a good restaurant. We are going out to eat barbecue, especially on La herradura or Fogo. I like to choose a stake...with vegetables and sometimes with my husband...we are doing wine or other times we drink beer... depending the weather but I love when I finish my food. I love to order the desserts like cheesecakes or peanut butter or something like that.

I love papas con Cuero.

Minutes	1	Hesitations	0
Words	71	Vocabulary mistakes	4
		Pronunciation mistakes	0
		Grammar mistakes	2

Table 139: Speaking skill analysis – participant 5

QUESTION #8

PRE-TEST

I didn't watch too much TV or movies because I don't have time but I liked the Gladiator. I love that movie because the coronel he wants to stay with his family. He tried to do that but unfortunately the soldiers killed her/his wife and his son too. I liked that movie because he is going back to be slave and then he is improved and wrap like a soldier again. Something like that. I don't remember very well.

Minutes	0,8	Hesitations	3
Words	73	Vocabulary errors	1
		Pronunciation errors	1
		Grammar errors	2

Table 140: Speaking skill analysis – participant 5



POST-TEST

I have a favorite movie I like to watch with my children. The movie is Matilda. It is a family movie. It's about a little girl who like to study read books but she lives with a family who like to spend the time watching TV and their family lost their time. It's very funny the story because the little girl do a good relationship with her teacher. They do a good adventures because her teacher came from a hostal family and they want to take back some especial treasures... teacher's especial treasures and the little girl going to take this things from the hostal house that special about that movie. I watched that movie maybe 10 times or more with my children.

Minutes	1,3	Hesitations	0
Words	122	Vocabulary mistakes	1
		Pronunciation mistakes	0
		Grammar mistakes	2

Table 141: Speaking skill analysis – participant 5

QUESTION #9

PRE-TEST

Maybe she can go to the public hospital or a “centro de salud” I don't know how can you say that in English. Maybe she can do that. Go to emergency.

Minutes	0,2	Hesitations	0
Words	31	Vocabulary errors	0
		Pronunciation errors	1
		Grammar errors	1

Table 142: Speaking skill analysis – participant 5



POST-TEST

I say to her. She needs to talk with her brother because he has the possibility to help her and he is going to do that because it's not for her... it's for his nephew and he is going to help here that is one piece of advice but the other piece of advice is going to a public hospital because nowadays we have a good service there is no good service but better service like years ago and maybe she can try that too if her brother doesn't like to help her and that's all.

Minutes	1	Hesitations	0
Words	92	Vocabulary mistakes	0
		Pronunciation mistakes	1
		Grammar mistakes	2

Table 143: Speaking skill analysis – participant 5

QUESTION #10

PRE-TEST

Okay. You need to walk through main street three blocks and then you need to make a right just one block.

Okay. You need to go to the corner first and then make a left. You need to walk one, two three... no upps I'm sorry. Okay. I'm sorry. I'm going to start again. First, you are on Lake Park then you can walk straight one block then you can cross Bridge Brige then you can make a left on Wall strange one, two, four blocks and then you arrive.

Minutes	0,9	Hesitations	0
Words	90	Vocabulary errors	0
		Pronunciation errors	1
		Grammar errors	0

Table 144: Speaking skill analysis – participant 5



POST-TEST

First you need to walk down 5 avenue for one block to Oak street and in that corner you need to make a left and walk on Oak street for two blocks and when you arrive to Oak street and first avenue you are going to see Middle school.

You need to walk down second avenue for two blocks and when you arrive to river street you are going to walk half block you need to do right and walk around half block to Cat bridge and you need to cross that cat bridge and then walk a little bit on oak street... you need to walk right to fourth avenue and then you are going to find the elementary school is on elm street and fourth avenue.

Minutes	1,9	Hesitations	0
Words	125	Vocabulary mistakes	1
		Pronunciation mistakes	0
		Grammar mistakes	1

Table 145: Speaking skill analysis – participant 5

QUESTION #11

PRE-TEST

Child, #I liked to play... I like to use costumes. I liked to play with my cousin like I don't know like my mom. She is ...like my sister something like that and sometimes we did... we used to play grocery store.

I was dream...Teacher. Yeah a teacher.

No, because I have everything now. I have my childrens. I don't think so.



Minutes	0,7	Hesitations	1
Words	61	Vocabulary errors	1
		Pronunciation errors	0
		Grammar errors	1

Table 146: Speaking skill analysis – participant 5

POST-TEST

I used to live with my grandama. I had a good childhood memories because she was a very sweet person. We used to read books and she used to read catholic books of course but that was funny because usually we used to read that books and she used to tell me a story relative of that books and I love my childhood because every Sunday my cousins they were **come** to my grandma house we used to play a lot. Frequently, we used to go to a park next to my grandma house. We had a good time. I **want** to learn with my cousins to ride a bicycle and I played football. I love my childhood because I spent a lot of time with my grandpa and my grandma.

My dream was...--- be a teacher.

Definitely no because I think the persons **has** a stage and I live that well and I feel good for my childhood but nowadays I have different things I have my own family and definitely no. I have my family now.

Minutes	2,3	Hesitations	0
Words	178	Vocabulary mistakes	3
		Pronunciation mistakes	2
		Grammar mistakes	3

Table 147: Speaking skill analysis – participant 5

QUESTION #12

PRE-TEST

In six years, I hope to be a teacher. I hope to finish my PhD.



Minutes	0,15	Hesitations	0
Words	9	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Table 148: Speaking skill analysis – participant 5

POST-TEST

In six years... I have a dream I want to take a master degree but I want to go to New York...from now I see in six years I study there or living there for two or three years.

Minutes	0,5	Hesitations	0
Words	38	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	1

Table 149: Speaking skill analysis – participant 5

QUESTION #13

PRE-TEST

The world#? I think the world... the environment is going to be very damaged because the people don't recycling and people do not anything for keep our world.

Minutes	0,3	Hesitations	1
Words	26	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	2

Table 150: Speaking skill analysis – participant 5



POST-TEST

Wow... that's hard I have a group that try to teach children to care the environment for that reason I spend my whole weekend on the countryside. I try to teach my children to do **recycle** and respect all environments. My dream is the next generation---- have a better world like us but that definitely is only a dream because the industry continue **works** with plastic **#**and **damage** of work and I need to be realistic. I think in one hundred years from now our world **=**be destroyed because we have a lot of plastic on the sea around all environment and I think maybe they **don't** have... in that time that generation for that people they **don't** going to have water...good environment for life and I think maybe we **=**don't going to exist.

Minutes	1,7	Hesitations	1
Words	132	Vocabulary mistakes	2
		Pronunciation mistakes	1
		Grammar mistakes	7

Table 151: Speaking skill analysis – participant 5

Pre-test (Total number of errors) Participant 5

Minutes	7,15	Hesitations	10
Words	569	Vocabulary errors	2
		Pronunciation errors	4
		Grammar errors	8

Table 152: Pre-test (Number of errors) – participant 5

The results show that participant 5 spoke for 7.15 minutes. During that time the participant spoke 569 words. The number of hesitations was 10. The number of vocabulary errors was 2. The number of pronunciation errors was 4, and the number of grammar errors was 8. The total number of errors was 24.



Post-test (Total number of mistakes) Participant 5

Minutes	15,75	Hesitations	2
Words	1185	Vocabulary mistakes	14
		Pronunciation mistakes	6
		Grammar mistakes	18

Table 153: Post-test (Number of mistakes) – participant 5

The results show that participant 5 spoke for 15.75 minutes. During that time the participant spoke 1185 words. The number of hesitations was 2. The number of vocabulary errors was 14. The number of pronunciation errors was 6. The number of grammar errors was 18. The total number of errors was 40.

Comparison Table of the Recordings from the Pre-test and the Post-test

Participant 5		
Speaking sub-skills	Pre-test	Post-test
Hesitations (fluency)	10	2
Vocabulary errors/mistakes	2	14
Pronunciation errors/mistakes	4	6
Grammar errors/mistakes	8	18
Total	24	40
Words	569	1185
Time/ minutes	7,15	15,75

Table 154: Comparison table of the recording from the pre-test and the post-test – participant 5

It is seen that participant 5 had an increase in the number of words and time. It goes from 569 words in 7.15 minutes (pre-test) to 1185 words in 15.75 minutes (post-test). When it comes to the speaking skill, the data show an increase in the number of mistakes. For instance, it is seen that the number of vocabulary errors/mistakes was 2 in the pre-test and 14 in the post-test. It is seen that the number of pronunciation errors/mistakes was 4 in the pre-test and 6 in the post-test. It is seen that the number of grammar errors/mistakes was 8 in the pre-test and 18



in the post-test. The skill that shows a decrease in the number of mistakes was fluency. It shows 10 hesitations in the pre-test and 2 hesitations in the post-test. The total is 24 errors in the pre-test and 40 mistakes in the post-test.

In order to have more detailed information about the frequency that a participant committed an error and a mistake, the number of errors from the pre-test and the number of mistakes from the post-test (hesitations, vocabulary, pronunciation and grammar) is divided by the corresponding time.

Pre-test (Total number of errors per minute)

It is found that participant 5 spoke 79.6 words per minute. Participant 5 had 1.40 hesitations per minute. It had 0.28 vocabulary errors per minute. It had 0.56 pronunciation errors per minute, and it had 1.12 grammatical errors per minute. It shows a total of 3.36 errors per minute.

Post-test (Total number of mistakes per minute)

It is found that participant 4 spoke 75.2 words per minute. Participant 4 had 0.13 hesitations per minute. It had 0.89 vocabulary errors per minute. It had 0.38 pronunciation errors per minute, and it had 1.14 grammatical errors per minute. It shows a total of 2.54 errors per minute.



Comparison between the Errors/Mistakes per Minute from the Pre-test and the Post-test

Participant 5		
Items	Pre-test	Post-test
Total number of words	569	1185
Words per minute	79.6	75.2
Time	7.2	15.8
Speaking skill	Errors per minute	Mistakes per minute
Hesitations	1.40	0.13
Vocabulary	0.28	0.89
Pronunciation	0.56	0.38
Grammar	1.12	1.14
Total	3.36	2.54

Table 155: Comparison table between the errors/mistakes per minute from the pre-test and the post-test

It is found that there is a decrease in the number of mistakes per minute. For instance, the pre-test shows 3.36 errors per minute. The post-test shows 2.54 mistakes per minute. It is a decrease of 0.82 mistakes per minute. The speaking skill that has the most significant decrease in mistakes is fluency. It goes from 1.40 errors per minute in the pre-test to 0.13 mistakes per minute in the post-test. It is a decrease of 1.27 mistakes per minute. The second one is pronunciation. It goes from 0.56 errors per minute in the pre-test to 0.38 mistakes per minute in the post-test. It is a decrease of 0.18 mistakes per minute. The third one is grammar. It does not show an improvement in this skill. It goes from 1.12 errors per minute in the pre-test to 1.14 mistakes per minute in the post-test. It is an increase of 0.02 mistakes per minute. The fourth one is vocabulary. It does not show any improvements for this skill. It goes from 0.28 errors per minute in the pre-test to 0.89 mistakes per minute in the post-test. It has an increase of 0.61 mistakes per minute. In the case of participant 4, it clearly shows that the use video-conferencing helps him in the development of fluency. It is followed by pronunciation. It does not show any improvements in grammar and vocabulary.



Participant 6

INTEGRATED ANALYSIS

QUESTION #1

PRE-TEST

My name is [REDACTED]. I'm 38 years old and right now I'm living in Azogues. My hobbies I like playing soccer and watching movies. My homophone number is [REDACTED] and what else? My address is Juan Bautista Avenue and Ayacucho Street.

Minutes	0,43	Hesitations	0
Words	42	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Table 156: Speaking skill analysis – participant 6

POST-TEST

My name is [REDACTED] I'm 38. I live right now in Azogues. My address is Juan Bautista Street and Benigno Malo Avenue... something like that I don't remember my address very exactly. Well my cellphone number is [REDACTED]. What else my age... What else did you say? My hobbies... well... I love going to the movies. I like playing sport like soccer. I also enjoy spending time with my wife. I like cooking, special meals for her. What else...My e-mail address is [REDACTED]

Minutes	0,91	Hesitations	0
Words	83	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 157: Speaking skill analysis – participant 6



QUESTION #2

PRE-TEST

- What's your favorite TV show?
- What's your cellphone number?
- What are your hobbies?
- What's your first name?
- And you last name?
- When's your birthday?
- What's your favorite movie?
- What's your address?

Minutes	0,15	Hesitations	0
Words	31	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Table 158: Speaking skill analysis – participant 6

POST-TEST

- What's your first name?
- What is your last name?
- What is your address?
- When is your birthday?
- What are your hobbies?
- What is your e-mail address?
- Your cellphone number?
- What's your favorite movie?



Minutes	0,13	Hesitations	0
Words	33	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 159: Speaking skill analysis – participant 6

QUESTION #3

PRE-TEST

She is...she looks skinny. She has long brown straight hair. Her eyes are brown. She is wearing a black dress or a black blouse I don't know. She is wearing red lipstick. She is wearing earrings and I don't know if she is tall or short and what else. She is not wearing any necklaces. She has beautiful eyes.

Minutes	0,63	Hesitations	0
Words	59	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Table 160: Speaking skill analysis – participant 6

POST-TEST

He l'd say he is tall and well-built... He is fit. He has short... kind of wavy brown hair. He has blue eyes. He has a moustache and a beard. That's it. He is wearing a blue tie and a suit.

Minutes	0,41	Hesitations	0
Words	41	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 161: Speaking skill analysis – participant 6



QUESTION #4

PRE-TEST

I come from a big family I'd say. I have one brother and two sisters. We are all married. All of my brothers and sisters have kids. I don't have kids. I have many uncles and aunts and cousins I have a bunch of cousins and we are not really tied. We don't talk to each other often so once in a while and about we are....we get along. We don't fight too much.

I consider myself a neat person. I'm not messy. I consider myself a little bit shy, but once you get to know me I'm a little bit **more friendly** with people. I'm not into extreme sports. I don't like them. I prefer to be quiet, creative. I'm not really creative. What else? I'm not lazy. I'm a hard-working person.

Minutes	1,13	Hesitations	0
Words	133	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	1

Table 162: Speaking skill analysis – participant 6

POST-TEST

I come from I said a big family I have one big brother and two little sisters. We are all married. My big brother lives in the States. He is married. He has a kid. My two younger sisters **lives**...they live in Guayaquil. They are both married with kids too. I'm also married but I don't have kids and we are a very tight family. We always start together and helping each other and we have a good relationship with my uncles, aunts and my cousins.

I consider myself a hardworking person. I think I'm neat. I don't like messy things messy apartments... you know... I'm kinda flexible. I'm not stubborn. I'm kinda flexible... you know... and I always thing first before act...you know...before doing stuff. I always think twice before and I think I'm kinda shy person at the beginning



but... you know...I feel more comfortable with people and I become and outgoing person.

Minutes	1,13	Hesitations	0
Words	155	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	1

Table 163: Speaking skill analysis – participant 6

QUESTION #5

PRE-TEST

I'd say twice a month. I usually come to the Feria Libre in Cuenca... Mostly sweaters and shirts. That is what I like the most.

Minutes	0,25	Hesitations	0
Words	24	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Table 164: Speaking skill analysis – participant 6

POST-TEST

My shopping habits are like... I always try to look for the things that are on sale. I don't like spending much money on things like... you know... very expensive... I usually go to the Feria Libre on Wednesdays here in Cuenca. I used to go to the malls but nowadays I don't have that money to spend on malls so I try to save money... yeah... I try to look for everything that's for sale... not getting cheap things, but you know when they are on sale... you can buy things half price so that's what I do.



Minutes	0,65	Hesitations	0
Words	99	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 165: Speaking skill analysis – participant 6

QUESTION #6

PRE-TEST

The last time I went on vacation it was in Azoguez. There is this hill called Abuga. I went there with my wife and nephew. I mean #a full bunch of nephews and cousins and you have to go all the way up to the hill and there is like a virgin Mary on top and it was amazing...It was amazing! We went there we go all the way to the top and we have sandwiches and sodas and then we come back and we have a great time.

Minutes	0,6	Hesitations	1
Words	89	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Table 166: Speaking skill analysis – participant 6

POST-TEST

I'd say... one of last vacation I went with my family to Balsapamba so this water part in Balsapamba... it was my parents. My brother came from the States... my sisters... my brother-in-laws... my sister-in-laws... We have very very very nice time there. We swam and we went to the zona. We got like... we ate, we drunk some beer also and just the trip...just going there is amazing... you know... nice...beautiful landscape... the view is awesome.



Minutes	0,65	Hesitations	0
Words	77	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	1

Table 167: Speaking skill analysis – participant 6

QUESTION #7

PRE-TEST

Oh! I don't go out often. You know but what I really like is Italian food. You know all pastas, spaghetti, and pizza. I like that kind of food.

I like a lot... most...many I like guatita, seco de chivo, caldo de manguera, caldo de bola, caldo de pata. I like all of them.

Minutes	0,36	Hesitations	0
Words	54	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Table 168: Speaking skill analysis – participant 6

POST-TEST

I don't usually go out... I don't do it open... just when it's a special occasions with my family but what I like to eat...you know...if I go out, I don't eat like things that I eat at home like for example seco de pollo things like that I always try to try new things especially Italian food like spaghetti things like that I love that and try not to eat too much meat because otherwise I would feel full and I don't like to feel full outside.

Well... there are many... especially the seco de chivo, guatita and this dish called bandera where you have a little ceviche and all of that is really good and from here I like hornado, fritada con mote it's delicious I love it.



Minutes	0,83	Hesitations	0
Words	130	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 169: Speaking skill analysis – participant 6

QUESTION #8

PRE-TEST

What I recommend would be the Avengers. It's a sci-fi movie. It's an action movie. Avenger...It's really nice because the plot is really elaborated and the actors are great. It's Robert Downing Junior....is the Hulk character. I recommend that movie.

Minutes	0,4	Hesitations	0
Words	40	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Table 170: Speaking skill analysis – participant 6

POST-TEST

One of the movies I really love is back to the future with Michel J. Fox. It's about this old scientist who builds a time machine but it's a car and they travel in time... in the past...in the future...in this car and they are getting trouble. I love this movie. I watch this since I was a kid and I'm still watching it. I don't get tired watching this movie.

Minutes	0,38	Hesitations	0
Words	71	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 171: Speaking skill analysis – participant 6



QUESTION #9

PRE-TEST

What I'd say is like we shouldn't be fighting with brothers and sisters. We should all get along and if her kid is sick she should...could like go and talk to her brother and try to make peace you know...asking for a little money.

Minutes	0,26	Hesitations	0
Words	44	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Table 172: Speaking skill analysis – participant 6

POST-TEST

First of all, let say...you shouldn't... you know...be upset with your brothers, sisters or your parents, family well... you shouldn't be upset with them though. First of all, let say...you know... you have to like amend things with the brother like try to...you know... be friendly again... and I don't know if she has like a really good friend... you know... ask for money... you know... promise her like you are gonna pay them back... you know like...first of all... you don't have to be upset with your family. That's the main advice I would say.

Minutes	0,58	Hesitations	0
Words	96	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 173: Speaking skill analysis – participant 6



QUESTION #10

PRE-TEST

You go out from the City Library. You make a left...walk until the corner on Main Street...make a left again and walk about three blocks and then make a right all the way to the end of the block at the corner and Lake Park is right there.

Minutes	0,33	Hesitations	0
Words	48	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Table 174: Speaking skill analysis – participant 6

POST-TEST

Once you leave the City library you make a left all the way down to Main Street and then you can make a left again and go down two blocks until Third Avenue...make a quick right and go down one street until Oak Street and then the city middle school is in front of you.

Once you leave City Hall you make a left. You pass the city court. Get to the corner on Main Street and you should make a left again. Go down two blocks until you reach Second Avenue and then you make a right for two blocks down...okay...one block down until Oak Street then you make a left again until the next avenue which is first avenue...make a right and there will be on your right.

Minutes	0,78	Hesitations	0
Words	130	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 175: Speaking skill analysis – participant 6



QUESTION #11

PRE-TEST

What didn't I like? I used to like... I used to play with trompos, marbles, con las bolillas, cometas- kite... soccer especially and that's it.

I wanna to be a cop a police.

No really... I like my life right now.

Minutes	0,33	Hesitations	0
Words	25	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Table 176: Speaking skill analysis – participant 6

POST-TEST

Well... my favorite games were spin a top... playing with the trompos and when I was little... very very little I love playing hide and seek and what I really remember the most from my childhood was like...every Sunday my parents used to take us to the church and after the church they always took us to this little park who was near to the church...next to the church and we always played like an hour and then we went back home.

Minutes	0,48	Hesitations	0
Words	82	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 177: Speaking skill analysis – participant 6



QUESTION #12

PRE-TEST

I see myself as a teacher and trying to get a master degree in order to work in the university.

Minutes	0,13	Hesitations	0
Words	36	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Table 178: Speaking skill analysis – participant 6

POST-TEST

Six years from now, I'll say be graduating from...you know... majoring in English. I'll be pursuing my master degree because one of my goals in life is to working at the university...you know... I don't really like... I wouldn't really like working at school or high school... you know... I would like to work with adults that are my aim right now.

Minutes	0,46	Hesitations	0
Words	62	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	0

Table 179: Speaking skill analysis – participant 6

QUESTION #13

PRE-TEST

I don't know...more lazy people because all the inventions are now to make people do less things like everything is automatic...everything is like close to you and a lot of bunch of fat lazy people.



Minutes	0,26	Hesitations	0
Words	35	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	0

Table 180: Speaking skill analysis – participant 6

POST-TEST

That question...there is not only one answer because we have like developed countries and third world countries so I think the future will be different for both of them. I think for **develop** countries people will become more lazy then they already are... because you know all the inventions all new things people are inventing is making the human being getting more lazy and for third world countries...I don't know... If developed countries don't help them in some way...they would be like really really in bad shape in the future.

Minutes	0,65	Hesitations	0
Words	90	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	1

Table 181: Speaking skill analysis – participant 6

Pre-test (Total number of errors) Participant 6

Minutes	5,3	Hesitations	1
Words	660	Vocabulary errors	0
		Pronunciation errors	0
		Grammar errors	1

Table 182: Pre-test (Number of errors) – participant 6



The results show that participant 6 spoke for 5.3 minutes. During that time the participant spoke 660 words. The number of hesitations was 0. The number of vocabulary errors was 0. The number of pronunciation errors was 0, and the number of grammar errors was 1. The total number of errors was 2.

Post-test (Total number of mistakes) Participant 6

Minutes	8,08	Hesitations	0
Words	1149	Vocabulary mistakes	0
		Pronunciation mistakes	0
		Grammar mistakes	3

Table 183: Post-test (Number of mistakes) – participant 6

The results show that participant 6 spoke for 8.08 minutes. During that time the participant spoke 1149 words. The number of hesitations was 0. The number of vocabulary mistakes was 0. The number of pronunciation mistakes was 0. The number of grammar mistakes was 3. The total number of mistakes was 3.

Comparison Table of the Recordings from the Pre-test and the Post-test

Participant 6		
Speaking sub-skills	Pre-test	Post-test
Hesitations (fluency)	0	0
Vocabulary errors/mistakes	0	0
Pronunciation errors/mistakes	0	0
Grammar errors/mistakes	1	3
Total	1	3
Words	660	1149
Time/ minutes	5,3	8,08

Table 184: Comparison table of the recordings from the pre-test and the post-test – participant 6



It is seen that participant 6 had an increase in the number of words and time. It goes from 660 words in 5.3 minutes (pre-test) to 1149 words in 8,08 minutes (post-test). When it comes to the speaking skill, the data show a tiny increase in the number of mistakes. Participant 6 shows a perfect score in fluency, vocabulary and pronunciation with 0 errors in the pre-test and 0 mistakes in the post-test. However, it shows 1 grammar error in the pre-test and 3 grammar mistakes in the post-test.

In order to have more detailed information about the frequency that a participant committed an error and a mistake, the number of errors from the pre-test and the number of mistakes from the post-test (hesitations, vocabulary, pronunciation and grammar) is divided by the corresponding time.

Pre-test (Total number of errors per minute)

It is found that participant 6 spoke 124.5 words per minute. Participant 5 had 0.00 hesitations per minute. It had 0.00 vocabulary errors per minute. It had 0.00 pronunciation errors per minute, and it had 0.19 grammatical errors per minute. It shows a total of 0.19 errors per minute.

Post-test (Total number of mistakes per minute)

It is found that participant 6 spoke 142.2 words per minute. Participant 6 had 0.00 hesitations per minute. It had 0.00 vocabulary mistakes per minute. It had 0.00 pronunciation mistakes per minute and it had 0.37 grammar mistakes per minute. It shows a total of 0.37 mistakes per minute.



Comparison between the Errors/Mistakes per Minute from the Pre-test and the Post-test

Participant 6		
Items	Pre-test	Post-test
Total number of words	660	1149
Words per minute	124.5	142.2
Time	5.3	8.1
Speaking skill	Errors per minute	Mistakes per minute
Hesitations	0	0
Vocabulary	0	0
Pronunciation	0	0
Grammar	0.19	0.37
Total	0.19	0.37

Table 185: Comparison table between the errors/mistakes per minute from the pre-test and the post-test – participant 6

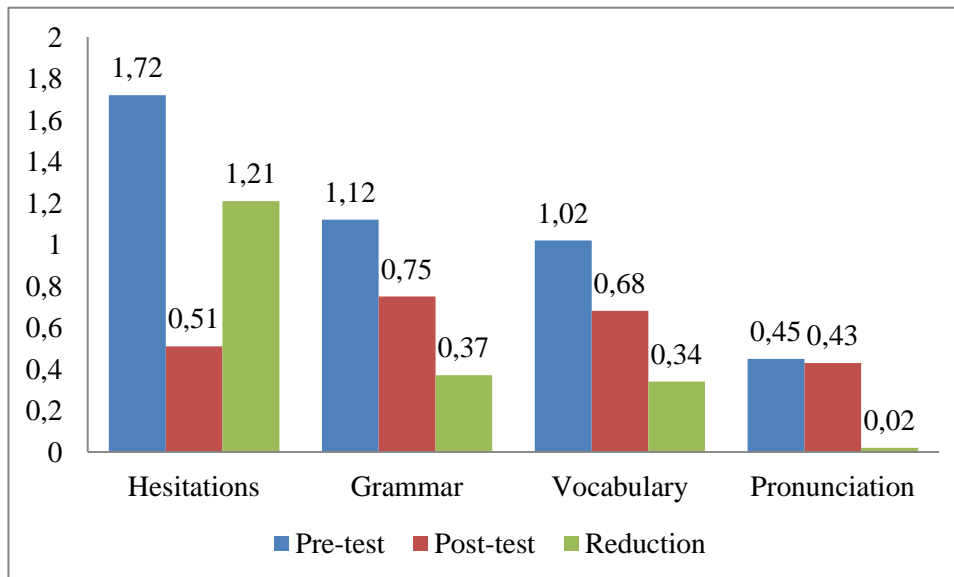
It is found that there is an increase in the number of mistakes per minute. For instance, the pre-test shows 0.19 errors per minute. The post-test shows 0.37 mistakes per minute. It is an increase of 0.18 mistakes per minute. In the case of participant 6, it does not have any errors/mistakes in fluency, vocabulary and pronunciation in the pre-test and the post-test. It does have an increase in the number of grammar errors in the pre-test with 0.19 errors per minute to 0.37 mistakes per minute in the post-test. Participant 6 had very low levels of errors/mistakes in the pre-test and the post-test.

Total Number of Errors and Mistakes per Minute of All Participants

The total number of errors and mistakes of each sub-skill was obtained by dividing participants' errors (pre-test) and mistakes (post-test) with their corresponding time. The overall result is shown in the following table:



TOTAL NUMBER OF ERRORS/MISTAKES PER MINUTE				
	Hesitations	Grammar	Vocabulary	Pronunciation
Pre-test	1,72	1,12	1,02	0,45
Post-test	0,51	0,75	0,68	0,43
Reduction	1,21	0,37	0,34	0,02



Graph 15: Total number of errors/mistakes per minute

It can be said that video-conferencing sessions had a positive effect on study participants' speaking skill. According to the results, video-conferencing had a major impact on reducing hesitations of study participants. It is a reduction of 1.21 mistakes per minute. Thus, study participants improved their fluency. The second one is grammar with a reduction of 0.37 mistakes per minute. The third one is vocabulary with a reduction of 0.34 mistakes per minute. The last one is pronunciation with a reduction of 0.02 mistakes per minute. Thus, it shows improvements in all four language sub-skills.



6.3 Rubrics: Pre-test and Post-test Results

Based on the recordings analysis, the measurement of the speaking skill was carried out based on the rubrics criteria presented in the operationalization. This is done to increase objectivity in the scoring process. Thus, it provides a more accurate scoring of the participants' speaking skill. It will be seen a relationship between the scores through the use of rubrics and the in-depth analysis results presented previously. The scores presented in the following tables belong to the pre-test and the post-test of the six study participants.

PRE-TEST/RUBRIC

Participants	Pronunciation	Grammar	Vocabulary	Fluency	Interactive Communication	Mean
1	4,00	3,00	3,50	3,50	4,00	3,50
2	4,00	3,00	2,50	3,50	3,50	3,20
3	4,50	4,00	4,00	4,00	4,00	4,10
4	4,50	3,50	3,50	3,50	4,00	3,80
5	4,00	3,00	3,50	2,00	4,00	3,30
6	5,00	5,00	5,00	5,00	5,00	5,00
Sub-skill mean	4,33	3,58	3,67	3,58	4,08	3,82

Table 186: Pre-test/Rubric

In the pre-test, it can be seen that the sub-skills that had the lowest mean were fluency and grammar with 3.58 each. It is followed by vocabulary with 3.67. The next one was interactive communication with 4.08. The last sub-skill was pronunciation with 4.33.



The reason of why fluency and grammar had the lowest scores is explained by looking at the in-depth analysis of the pre-test. It can be seen that fluency had 1.72 hesitations per minute and grammar had 1.12 errors per minute. It also shows the score for vocabulary which it had 1.02 errors per minute. If the number of errors per minute is high, the score for that sub-skill is low. On the other hand, if the number of errors per minute is low, the score for that sub-skill is high. Thus, pronunciation has the highest score because it had 0.45 errors per minute.

POST-TEST/RUBRIC

Participants	Pronunciation	Grammar	Vocabulary	Fluency	Interactive Communication	Mean
1	4,50	3,00	4,00	3,50	4,50	3,80
2	4,00	3,00	3,50	4,00	4,00	3,50
3	4,50	4,00	4,50	4,00	4,50	4,20
4	4,50	4,00	4,00	4,50	4,50	4,30
5	4,00	3,50	3,50	4,00	4,50	3,90
6	5,00	5,00	5,00	5,00	5,00	5,00
Sub-skill mean	4,42	3,75	4,08	4,17	4,50	4,11

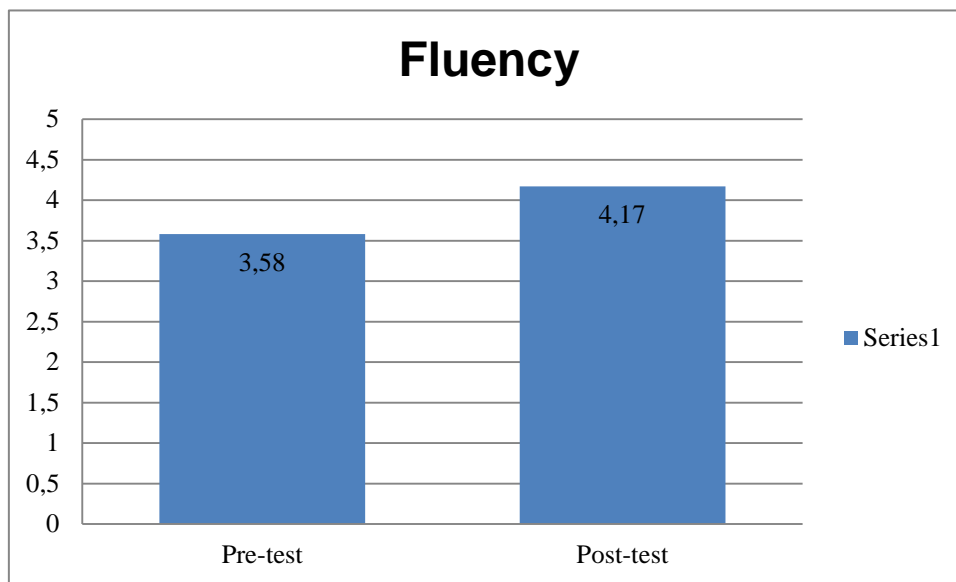
Table 187: Post-test/Rubric

In the post-test, it can be seen an improvement in the scores. For instance, the sub-skill that had an important improvement was fluency. It went from 3.58 to 4.17. This is supported by the in-depth analysis where it was found that fluency had the most important decrease in mistakes. It was a decrease of 1.21 mistakes per minute. The second sub-skill that showed an improvement was grammar. It went from 3.58 to 3.75. This is supported by the in-depth analysis where it was found that grammar had the second most important decrease in mistakes. It was a decrease of 0.37 mistakes per minute. The third sub-skill that showed an improvement was



vocabulary. It went from 3.5 to 4.08. This is supported by the in-depth analysis where it was found that vocabulary had the third important decrease in mistakes. It was a decrease of 0.34 mistakes per minute. The fourth sub-skill that showed a small improvement was pronunciation. It went from 4.33 to 4.42. This is supported by the in-depth analysis where it was found that pronunciation had a small decrease of mistakes. It was a decrease of 0.02 mistakes per minute. The last sub-skill that showed improvement was interactive communication. It went from 4.08 to 4.50. This sub-skill is supported by the in-depth analysis as the number of words and time increased.

Fluency



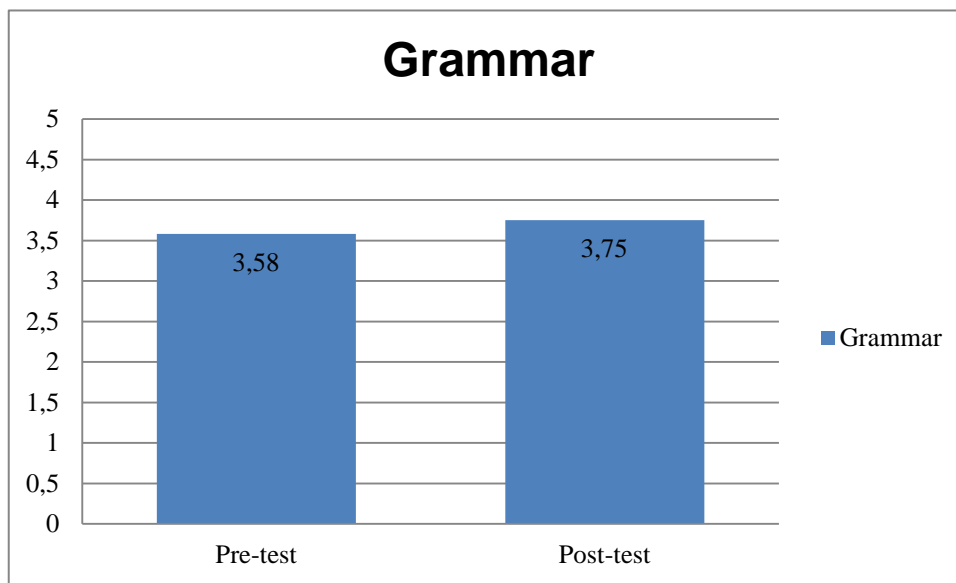
Graph 16: Pre-test - Post-test fluency scores

It was seen that fluency had the most important improvement. It is necessary to explain why this was the case. In the video-conferencing sessions, participants practiced their speaking skill with TBL activities. The lesson plans were design to provide as much speaking practice as possible. For example, the warm-up section often asked participants to speak as fast as possible for one minute explaining what



they did during the day or any other topic. In the task cycle, participants worked on a task. They exchanged ideas. They talked to each other, and they collaborated to complete a task. Next, participants reported their findings. They shared their work with everyone. This process was repeated throughout the video-conferencing sessions to practice the speaking skill as much as possible. This explains why study participants reduced their hesitations per minute. They had more confidence to speak. This can be seen by comparing the pre-test answers with the post-test answers that were previously analyzed.

Grammar



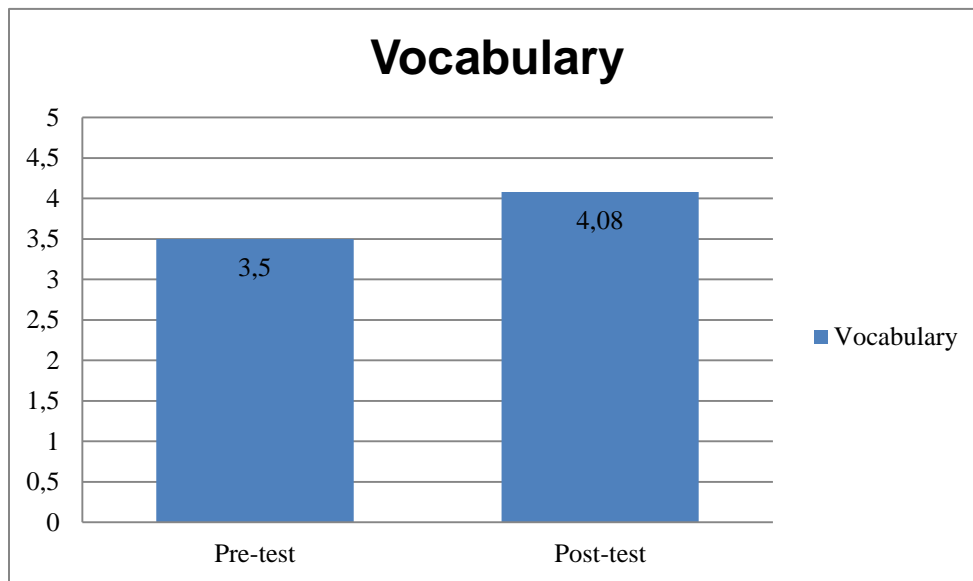
Graph 17: Pre-test - post-test grammar scores

It was seen that grammar had the second important improvement. This happened because study participants showed some grammatical problems in the pre-test. These problems were practiced in the video-conferencing sessions so that participants can overcome them. This is why TBL was chosen. It offers speaking practice with real life situations. Participants did not receive explicit grammatical reviews, but instead participants used grammar points to complete a task. Some



participants did require some explicit explanation about some grammar points, but this was done only if it was necessary.

Vocabulary

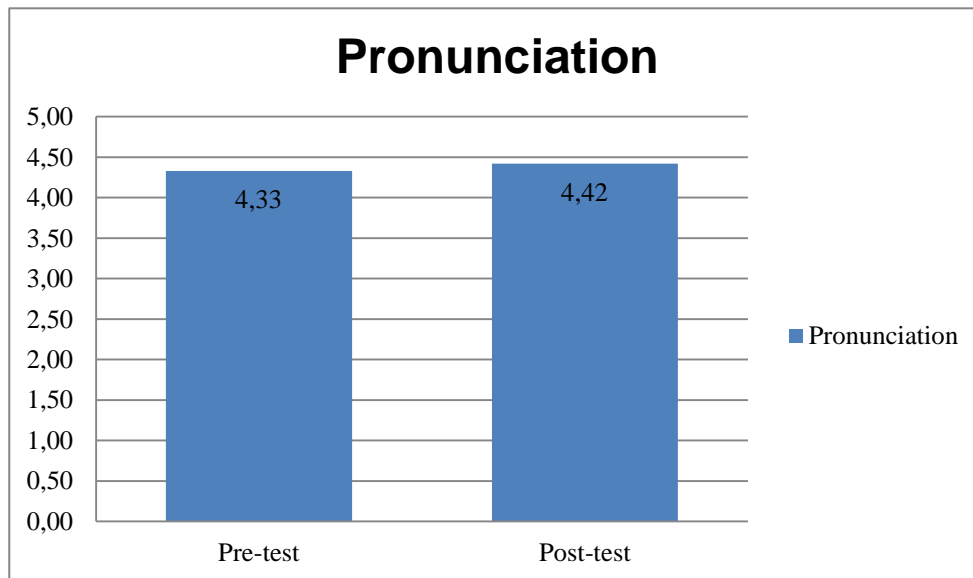


Graph 18: Pre-test - Post-test vocabulary scores

The third sub-skill that showed improvement was vocabulary. First, it is pivotal to explain the operationalization of this sub-skill. A good vocabulary was represented by an *effective-appropriate word choice*. A bad vocabulary was represented by *little knowledge of English words*. Video-conferencing sessions did not only allow the practice of new words, but it also allowed the use of vocabulary and idioms correctly under some real life situations. Thus, word choice improved allowing participants to know how to use vocabulary in the right context with the right structure.



Pronunciation

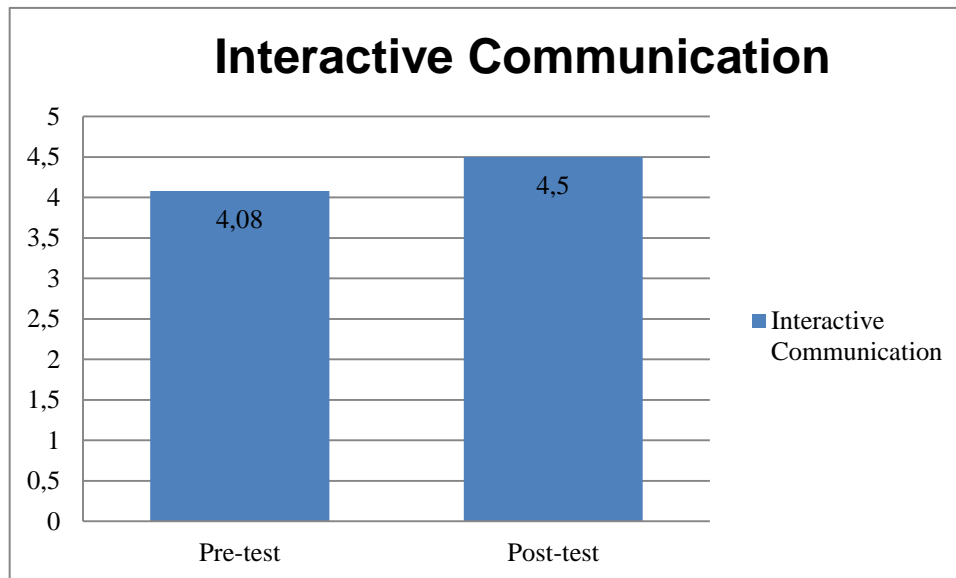


Graph 19: Pre-test – Post-test pronunciation scores

The sub-skill who had a small improvement was pronunciation. The pre-test analysis and the pre-test rubric showed that this sub-skill was already in good shape. However, the pronunciation did improve a little bit more. This can be explained by the practice that participants had in the video-conferencing sessions. Participants were presented new vocabulary and idioms that later on they had to use to complete a task. The constant practice of these words made the participants realize how such words were properly pronounced. It can be seen in the video-conferencing sessions that participants did ask how certain words were pronounced. They figured it out by asking another peer, asking the online teacher or searching it on Google.



Interactive Communication (IC)



Graph 20: Pre-test – Post-test interactive communication scores

Interactive communication was the hardest sub-skill to measure objectively. This study did not find a proper way of analyzing it in the transcripts. The rubric criterion was taken into account for such purpose. Thus, a good interactive communication had *well organized and clear ideas*. A bad interactive communication had *message unclear*. It is seen in the in-depth analysis that all ideas were clear enough to get the message across. The reason why it shows an improvement is due to the fact that in the post-test participants increased the number of words and time of speaking. For instance, if participants spoke few words to answer a question, the difficulty to organize ideas while speaking is not that great (pre-test). If participants spoke more words to answer a question, it shows a greater challenge for participants. This is to maintain ideas well-organized while they are speaking. This was the case of the post-test where participants spoke more words without losing the main idea. This proved that the organization of ideas improved after the video-conferencing sessions. This improvement can be easily seen by comparing the pre-test answers with the post-test answers.



6.3.1 Wilcoxon Signed Rank Test

Richard Lowry explains in his website *vassarstats* that the Wilcoxon Signed Rank Test is a non-parametric test. It is the alternative for the *t-test correlated samples* which is a parametric test. In order to apply a parametric test, Lowry explains that the following assumptions have to be met.

- 1) “Scale of measurement for X_A and X_B has the properties of an equal-interval scale.
- 2) The differences between the paired values of X_A and X_B have been randomly drawn from the source population.
- 3) The source population from which these differences have been drawn can be reasonably supposed to have a normal distribution” (Lowry).

Lowry goes on to explain if some of these assumptions are not met, the alternative is the Wilcoxon Signed Rank Test. This is the case of this study. The sample is small to prove normal distribution.

The Wilcoxon Signed Rank Test “*is used to compare two sets of scores that come from the same participants.*” (Laerd Statistics). This is met because the pre-test and post-test scores come from the same study participants. The first source of information came from the pre-test, and the second source of information came from the post-test.

The following table shows the result using SPSS statistics:

Descriptive Statistics								
	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
Pre_test	6	3,8167	,66758	3,20	5,00	3,2750	3,6500	4,3250
Post_test	6	4,1167	,51929	3,50	5,00	3,7250	4,0500	4,4750

Table 188: Descriptive Statistics

It can be seen that the median increased. The pre-test shows (Md= 3.65) and the post-test shows (Md= 4.05).



Ranks				
		N	Mean Rank	Sum of Ranks
Post_test - Pre_test	Negative Ranks	0 ^a	0,00	0,00
	Positive Ranks	5 ^b	3,00	15,00
	Ties	1 ^c		
	Total	6		
a. Post_test < Pre_test				
b. Post_test > Pre_test				
c. Post_test = Pre_test				

Table 189: Ranks

The ranks table presents some interesting data on the comparison of study participants' speaking skill before (Pre) and After (Post). It can be seen that 0 participants had a higher speaking skill score than the post-test. It can be seen that 5 participants had a higher score after the administration of the treatment in comparison with the pre-test. There was 1 participant that saw no change in the development of the speaking skill.

Test Statistics ^a	
	Post_test - Pre_test
Z	-2,032 ^b
Asymp. Sig. (2-tailed)	,042
a. Wilcoxon Signed Rank Test	
b. Based on negative ranks.	

Table 190: Test Statistics

The Wilcoxon Signed Rank Test showed that video-conferencing sessions with TBL activities did elicit a statistically significant change in the speaking skill. ($Z=-2.032$, $p=0,042$). Therefore, video-conferencing sessions had a positive influence in study participants' speaking skill.



It can be said that there is not enough statistical evidence that supports the null hypothesis. Therefore, the alternative hypothesis is accepted.

Null Hypothesis: The study participants' speaking skill does not show improvements after taking video-conferencing sessions, existing no difference between the scores from the pre-test and the post-test.

$$H_0: x_1 = x_2.$$

Alternative Hypothesis: The study participants' speaking skill shows an improvement after taking video-conferencing sessions, existing a positive difference between the scores from the pre-test and the post-test.

$$H_1: x_1 \neq x_2.$$

6.4 Results from the Survey

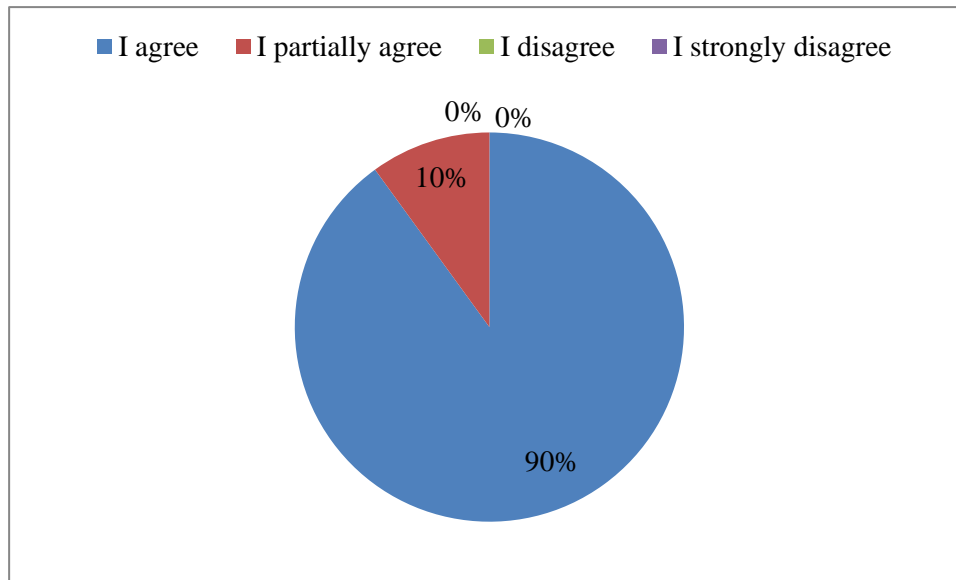
The following survey was applied to the study participants in order to know from their perspective the effectiveness of video-conferencing sessions. It contained 12 closed questions and 2 open questions. It was applied in the last day of the video-conferencing sessions. The 13 questions were answered by the 10 participants who participated at least in one of the video-conferencing sessions. There was 1 participant who did not answer these questions because that participant was absent. The second open question was only answered by those participants who did not attend the video-conferencing sessions at all. They were 6 participants who fell under this category, but only 3 answered this question. The other 3 participants were absent. The results of this survey are presented in the following way:



Question 1

Video-conferencing helped me improve the English speaking skill.

I agree	9	I partially agree	1
I disagree	0	I strongly disagree	0



Graph 21: Student Survey

Results and Interpretation:

90% of study participants agreed that video-conferencing helped them improve the English speaking skill. On the other hand, only 10% of study participants partially agreed.

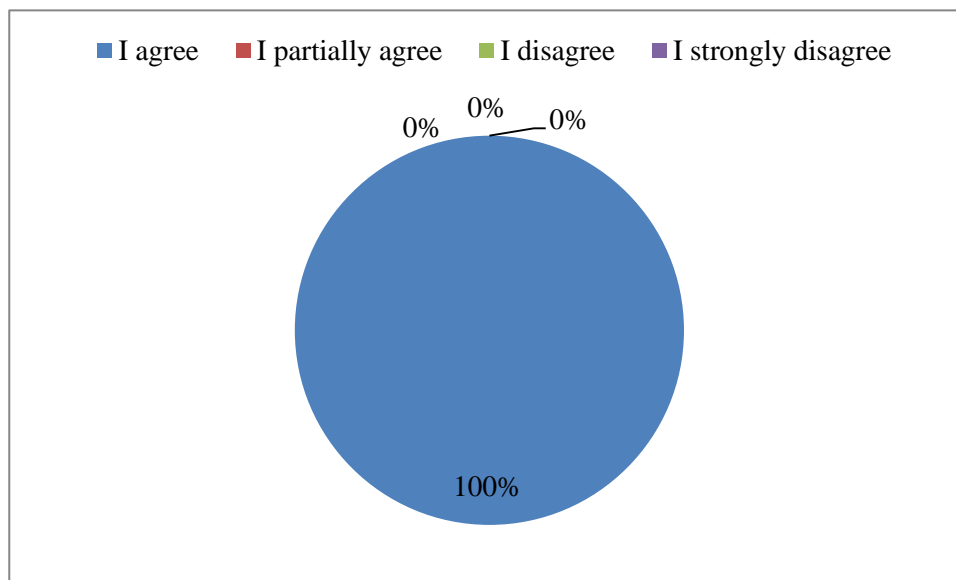
As it is seen, the majority of students saw the use of video-conferencing as a positive medium to improve the English speaking skill.



Question 2

In the video-conferencing sessions, I could practice more my English complementing it with what I practiced and learned in the classroom at the University of Cuenca.

I agree	10	I partially agree	0
I disagree	0	I strongly disagree	0



Graph 22: Student Survey

Results and Interpretation:

100% of study participants agreed that video-conferencing provided them with more English practice.

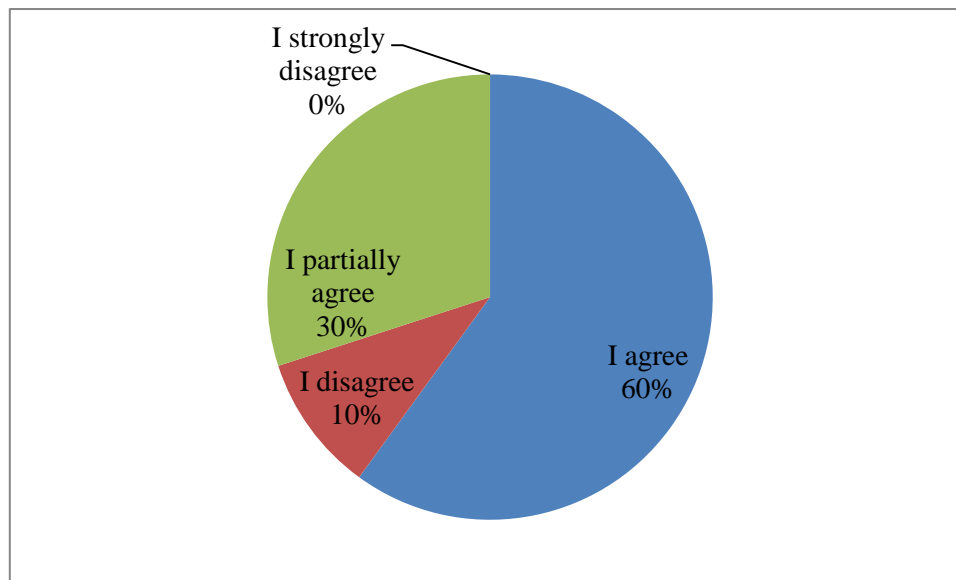
This confirms that study participants saw a connection between the video-conferencing activities, and what they learned and practiced in the FTF classes.



Question 3

In the video-conferencing sessions, I spoke freely without worrying about making mistakes.

I agree	6	I partially agree	3
I disagree	1	I strongly disagree	0



Graph 23: Student Survey

Results and Interpretation

60% of study participants agreed that video-conferencing helped them speak freely without worrying about their errors. 30% of study participants partially agreed and 10% of study participants did not agree.

As it is seen, most of the study participants saw the use of video-conferencing as a positive tool to practice their speaking skill without worrying about their mistakes. This was a positive aspect since teachers can identify students' speaking mistakes, and they could provide useful feedback. Another important aspect was that study participants did not feel the pressure of speaking correctly to

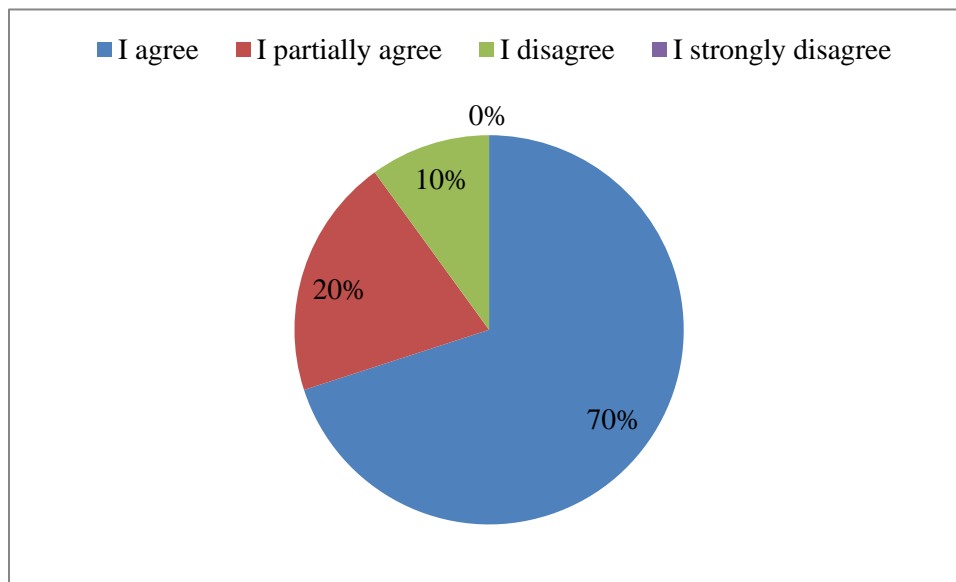


have a good grade. They used the English they knew and learned new aspects of the language in each activity.

Question 4

Video-conferencing showed me the limits of my English.

I agree	7	I partially agree	2
I disagree	1	I strongly disagree	0



Graph 24: Student Survey

Results and Interpretation:

70% of study participants agreed that the use of video-conferencing allowed them to see their limits in using the English language. 20% of study participants partially agreed, and 10% of study participants disagreed.

Most of the study participants saw that through video-conferencing they could recognize their limits in the English language. It means that study participants

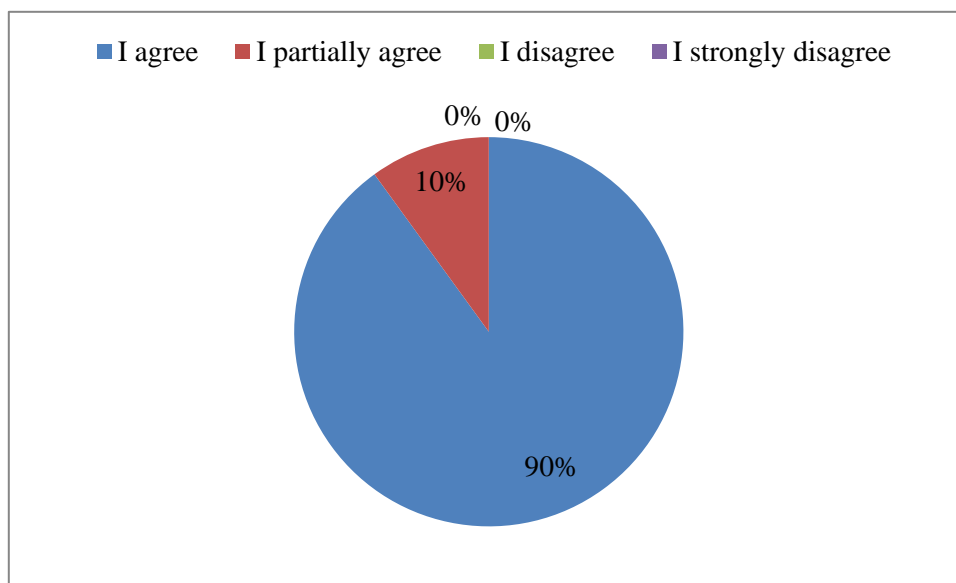


assessed themselves during the video-conferencing. They could see what they did know and what they did not know.

Question 5

The methodology and activities carried out in the video-conferencing sessions facilitated the English speaking practice.

I agree	9	I partially agree	1
I disagree	0	I strongly disagree	0



Graph 25: Student Survey

Results and Interpretation:

90% of study participants agreed that the methodology and the activities used through video-conferencing facilitated the English speaking practice. However, 10% of study participants partially agreed.

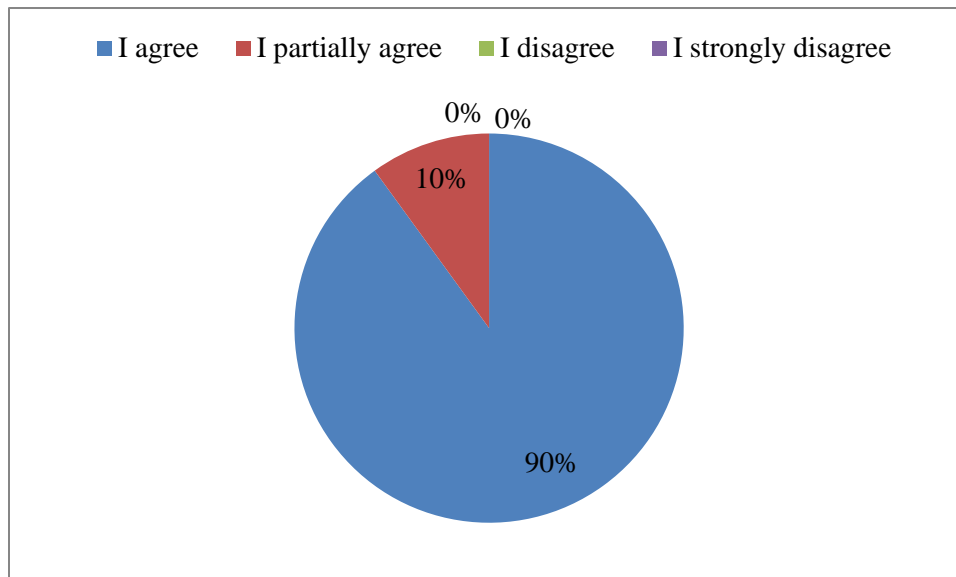


This confirms that the use of TBL and the activities helped study participants practice the English speaking skill. It can be confirmed that the implementation of TBL into video-conferencing to practice the speaking skill was successful.

Question 6

Video-conferencing sessions helped me in expositions, group work and homework that I did in the classroom at the University of Cuenca.

I agree	9	I partially agree	1
I disagree	0	I strongly disagree	0



Graph 26: Student Survey

Results and Interpretation:

90% of study participants agreed that video-conferencing helped them on their homework and expositions carried out in the classroom at the University of Cuenca. 10% of study participants partially agreed.

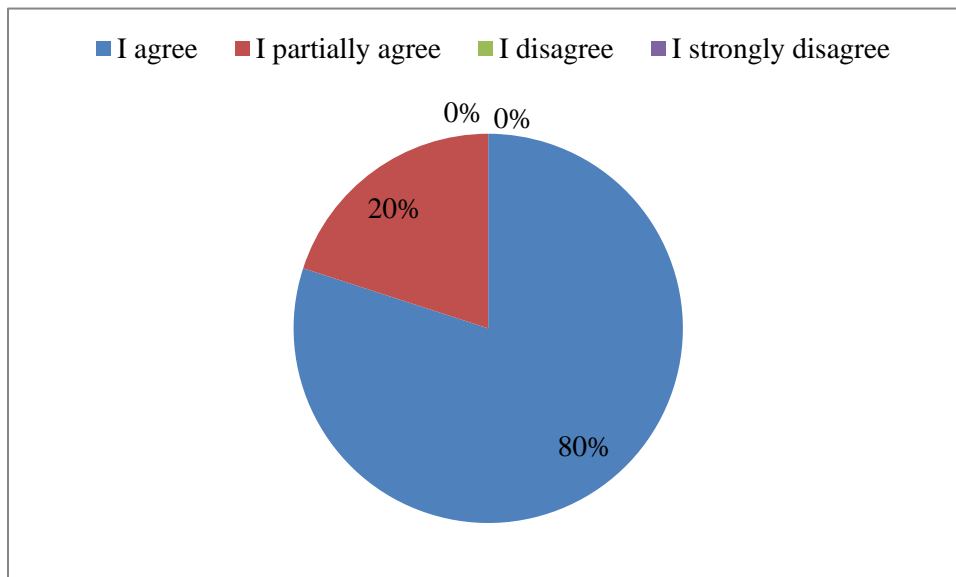


This confirms that study participants could put into practice what they learned in the video-conferencing sessions in their academic activities.

Question 7

The PDF files received were helpful at the time of practicing my speaking in the video-conferencing sessions.

I agree	8	I partially agree	2
I disagree	0	I strongly disagree	0



Graph 27: Student Survey

Results and Interpretation

80% of study participants agreed that the PDF files were helpful to practice the English speaking skill through video-conferencing. However, 20% of study participants partially agreed.

This means that the PDF files delivered to study participants helped them in the video-conferencing activities to practice the speaking skill. The PDF files were

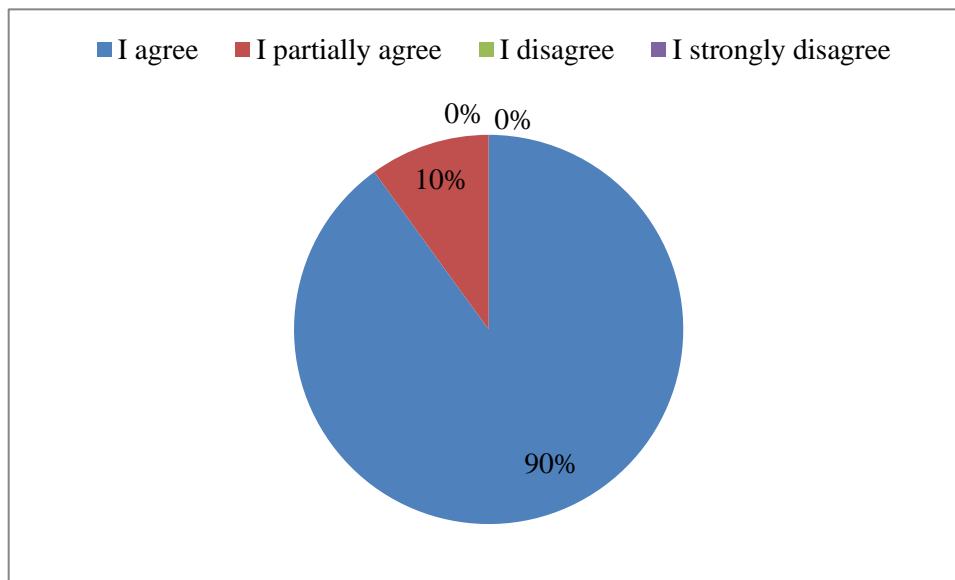


designed for this research project, taking into account what study participants were learning in the classroom at the University of Cuenca. Thus, having a correlation of what was happening in the classroom with the video-conferencing sessions.

Question 8

I would like to keep receiving the video-conferencing sessions.

I agree	9	I partially agree	1
I disagree	0	I strongly disagree	0



Graph 28: Student Survey

Results and Interpretation:

90% of study participants agreed to continue receiving video-conferencing to practice English. 10% of study participants partially agreed.

As it can be seen, the majority of students reported that they want to continue receiving the video-conferencing sessions to practice English. This study

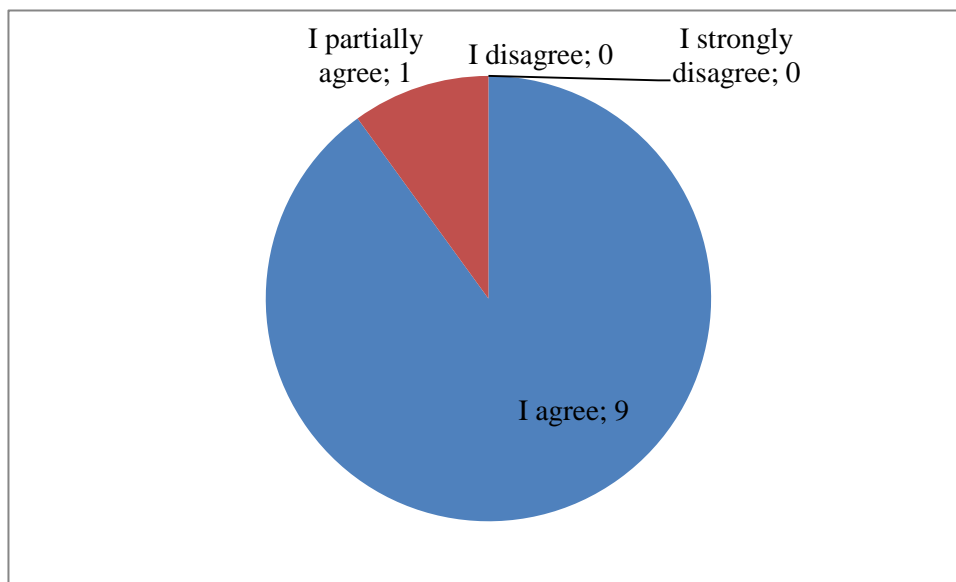


demonstrated that participants really enjoyed their experience of practicing their speaking skill through video-conferencing sessions.

Question 9

I prefer receiving video-conferencing with:

Individually	9	In pairs	1
A small group	0	A big group	0



Graph 29: Student Survey

Results and Interpretation

70% of study participants preferred to have video-conferencing with a small group. 20% of study participants preferred to have video-conferencing individually. 10% of study participants preferred to have video-conferencing in pairs, and 0% of study participants preferred not to have video-conferencing with a big group.

This question shows that participants want to practice their speaking skill with a small group. In this research project, study participants had more speaking

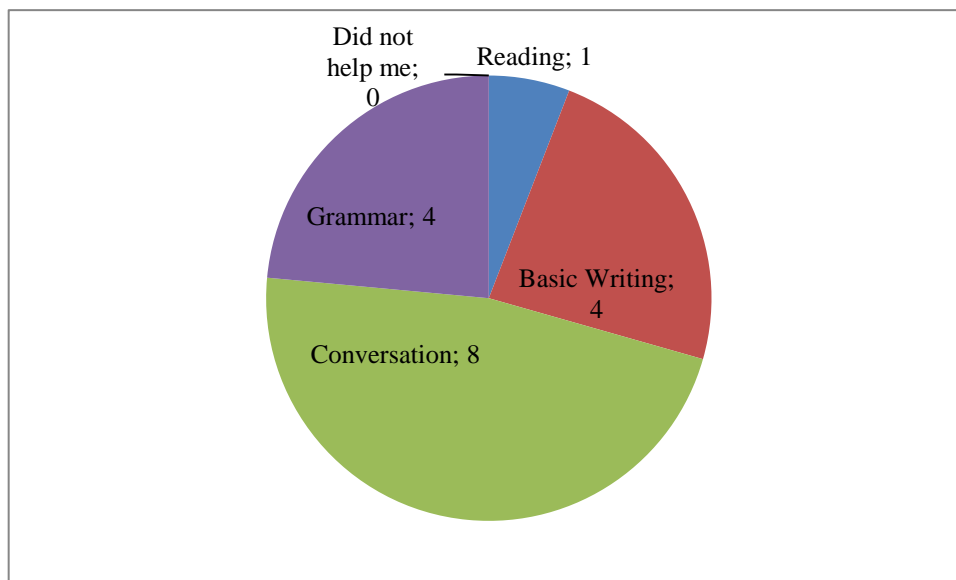


practice when few people joined in the video-conferencing sessions. It is clear that students prefer a small group because they have more time to practice the speaking skill.

Question 10

Video-conferencing helped me more in the following subject:

Reading	1	Conversation	8
Basic Writing	4	Grammar	4
Did not help me	0		



Graph 30: Student Survey

Results and Interpretation

47% of study participants reported that video-conferencing helped them in the subject of Conversation I. 24% of study participants reported that video-



conferencing helped them in the subject of Communicative Grammar. 23% of study participants reported that video-conferencing helped them in the subject of Basic Writing. 6% of study participants reported that video-conferencing helped them in the subject of Reading Comprehension I, and 0% of study participants reported that video-conferencing did not help them at all.

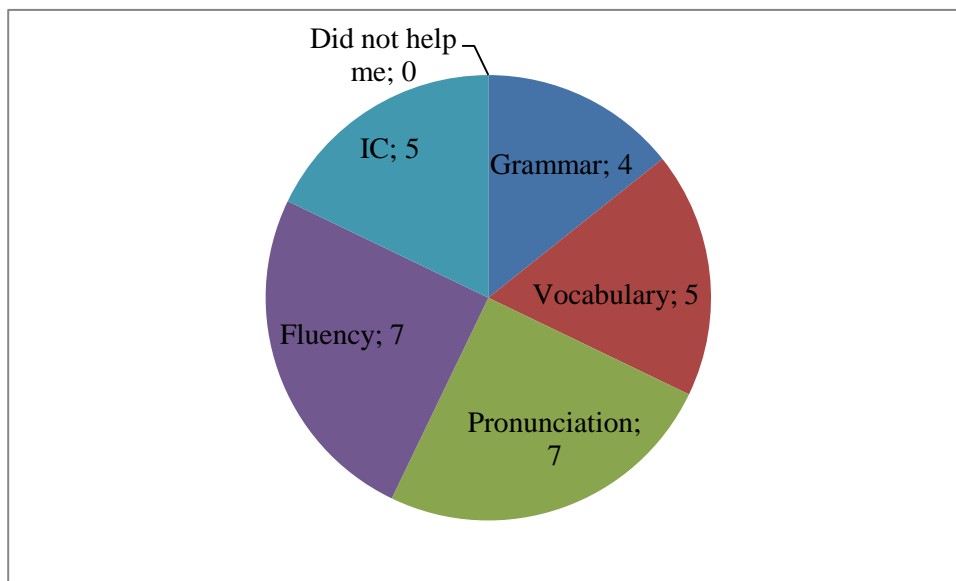
Study participants reported that video-conferencing was more helpful for Conversation I. This research project intended to supplement Conversation I with some video-conferencing sessions. Study participants confirmed this intention.

It is important to notice that not only Conversation I was being supplemented. According to study participants, it was also helpful for Basic Writing, Communicative Grammar I and Reading Comprehension I.

Question 11

Video-conferencing helped me develop more:

Grammar	4	Fluency	7
Vocabulary	5	Interactive Communication (IC)	5
Pronunciation	7	Did not help me	0



Graph 31: Student Survey



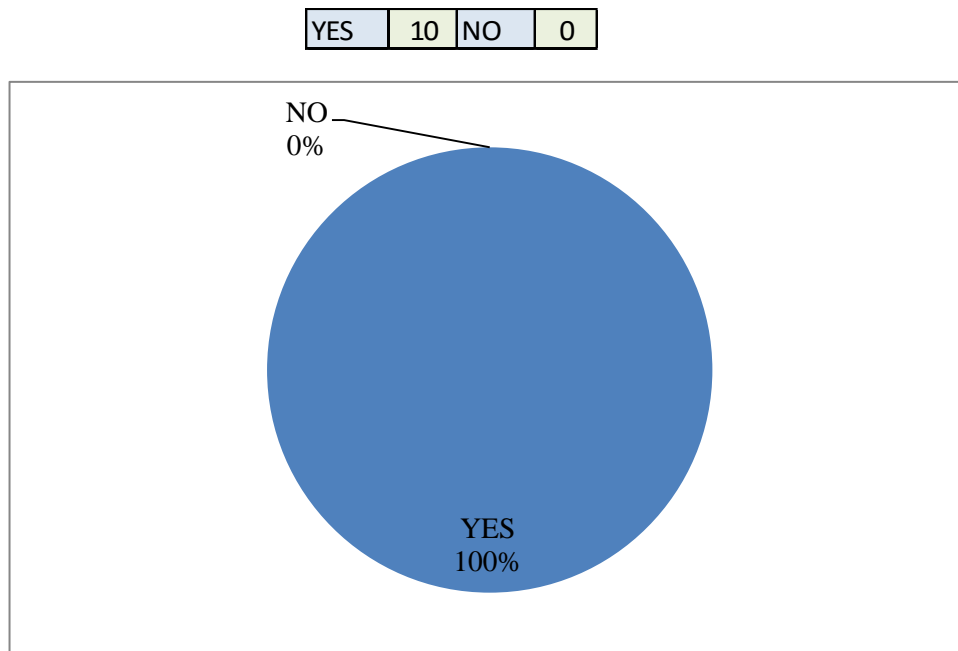
Results and Interpretation:

25% of study participants reported that video-conferencing helped them to develop pronunciation and fluency. 18% of study participants reported that videoconferencing helped them to develop vocabulary and interactive communication. 14% of study participants reported that video-conferencing helped them to develop grammar, and 0% of study participants reported that videoconferencing did not help them to develop anything.

It can be said that the video-conferencing sessions did have a positive impact on study participants' speaking skill.

Question 12

I would like to participate in courses that use video-conferencing to practice and develop my English skills in the future.



Graph 32: Student Survey



Results and Interpretation:

100% of study participants reported that they would like to participate in courses that use video-conferencing to practice and develop their English skills in the future.

It can be seen a strong interest from part of study participants to be part of another research project that includes video-conferencing to develop their English skills.

OPEN-ENDED QUESTIONS

Question 1

Taking into account that the total number of video-conferencing sessions was 30, I did not attend some of them or I stopped attending because:

Coding:

Blue= Technological problems

Green= Homework

Orange= Lack of energy

Red= Jobs

The results were the following: participant 1 said that **the link to the video-conferencing sessions arrived too late to participate**. Participant 2 reported that he/she had to travel and **they had too much homework**. Participant 3 said that **the computer stop functioning**. On the other hand, participant 4 and participant 5 said **that they work in the afternoons and in the evenings**. Participant 6 and participant 7 had classes in the evenings. Participant 7 reported **to be too tired after the evening classes to participate**. Participant 8, participant 9 and participant 10 said that **they**



had a lot of homework and they did not have internet at home. Participant 9 and 10 also had health problems and they felt tired after classes.

Question 2

Why did you not attend the video-conferencing sessions?

From the 11 participants who attended, there were 6 participants who did not attend any of the video-conferencing sessions. From the 6 participants, there were 3 who took the survey. The other 3 did not attend classes that day.

The results were the following: participant 1 said that the router was broken and he could not attend the video-conferencing sessions. Participant 2 had to go to a cyber every day, and he could not join in the video-conferencing. Participant 2 had to watch the live event on YouTube. Participant 3 had to work in the afternoons and in the evenings.

Comments / Testimonial:

The following comments and testimonials from study participants were obtained. Participant 1 said that it is needed more activities that involve the use of more complex structures at the time of speaking.

Participant 2 liked the activities that involved real life situations because they could put into practice real English.

Participant 3 said that he learned a lot in the few classes he attended, and it was an excellent course.

Participant 4 would like this kind of projects to happen every semester because this has improved his conversation skills and listening skills. This participant was very grateful to have been part of this.

Participant 5 suggested that the schedule should be changed so it becomes more accessible. The same participant said that the classes were interesting and helped him to establish conversations and interact in a spontaneous way.

Participant 6 said that the classes and activities were very entertaining, and it



was an excellent environment to work and learn taking into account that he is beginning to learn this language.

Participant 7 said that the video-conferencing sessions were really great due to the fact that it was a new way of practicing and learning English. It helped me a lot and it was very fun. He could increase his vocabulary, grammar. This participant could improve his pronunciation and fluency.

Participant 8 said that the video-conferencing sessions were really fun because there were few people, and they could understand the explanations. In addition, that participant learned a lot of idioms and how to organize his ideas before talking. The same participant said that the most interesting part was to do the activities at the end of the sessions because they could take the role of someone, and they could invent good and fun stories. They could see really interesting pictures and videos.

Participant 9 said to be thankful in the way the online teacher led the classes because he was always open to receive suggestions, and he is not a behaviorist teacher.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

7.1 Conclusions

The following conclusions can be made taking into account the data that were analyzed:

First, video-conferencing sessions with TBL activities had a positive effect on the study participants' speaking skill. It was shown that video-conferencing had a major influence on the development of the speaking sub-skill of fluency. It is followed by grammar, vocabulary, and pronunciation. The improvements of these sub-skills were supported by the in-depth analysis of the recordings from the pre-test and the post-test. Interactive communication showed an improvement due to the increase of words and time in the post-test in comparison with the pre-test.

Second, study participants' speaking skill overall performance showed a statistically significant change in the speaking skill with a Wilcoxon Signed Rank Test ($Z=-2.032$, $p=0,042$). Thus, there is enough statistical evidence to support the alternative hypothesis. The null hypothesis is not statistically supported.

Null Hypothesis: The study participants' speaking skill does not show improvements after taking video-conferencing sessions, existing no difference between the scores from the pre-test and the post-test.

$$H_0: x_1 = x_2.$$

Alternative Hypothesis: The study participants' speaking skill shows an improvement after taking video-conferencing sessions, existing a positive difference between the scores from the pre-test and the post-test.

$$H_1: x_1 \neq x_2.$$

$$\alpha = 0.05$$

Third, the attendance rate analysis showed that the 9 pm video-conferencing sessions were the most popular to practice the English speaking skill. The second



favorite was at 7 pm, and the least favorite was at 4 pm. This analysis also showed that a preferable day to practice the English speaking skill was on Thursday. It is followed by Tuesday, Wednesday, and Monday. The least preferable day to do a video-conferencing session was on Friday.

Fourth, the survey applied to study participants provided their points of view of the course. From the information provided, study participants said that video-conferencing sessions did help them enhance their speaking skill. Study participants also indicated their interest to keep practicing the speaking skill through video-conferencing sessions. It showed that video-conferencing helped them in their undergraduate courses, such as Conversation I, Reading Comprehension I, Basic Writing I and Communicative Grammar I. This means that the overall experience of study participants was a positive one for their speaking skill development.

Fifth, the survey also brought to light some problems study participants experienced; the below-mentioned problems prevented the participants from having an active participation in the video-conferencing sessions. The first reason was due to technological difficulties such as not having internet at home or their computers were broken. The second reason was due to job responsibilities. Some study participants had jobs in the afternoons and evenings. This did not allow them to participate at the given hours (4 pm, 7 pm or 9 pm). The third reason was due to tiredness, and they had a lot of homework to do. The final reason (not very common) was due to travel arrangements.



7.2 Recommendations

The following recommendations can be made for future research studies that attempt to use Blended-Learning within a video-conferencing and TBL learning environment as a way to facilitate the development of the speaking skill.

First, the blended-learning model applied was A La Carte Model. In addition to this model, it is crucial to implement the other models to discover their influence in the development of the speaking skill, such as the station rotation model, lab rotation model, flipped classroom, individual rotation model, flex model and the enriched virtual model.

Second, the language teaching method used in this project was TBL. It is pivotal to keep searching for other language methods that can be efficiently used with video-conferencing such as *Content-Based Instruction* (CBI) and *Communicative Language Teaching* (CLT). TBL proved to be a good method to be used along with video-conferencing (Google Hangouts) to improve the speaking skill.

Third, it is fundamental to keep improving the symbols used to analyze the transcripts from the pre-test and the post-test. A special emphasis should be given to the sub-skill of interactive communication. It was not found in the operationalization a proper way of analyzing this sub-skill.

Fourth, Google hangouts proved to be an effective video-conferencing app. It was easy to use, and study participants worked effectively. For the years to come, it is possible that a new video-conferencing app surpasses Google Hangouts in its efficiency. Therefore, it is important to keep updated in that sense.

Fifth, this project offered 30 video-conferencing sessions to study participants. That amount proved to be effective to produce a positive change in the speaking skill. It is necessary to find out if by offering more than 30 video-conferencing sessions, the improvement of study subjects' speaking skill will be higher.



Sixth, what schedule can be the most feasible for the afternoon students to participate in future video-conferencing sessions? For the morning section, it was shown it was 9 pm, but other schedules should be tested to see what data are obtained.

Seventh, video-conferencing was effective towards the development of the speaking skill. What would happen if it is used to develop other language skills, such as the writing skill, reading skill, and listening skill? Would it be effective? In this regard, further research is needed.

Eight, video-conferencing should not be used only to develop the English skills. It is also important to investigate what would happen if it is used to support the teaching-learning process of other undergraduate courses, such as *The History of the United States*, *Communicative Grammar*, or *Syntax*. Can students take advantage to learn even more from online courses like these ones? What would be the consequences? In this regard, further research is needed.

Ninth, students' motivation should be considered. It was the case of this research project that did not have the support needed to provide to study participants with certificates to keep them motivated. Therefore, there was no extrinsic motivation from the part of study participants to engage in this project. The only benefit was an online course to obtain additional practice on their speaking skill.



Works Cited

- Bañados, Emerita. *A Blended-Learning Pedagogical Model for Teaching and Learning EFL Successfully Through an Online Interactive Multimedia Environment*. CALICO Journal. 2006. [PDF file] 14 August 2015.
<http://www.equinoxpub.com/journals/index.php/CALICO/article/viewFile/23157/19162>
- Borges, Federico. *The role of the Online Learner: Onsite Students Becoming Online Learners*. Universitat Oberta de Catalunya. Girona. June 2008. [PDF file]. 02 February 2015.
- Christensen, C. M., Horn, M. B., and Staker, H. *Is K-12 Blended Learning Disruptive? An introduction of the theory of hybrids*. 2013 San Francisco, CA. [PDF file]. 24 April 2015. <http://www.christenseninstitute.org/wp-content/uploads/2013/05/Is-K-12-Blended-Learning-Disruptive.pdf>.
- Cummins, J. *BICS and CALP: Empirical and theoretical status of the distinction*. New York, NY: Springer. 2008. [PDF file]. 15 January 2015.
<http://daphne.palomar.edu/lchen/cumminsbicscalpspringer2007.pdf>
- Driscoll, M. *Blended Learning: Let's get beyond the hype*, IBM Global Services.[PDF file]. 06 April 2015. https://www-07.ibm.com/services/pdf/blended_learning.pdf
- Dron, Jon and Terry Anderson. *Teaching Crowds*. Alberta: AU Press, Athabasca University. 2014. [PDF file]. 6 January 2015.
www.aupress.ca/books/120235/ebook/99Z_Dron_Anderson-Teaching_Crowds.pdf
- Dooly, Melinda. *Tellcollaborative Language Learning: A guidebook to moderating intercultural collaboration online*. Constructing Knowledge Together.2008. [PDF file]. 9 January 2015.
<http://pagines.uab.cat/melindadooly/sites/pagines.uab.cat.melindadooly/files/Chpt1.pdf>
- Ellis, R. *Task-based Language Learning and Teaching*. Oxford: Oxford University Press. 3 April 2003. Google Books. 2 February 2015.
http://books.google.com.ec/books?id=coO0bxnBeRgC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false
- Espinoza, Isabel. *The Influence of Blended Learning Activities in Academic Performance in the Learning of English as a Foreign Language*, Language Department, University of Cuenca. University of Cuenca. 2011. [PDF file] 20 May 2015.



- Ferriman, Justin. *20 Most Popular Learning Management Systems*. Learn Dash 20 January 2013. [Web]. 01 June 2015. <http://www.learndash.com/20-most-popular-learning-management-systems-infographic/>
- Garrison, Randy and Heather Kanuka. *Blended learning: Uncovering its transformative potential in higher education*. Calgary: Elsevier. The internet and higher education. 2003. [PDF file]. 1 March 2015. cecs.anu.edu.au/files/flu_presentation/blended_learning/data/resources/Garrison_2004_The-Internet-and-Higher-Education.pdf
- GDC Team, *Student Engagement with Blended Learning: 9 Unique Ideas*. Global Digital Citizen Foundation. 26 May, 2015. [Web]. 15 August 2015. <http://globaldigitalcitizen.org/student-engagement-with-blended-learning-9-unique-ideas>
- Graham, Charles. *Handbook of blended learning*. Global Perspectives. 2006. [PDF file] 4 April 2015. http://mypage.iu.edu/~cjbokn/graham_intro.pdf
- Grgurovic, Maja, *Blended Learning in an ESL Class: A Case Study*. CALICO Journal 2011. [PDF file] 4 January 2015. <http://www.u.arizona.edu/~mpolat/articles/article1.pdf>
- Henrich, Andreas and Ute Schmid. *Information Management for Digital Learners*. Bamberg: University of Bamberg Press. 2014. Google Books, 2014. Web. 14 January 2015.
- Hilton, Heather. *Annotation and Analyses of Temporal Aspects of Spoken Fluency*. CALICO Journal. 2009. [PDF file] 14 April 2015. file:///C:/Users/Usuario/Desktop/rubrics/hilton_CALICO_2009.pdf
- Horn, Michael. *Michael B. Horn Testimony*. 2015. [PDF file] 2 September 2015 <https://www.help.senate.gov/imo/media/doc/Horn4.pdf>
- Hrastinski, Stefan. *A study of asynchronous and synchronous e-learning methods discovered that each supports different purposes*. Educause Quarterly. 2008. 7 February 2015. <https://net.educause.edu/ir/library/pdf/EQM0848.pdf>
- Hung, Viet. *Review of Notion and Framework of Task-Based Language Teaching*. Vol.2 Hanoi: International Journal of English Language and Linguistics Research. 2014. [PDF file] 9 February 2015. www.eajournals.org/wp-content/uploads/Review-of-Notion-and-Framework-of-Task-Based-Language-Teaching.pdf
- Hussain, Fehmida. *E-learning 3.0=e-learning 2.0 + web3.0?* Dubai: Journal of Research & Method in Education. 2013. [PDF file]. 2 February 2015. www.iosrjournals.org/iosr-jrme/papers/Vol-3%20Issue-3/H0333947.pdf?id=7373



- Jara, Jean-Paul. *The Effect of Moodle in the Learning Process of Business English at an Intermediate Level at Universidad del Pacífico*. University of Cuenca. 2014. [PDF file] 20 May 2015.
<http://dspace.ucuenca.edu.ec/bitstream/123456789/20784/1/Thesis.pdf>
- Johns Hopkins University School of Education. *Synchronous vs. Asynchronous Distance Learning Activities*. Center for Technology in Education. 2010. [PDF file]. 3 February 2015.
<http://olms1.cte.jhu.edu/olms/data/resource/7643/Synchronous%20vs%20Asynchronous%20Learning%20Activities.pdf>
- Kerrres, M and C.de Witt, *A Didactical Framework for design of blended learning arrangements*. Journal of Educational Media. 2003. [PDF file]. 15 August 2015.
http://mediendidaktik.uni-due.de/sites/default/files/Draft-JEM-BL_0.pdf
- Koehler, Matthew & Punya Mishra & William Cain. *What is Technological Pedagogical Content Knowledge (TPACK)?* Michigan State University: Journal of Education. 2013. [PDF file]. 1 February 2015.
www.bu.edu/journalofeducation/files/2014/02/BUJoE.193.3.Koehleretal.pdf
- Kundi, G.M and A.Nawaz. *From e-Learning 1.0 to e-Learning 2.0: Threats and Opportunities for Higher Education Institutions in the Developing Countries*. European Journal of Sustainable Development. 2014. [PDF file]. 01 June 2015. <http://www.ecsdev.org/images/V3N1/kundi%20145-160.pdf>
- Kumar, Ajith. *Quality Enhancement of Open and Distance Teacher Education through E-learning 2.0*. New Delhi: Chit Kara University. 2014. [PDF file]. 10 February 2015.
http://iie.chitkara.edu.in/pdf/papers/mar_2014/01_IIE_Ajith.pdf
- Kirgoz, Yasemin. *A Blended Learning Study on Implementing Video Recorded Speaking Tasks in Task-Based Classroom Instruction*. The Turkish Online Journal of Educational Technology. 2011. [PDF file] 21 May 2015.
<http://www.tojet.net/articles/v10i4/1041.pdf>
- Kybartaitė, Asta. *Review of e-teaching/e-learning Practices and Technologies*. European Virtual Campus for Biomedical Engineering. 2007. [PDF file]. 21 May 2015.
<http://evicab.aalto.fi/outcomes/delivera/wp4revie.pdf>
- Laerd Statistics. *Wilcoxon Signed-Rank Test using SPSS Statistics*. [Web] 14 October 2015. <https://statistics.laerd.com/spss-tutorials/wilcoxon-signed-rank-test-using-spss-statistics.php>
- Larsen-Freeman, Diane and Marti Anderson, *Techniques and Principles in Language Teaching*. Oxford University Press. 2011. Print.
- Lee, Adrian. *Virtually Vygotsky: Using Technology to Scaffold Student Learning*. National University of Singapore: Technology in Pedagogy. 2014. [PDF file]. 15 January 2015.



www.cdtl.nus.edu.sg/technology-in-pedagogy/articles/Technology-in-20.pdf Pedagogy-

Lee, Lina. *Fostering Second Language Oral Communication through Constructivist Interaction in Desktop Videoconferencing*. 2007., Foreign Language Annuals. Web. 05 July 2014.

Leon, Veronica. *The Effect of Moodle in the Learning Process of the Reading Comprehension Subject, School of English Language and Literature, University of Cuenca*. University of Cuenca. 2014. [PDF file]. 2 February 2015.

Lowry, Richard. *The Wilcoxon Signed- Rank Test*. 2012. [Web] 1 September 2015. <http://vassarstats.net/textbook/ch12a.html>

Marsh, Debra. *Blended Learning: Creating Learning Opportunities for Language Learners*. New York: Cambridge University Press. 2012. [PDF file]. 1 March 2015. www.cambridge.org/other_files/downloads/esl/booklets/Blended-Learning-Combined.pdf

Motterm, Gary. *Innovations in Learning Technologies for English Language Teaching*. British Council. 2013. [PDF file] 21 May 2015. https://www.teachingenglish.org.uk/sites/teacheng/files/C607%20Information%20and%20Communication_WEB%20ONLY_FINAL.pdf

Naidu, Som. *E-Learning: A Guidebook of Principles, Procedures and Practices*. Commonwealth Melbourne: Educational Media Center for Asia. 2006. [PDF file]. 25 January 2015. www.col.org/publicationdocuments/pub_e-learning_guidebook.pdf

Oliver, Martin. *Against the term 'blended learning.'* London Knowledge Lab, Institute of Education. [Doc file]. 14 August 2015 https://www.google.com.ec/?gfe_rd=cr&ei=BpjjVezwOlqM-gXE8oDgDQ#safe=off&q=against+the+term+blended+learning+oliver+martin

Ortega, Diego. *Communicative Language Teaching Methods: CLT and TBLT*. Kansas State University. 2014.

Pacheco, Guillermo. *B-Learning: Its Influence in a Communicative Approach EFL Classroom, Language Department, University of Cuenca*. University of Cuenca. 2011. [PDF file]. 2 February 2015.

Pandiya. *Rubrics on Scoring English Tests for Four Language Skills*. Ragam Journal Pengembangan Humaniora 2013. [PDF file]. 21 May 2015. http://www.polines.ac.id/ragam/index_files/jurnalragam/ppr5%20apr13.pdf



- Penn State University. *The Basics of Rubrics*. Schreyer Institute for Teaching Excellence. 2007. [PDF file]. 17 February 2015. www.schreyerinstitute.psu.edu/pdf/rubricbasics.pdf
- Rabbitt, Beth and Kathryn Kennedy. *Blended Learning Teacher Competency Framework*. iNACOL 2014. [PDF file] 21 May 2015. <http://www.inacol.org/resource/inacol-blended-learning-teacher-competency-framework/>
- Rubens, Neil et al. *E-learning 3.0: anyone, anywhere, anytime, and AI*. International Workshop on Social and Personal Computing for Web-Supported Learning Communities, 2011. [PDF file] 16 February 2015. [Activeintelligence.org/wp-content/papercite-data/pdf/elearning-30-rubens-spel-2011--preprint.pdf](http://activeintelligence.org/wp-content/papercite-data/pdf/elearning-30-rubens-spel-2011--preprint.pdf)
- Shehadeh, Ali and Christine Coombe. *Introduction: From Theory to Practice in Task-Based Learning*. [PDF file] 11 May 2015. http://www.tesol.org/docs/default-source/books/bk_cp_applicationstask-based_5684.pdf?sfvrsn=4
- Staker, Heather and Michael B. Horn. *Classifying K-12 Blended Learning*. Innosight Institute. 2012. [PDF file]. 10 March 2015. www.christenseninstitute.org/wp-content/uploads/2013/04/Classifying-K-12-blended-learning.pdf
- Sharples, Mike et al. *Innovating Pedagogy 2013: Exploring new forms of teaching, learning and assessment, to guide educators and policy makers*. The Open University: Institute of Educational Technology. 2013. [PDF file] 02 November 2014. www.open.ac.uk/personalpages/mike.sharples/Reports/Innovating_Pedagog_report_2013.pdf
- T. Husen & T. N. Postlethwaite, (eds.) *Constructivism in Education*. The International Encyclopedia of Education, Supplement Oxford/New York: Pergamon Press. 1989. [PDF file] 5 January 2015. www.univie.ac.at/constructivism/EvG/papers/114.pdf
- Tomlinson, Brian and Claire Whittaker. *Blended Learning in English Language Teaching: Course Design and Implementation*. British Council 2013. [PDF file] 21 May 2015. http://englishagenda.britishcouncil.org/sites/ec/files/D057_Blended%20learning_FINAL_WEB%20ONLY_v2.pdf
- Valiathan, Purnima. *Blended Learning Models*. Learning Circuits ASTD's Source for E-learning. 2002. [PDF file] 15 August 2015. <http://purnima-valiathan.com/readings/Blended-Learning-Models-2002-ASTD.pdf>
- Vasconez, Pilar del Rocio, *Task-Based Language Learning: Using Debates to Enhance Speaking Abilities of Intermediate High School Students in the EFL Classroom*. University of Cuenca, 2015. [PDF file] 15 September 2015.



Vygotsky, Lev. *Interaction between Learning and Development*. New York: Scientific American Books. 1978.
http://www.colorado.edu/physics/phys4810/phys4810_fa08/4810_readings/vygot_chap6.pdf

Willis, Jane. *A Framework for Task-based Learning*. 1998. [PDF file] 3 January 2015.
www.ihtmadrtraining.com/allaboutdelta/etparticles/Willis_tbl.pdf



Appendices



PRE-TEST AND POST-TEST QUESTIONS



Appendix A

About the pre-test and the post-test questions

Some questions will be administered to the study participants in this b-learning course in order to gather information from the participants' speaking skill before and after the treatment. Participants will be developing those topics with thirty video-conferencing sessions applying TBL. The participants' speaking skill will be recorded during the tests. The rubrics will measure the participants' speaking skill (Pronunciation, Grammar, Vocabulary, Fluency and Interactive Communication) taking into account an in-depth analysis.

SKILLS

- Introducing yourself and others.
- Asking for and giving personal information.
- Describing personal appearance and personality characteristics.
- Talking about hobbies.
- Talking about families and describing a good friend.
- Talking about shopping habits.
- Describing past trips and things to take on a trip.
- Talking about food and traditional meals, unusual foods.
- Talking movies and TV shows.
- Giving advice.
- Asking for and giving directions.
- Sharing childhood memories and talking about games.
- Talking about hopes and dreams.
- Making predictions.



Materials

A map

Flashcards

A worksheet

Test method: Oral

Before applying the test:

Teacher: Greets the participant. The teacher introduces himself or herself to the participant. The teacher explains to the participant that he or she will be asked some questions to measure their speaking skill. There will be 13 questions. The teacher explains to the participant each question on the go.

-Participants' answers will be recorded for further analysis.

-Teachers cannot help participants with vocabulary.

- If the participant does not know how to answer the question, then the teacher has to continue with the next question.

-If the participant while speaking gets stuck for a few seconds, the teacher asks if the participant wants to continue with another question. If the participant says no, then the teacher has to tell the participant to finish answering the question.

-If the participant while answering the question asks for help with vocabulary or "How do you say " ____ " in English." The teacher cannot help the participant. The teacher has to tell the participant to skip the word and keep answering the question.



University of Cuenca
Research Project
English School
Test

Teacher's name: _____

Date: _____

Questions

Question 1

This question requires the participant to talk about themselves. The first question to be asked is this: Could you introduce yourself? The participant needs to talk about the following items.

- Name, last name, age, languages.
- Hobbies
- Telephone number
- Address

The teacher has to ask students about the items if students do not talk about it.

Question 2

This question requires the participant to ask for specific information. The teacher will be the interviewee, and the participant will be the interviewer. The participants will receive a list of words to remind them what to ask for. The teacher explains the context and asks if the activity is clear.

Context: You are asked to interview a teacher you don't know anything about. You are going to ask the following things. Proceed with the interview.

Question 3



Participants are required to describe the physical appearance of a famous person. There would be 5 possibilities. Those famous people will be shown in flashcards. The participant has to choose one flashcard without seeing it. Once they have the flashcard. The teacher asks the following question:

How does the famous person in the picture look like? Describe the physical appearance.

Question 4

Participants are required to talk about their family members. The participant will have to describe his or her own personality.

Tell us about your family?

(How many brothers, sisters, aunts, uncles and cousin do you have? How old is your father, mother? What do they do for a living?)

Describe your own personality.

Question 5

Participants are required to talk about their shopping habits. Where do they go for shopping? What kind of items do they like to buy? Teacher asks the following:

How often do you go shopping? Where do you go shopping? What do you like to shop for? Tell us any experience you had while shopping.

Question 6

Participants are required to describe their last vacation trip. Teacher asks the following:

Tell us about your last vacation trip. Where did you go? Who did you go with? What did you do? What things did you buy?

Question 7

Participants are required to talk about eating out. They have to explain what they like to eat and what Ecuadorian dish they like as well. The teacher asks the following:



What do you like to eat when you go out? What traditional Ecuadorian dishes do you like to eat?

Question 8

Participants are required to talk about movies. The teacher asks the following:

You are told to buy a DVD movie to watch it later that day with your friends. You buy a movie you know well. Describe the movie. How is it called? What kind of movie is it? What is it about?

Question 9

Participants are required to give some advice. The teacher explains the context and then asks for a piece of advice.

Context:

Sarah has a kid. The kid has been sick for four days. Her mother cannot afford a doctor. She doesn't have a job. She has spent all her money in paying the rent and buying food. She has a brother. He has a job and money, but they had a discussion a month ago so they do not get along very well since then.

What piece of advice would you give her? What does she have to do to get money and take care of her kid to a doctor?

Question 10

Participants are required to give directions. The teacher will have to give students a map. The participant will have to see the map for a few minutes. The teacher asks if the participant is ready. The teacher asks some questions such as the following:

I am new in the city. Please give me directions from the bus station to City Park.

Please give me directions from City Park to City Library.

Please give me directions from City Library to Lake Park.



Question 11

Participants are required to talk about their childhood memories and the games they played. The teacher asks the participants about their childhood. Questions such as the following:

What did you like to play as a child?

When you were a child, what was your dream job?

Would you like to be a child again? Why or why not?

Question 12

Participants are required to talk about their hopes and dreams. The teacher asks the participants about their future. Questions such as the following:

What will your life be like in six years from now?

Question 13

Participants are required to talk about predictions about the future. Questions such as the following:

How do you imagine the world to be like in one hundred years? Will humans live in Mars? Will wild animals go extinct? Will robots dominate the world? Please give us your opinion.

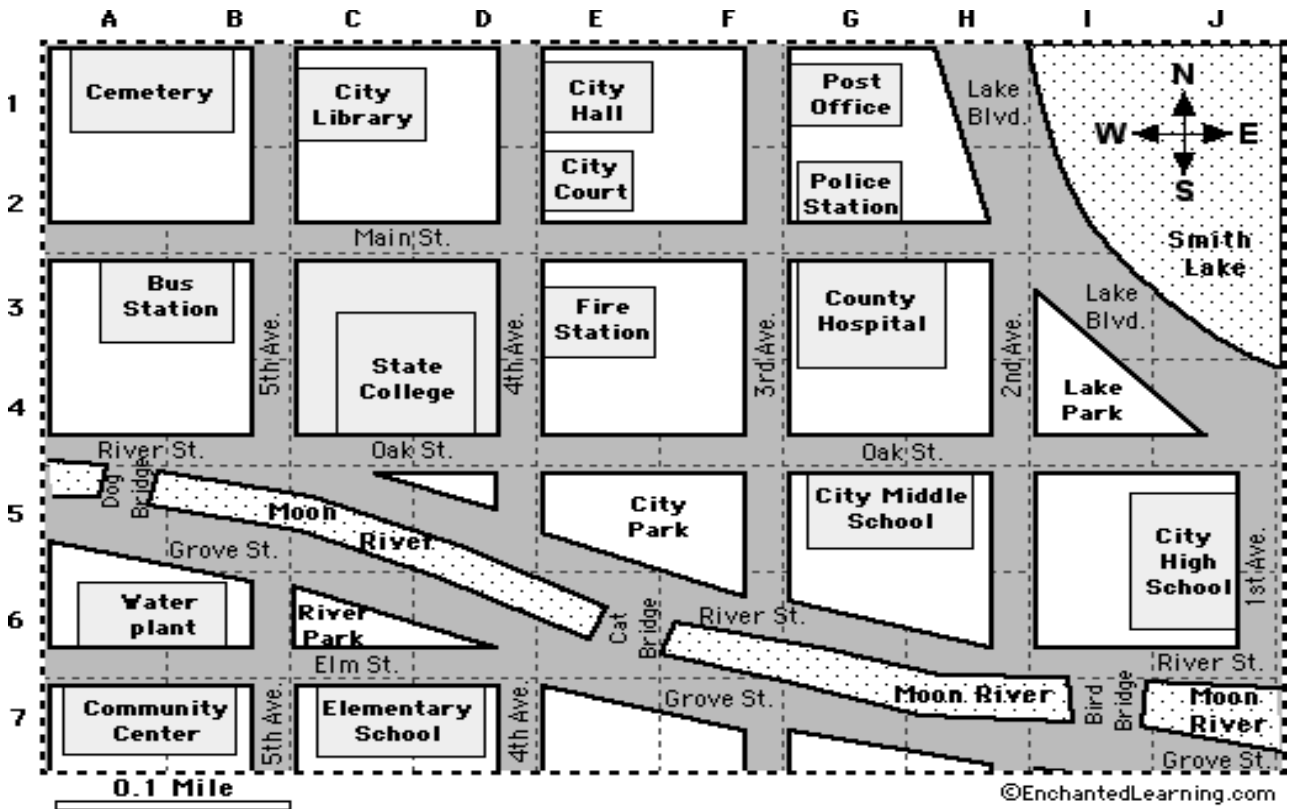
Materials/ Question 2, Question 3 and Question 10

Question 2

First name	Last name	Address	Hobbies
Cellphone number	E-mail address	Job	Birthday
Favorite movie			



Question 10



Question 3





Appendix B

RESEARCH PROJECT SURVEY
BLENDED-LEARNING: VIDEO-CONFERENCING TO SUPPORT
THE DEVELOPMENT OF THE SPEAKING SKILL THROUGH
TASK-BASED LEARNING ACTIVITIES.



Video-conferencing helped me improve the English speaking skill.

- I agree I partially agree I disagree I strongly disagree

In the video-conferencing sessions, I could practice more my English complementing it with what I practiced and learned in the classroom at the University of Cuenca.

-
- I agree I partially agree I disagree I strongly disagree

In the video-conferencing sessions, I spoke freely without worrying about making mistakes.

-
- I agree I partially agree I disagree I strongly disagree

Video-conferencing showed me the limits of my English.

-
- I agree I partially agree I disagree I strongly disagree

The methodology and activities carried out in the video-conferencing sessions facilitated the English speaking practice.

-
- I agree I partially agree I disagree I strongly disagree



Video-conferencing sessions helped me in the expositions, group work and homework that I did in the classroom at the University of Cuenca.

- I agree I partially agree I disagree I strongly disagree

The pdf formats received were helpful at the time of practicing my speaking in the video-conferencing sessions.

- I agree I partially agree I disagree I strongly disagree

I would like to keep receiving the video-conferencing sessions.

- I agree I partially agree I disagree I strongly disagree

I prefer receiving video-conferencing with:

- Individually A small group In pairs A big group

Video-conferencing helped me more in the following subject:

- Reading Conversation Basic Writing Grammar
 Did not help me

Video-conferencing helped me develop more:

- Grammar Pronunciation Vocabulary Fluency
 Interactive Communication

I would like to participate in courses that use video-conferencing to practice and develop my English skills in the future.

- YES NO



Taking into account that the total number of video-conferencing sessions was 30, I did not attend some of them or I stopped attending because:

- It was boring
- It did not help me whatsoever
- Lack of motivation
- I had a lot of homework
- I do not have internet at home
- I work in the afternoons and evenings
- Tiredness
- Health problems

Others:

Why did you not attend the video-conferencing sessions?

- I live far away and I do not have internet at home
- I did not understand how to attend the video-conferencing sessions
- I work in the afternoons and evenings
- I live nearby but I do not have internet at home
- The schedule did not allow me

Others:

Comments / Testimonial:



SPEAKING PRACTICE

TOPICS AND DATES

Hangout #1: Who's your crush? Friday, May 29

Hangout #2: All Kinds of People
Monday, June 1

Hangout #3: All Kinds of People part 2
Tuesday, June 2

Hangout #4: Free Time
Wednesday, June 3

Hangout #5: Sports
Thursday, June 4

Hangout #6: Family and Friends
Friday, June 5

Hangout #7: Money
Monday, June 8

Hangout #8: Saving and Spending
Tuesday, June 9

Hangout #9: Travel and Tourism
Wednesday, June 10

Hangout #10: Travel and Tourism part 2
Thursday, June 11

Hangout #11: Food and Drinks
Friday, June 12

Hangout #12: Traditional meals
Monday, June 15

Hangout #13: Movies and TV shows
Tuesday, June 16

Hangout #14: Being Healthy
Wednesday, June 17

Hangout #15: Sleepy! Thursday,
June 18

Hangout #16: Self-improvement
Friday, June 19

Hangout #17: Giving advice
Monday, June 22

Hangout #18: In the city
Tuesday, June 23

Hangout #19: The perfect city
Wednesday, June 24

Hangout #20: Planning a trip
Thursday, June 25

Hangout #21: Celebrating holydays! Friday, June 26

Hangout #22: Customs around the world
Monday, June 29

Hangout #23: Christmas
Tuesday, June 30

Hangout #24: Celebrities
Wednesday, July 1

Hangout #25: Home, sweet home
Thursday, July 2

Hangout #26: Designing your house
Friday, July 3



Hangout #27: Then, and Now
Monday, July 6

Hangout #28: Fads
Tuesday, July 7

Hangout #29: The Future
Wednesday, July 8

Hangout #30: Designing the perfect city
Thursday, July 9



Appendix C

LESSON PLANS

30 lesson plans and 30 PDF files were designed for the 30 video-conferencing sessions. In this section, it is shown 10 lesson plans and 10 PDF files.



Hangout #1

Online Tutor: Santiago Uzhca

Language Skill: Speaking

Topic: Who's your crush?

Learning Outcomes:

At the end of the video-conferencing session, students will be able to introduce themselves.

At the end of the video-conferencing session, students will be able to ask for information and give information about them.

Pre-task

Students see some pictures of common places where people can make new friends. Students are asked for places they go to make friends or just to meet new people.

Students share their personal experiences on what to ask when you meet new people or what to talk about.

Teacher writes those ideas in a Power Point slide so everyone can see it.

Task

Students work on some questions to ask a very famous person they always wanted to meet. How would they introduce themselves and what would they ask?

Planning

Students work on their task in groups. They plan their questions and how they would introduce themselves to the famous actor/ actress. Teacher monitors how students are working on Google drive.

Report

Students reveal what their famous actor/ actress is.

Students will show us the picture of their famous person. Students will have to ask questions and the way they'd introduce themselves. The other group listens to the questions and then it's their turn to do the same, revealing another famous character.



Post-task

Language Focus

Analysis

Teacher shows students some incorrect sentences they wrote during the elaboration of the questions and how'd you introduce yourself.

Students discuss why it is wrong and how it should be written.

Students will do some exercises on some websites to call on the attention to some aspects of the language (Simple present and present of be).

Practice

Students practice new phrases and words with sentence starters. Students are asked to speak using their own examples with the new phrases and words.

WEBSITE:

<https://www.ego4u.com/en/cram-up/grammar/simple-present/form/exercises?04>

Materials:

Google drive (Documents)

Power Point

Pictures

Google Hangouts

Chat



DICERE

Video-conferencing #1

What's your crush?

Students practiced some tongue twisters as a warm-up for the speaking practice.

Eenie, meenie, miney, moe,
Catch a tiger by the toe.
If he hollers, let him go.
My mother said to pick
The very best one
And you are not it.

Students discussed places where you can meet new people. The most common place was the university. The worst place to meet people according to students was the church.

Students practiced the following new expression for them: **I have a crush on someone** (When you see a person and your heart starts to race, you become nervous and if you're a shy person you try and avoid them. When you're not with them you always think about them, I've had a crush on someone for ages and it drove me crazy) From Urban Dictionary. Students wrote some questions they would like to ask his/her crush. Students shared their questions with everyone.

Students practiced how they would introduce themselves in a job interview. They invented their information and experience. They showed their creativity. Students showed everyone how they would introduce themselves and what information they would add to get the job.

Students practiced the expression **I like to listen to something**. They didn't omit the preposition **to**. Students practiced giving some examples to make sure they don't forget about it. Students learnt the new expression: **I had a blast! Or I'm having a blast!** That means they had a great time.

Students gave their opinions on the first video-conferencing session.



Hangout #2

Online Tutor: Santiago Uzhca

Language Skill: Speaking

Topic: All kinds of people

Learning Outcomes:

At the end of the video-conferencing session, students will be able to describe personal appearance.

Pre-task

Students are given some pictures of people and a description of their personal appearance. Students have to match each picture with the correct description.

Students practice the vocabulary and add new words to their vocabulary. Students are asked to describe themselves.

Task

Students have to describe a personal appearance of a famous person.

Planning

Students have to plan what famous person will be described and how to describe that person. Teacher monitors how students are working on the task. Teacher asks each student if they need help on the task.

Report

Each student describes the famous person they selected. They tell us his/ her physical appearance. They tell us a little bit about their famous person.



Language Focus

Analysis

Teacher reviews the activity. Teacher shows students some sentences that have been used by students during the videoconferencing session. Students analyze those sentences. They correct them if it is needed.

Practice

Students write phrases and new words.

Students practice by using those new phrases and words.

Students practice completing a conversation using *be* or *have*.

Students practice new words with an activity of hair styles.

WEBSITE:

<http://www.montsemorales.com/vocabulario/Hair.htm>

Materials:

Google drive (Documents)

Power Point

Pictures

Google Hangouts

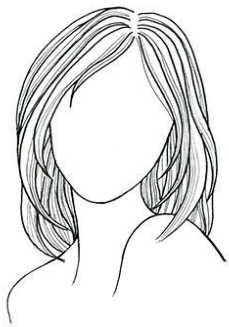
Chat



Video-conferencing #2

All kinds of people

Describing physical appearance



She has straight hair and she has a thin-face.



She has long wavy hair.



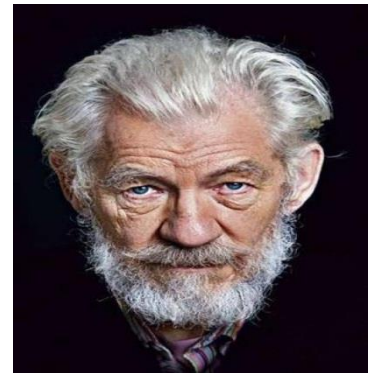
She has long curly hair.



He is bald and is dark-skinned (or he has dark skin).



He has receding hair and some wrinkles.



He used to have black hair but now its gone white and he has a beard and a moustache.

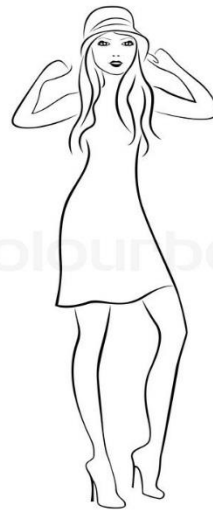
Skin color (complexion) – Vocabulary



Height and Build



A fat person (very negative)
He is an obese person.
He is overweight.
He is chubby.



A slim woman (positive)
A skinny woman (negative)



A stocky person
A muscular person
A well-built person



A rather plump or stout man



Hangout #3

Online Tutor: Santiago Uzhca

Language Skill: Speaking

Topic: All kinds of people part 2

Learning Outcomes:

At the end of the video-conferencing session, students will be able to describe personality characteristics.

Pre-task

Warm-up: Students watch a video on “online introverted and extroverted people.” Students are asked if they describe themselves as being introverted or extroverted people. Students tell about themselves adding some vocabulary describing their personality.

Students see a power point presentation with some positive and negative personality traits. They have to match each positive word with its exact opposite.

Task

Students are told they have to select some personality traits that would be useful to start a long trip to Mars and live there. They have to explain why they’ve chosen those personalities.

Students work on the activity.

Planning

They discuss, decide and plan what those personalities might be.

The teacher asks if there is any question. Teacher monitors the activity.

Report

Students tell the teacher about those personalities’ traits that would help to live in Mars. Each student explains the reasons why that type of personality would be helpful.

Follow-up activity: Students read some idioms. Students infer meaning from context. They learn the meaning of the new idioms. Students try to use them in sentences.



Language Focus

Analysis

Teacher reviews learner mistakes.

Practice

Students practice with some grammar exercises on a web-page.

WEBSITE:

<https://www.youtube.com/watch?v=zW3I922itv0&index=15&list=PLuh-gFAfwjbXgTWVS4DK99RK0FiM9N0Tc>

<http://www.humanmetrics.com/cgi-win/JTypes2.asp>

<http://www.espressoenglish.net/english-idioms-for-personality-character/>

Materials:

Google drive (Documents)

Power Point

Pictures

Google Hangouts

Chat

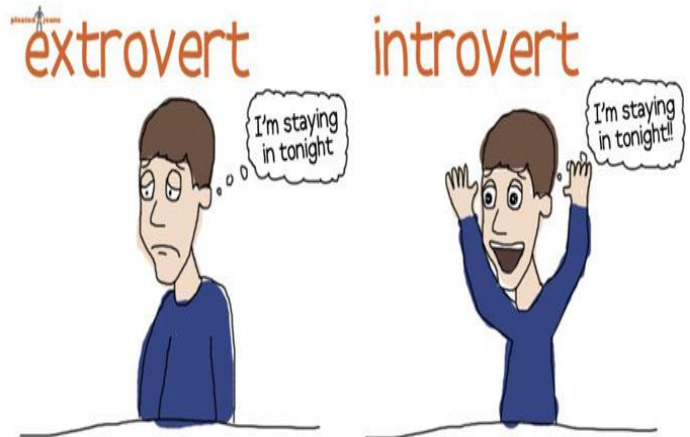


VIDEO-CONFERENCING #3
ALL KINDS OF PEOPLE PART 2
PERSONALITIES TRAITS

Vocabulary

Personality Traits

Introverted- Extroverted
Ambitious - Unmotivated
Generous - Stingy
Hardworking - lazy
Honest - Dishonest
Humble - Bigheaded
Independent - Dependent
Kind - Inconsiderate
Nervous - Calm
Open-minded - Close-minded
Optimistic - Pessimistic
Outgoing - Shy
Punctual - Late
Reliable - Unreliable
Talkative - Quiet



Mars – Do you have the personality to go to Mars?

As NASA focuses considerable effort on a mission to send humans to Mars in the coming decades, psychology researchers are looking at what types of personalities would work the best together on such a long trip. Now, a new study finds that on long-term space missions — such as missions to Mars, which could take as long as three years to complete a round trip — having an extrovert on board could have several disadvantages. For example, extroverts tend to be talkative, but their gregarious nature may make them seem intrusive or demanding of attention in confined and isolated environments over the long term, the researchers say.

Livescience.com



Busybody

A **busybody** is a person who constantly wants to know about or interfere in the details of other people's lives.

E.g. "My aunt is such a **busybody** – she's always asking nosy questions about my love life. I wish she'd mind her own business."

Cheapskate

A cheapskate is a person who hates to spend much money – and spends little money even in cases where more spending is needed.

E.g. "John bought his mother a \$5 gift for her birthday. I can't believe what a **cheapskate** he is!"

Couch potato

A couch potato is a lazy person who spends a lot of time sitting down or lying down, watching TV, playing video games, or doing some other activity that doesn't involve physical activity.

E.g. "Stop being a **couch potato** – turn off the TV and go get some exercise."

Behind the times / A fuddy-duddy



Describing someone as “behind the times” means the person is old-fashioned and has not adopted certain modern customs, beliefs, or behaviors. A more negative word to describe a person who is “stuck in the past” is fuddy-duddy. This word is more of a criticism, whereas “behind the times” is more diplomatic.

E.g. “My dad doesn’t have an e-mail address. He’s a little behind the times.”

Go-getter

A go-getter is a person who is active, energetic, and has the initiative to pursue the things they want.

E.g. “You can’t just wait for opportunities to be handed to you – you need to be more of a go-getter.”

Man of his word / Woman of her word

A “man of his word” or “woman of her word” is a person you can trust because they tell the truth and keep promises.

E.g. “If Gary said he’ll be there at 6:00, you can count on it. He’s a man of his word.”

Social Butterfly

A social butterfly is an extroverted person who loves to socialize. Like a butterfly goes quickly from flower to flower, a “social butterfly” often goes around a room having conversations with many people.

E.g. “I’m more reserved, but my mother is a social butterfly.”



Hangout #4

Online Tutor: Santiago Uzhca

Language Skill: Speaking

Topic: Free Time

Learning Outcomes:

At the end of the video-conferencing session, students will be able to talk about hobbies and describe sport characteristics.

Pre-task

Students watch and listen to some hobbies that well known people do. While watching the video, students write what each person did as a hobby. Students tell their findings.

Task

Students are told they have to choose seven productive hobbies and five hobbies that are not productive at all for a new society.

Planning

Students work on the activity. They discuss, decide and choose the free time activities. Students prepare their activities. Teacher monitors their work (Google drive) and takes some notes on some grammar or pronunciation problems to review it later.

Report

Students share their seven best activities to do and why and the five least productive hobbies. Students give their own opinion on why it is important to spend your time in a productive manner.

Follow-up activity:

Students do a matching activity to guess the meaning of some idioms. Students use the idioms giving some examples of their own.



Language Focus

Analysis

Teacher reviews the activity. Teacher goes on the next activity.

Practice

Teacher shows students the difference between Like doing vs Like to do.

Students practice the use of that grammar point, giving some examples.

Students do an activity on the internet. They have to fill up some blank spaces with the correct word.

WEBSITES:

<https://www.youtube.com/watch?v=t8hvCz3IHjA>

<http://www.perfect-english-grammar.com/gerunds-and-infinitives-exercise-1.html>

Materials:

Google drive (Documents)

Power Point

Pictures

Google Hangouts

Chat

Google



VIDEO-CONFERENCE #4

FREE TIME

Vocabulary

Hobbies

• 50 Most Popular Hobbies

- | | | |
|------------------------|-----------------------|----------------------|
| 1. Reading | 19. Sewing | 36. Working on Cars |
| 2. Watching TV | 20. Golf | 37. Writing |
| 3. Family Time | 21. Church Activities | 38. Boating |
| 4. Going to Movies | 22. Relaxing | 39. Motorcycling |
| 5. Fishing | 23. Playing Music | 40. Animal Care |
| 6. Computer | 24. Housework | 41. Bowling |
| 7. Gardening | 25. Crafts | 42. Painting |
| 8. Renting Movies | 26. Watching Sports | 43. Running |
| 9. Walking | 27. Bicycling | 44. Dancing |
| 10. Exercise | 28. Playing Cards | 45. Horseback Riding |
| 11. Listening to Music | 29. Hiking | 46. Tennis |
| 12. Entertaining | 30. Cooking | 47. Theater |
| 13. Hunting | 31. Eating Out | 48. Billiards |
| 14. Team Sports | 32. Dating Online | 49. Beach |
| 15. Shopping | 33. Swimming | 50. Volunteer Work |
| 16. Traveling | 34. Camping | |
| 17. Sleeping | 35. Skiing | |
| 18. Socializing | | |

Notsoboringlife.com

You are the people selected to design a new society. The task for you is the following: Choose the 7 most productive hobbies for your society. Choose the 5 least productive hobbies for your society.



- **IDIOMS**

I'M OUT OF MY DEPTH

It is not having the knowledge, experience, or skills to deal with a particular subject or situation:

E.g. I was out of my depth in the advanced class, so I moved to the intermediate class.

TREAD WATER

"To tread water" is an idiom, which means doing something/being active without making any progress.

E.g. I think she feels that she's just treading water in that job.

DID YOU CATCH MY DRIFT?

If you understand what I am saying or implying.

E.g. I usually read the first page of a report just to get the drift.

E.g. She said something about going home, but Len didn't get her drift at the time.

- **LANGUAGE FOCUS**

Like doing vs like to do

We use like + gerund (ing form) to talk about general likes:
I like fishing.

We use like + infinitive to talk about more specific likes:
I like to go fishing at the weekend.



Hangout #5

Online Tutor: Santiago Uzhca

Language Skill: Speaking

Topic: Sports

Learning Outcomes:

At the end of the video-conferencing session, students will be able to talk about sports.

Pre-task

Students play the Jeopardy game. They have to read the definition of a sport. They have to guess the sport. Students learn new sports vocabulary such as fencing and tug of war. Students learn the new vocabulary winning and losing points in this interactive game. Students are asked if they would like to practice those games. The games are taken from the winter Olympic Games, summer Olympic Games and some traditional games.

Task

Students are told that they are going to create a new game. They have to write down the rules in the chat box as well as the game description. They work on this activity in a group.

Teacher gives a model of the activity. Teacher gives his own invented game with the rules.

Planning

Students look for the information. They discuss among them. Students start writing the information. Students prepare their answers. Teacher helps if needed. Teacher monitors the activity.

Report

Students share their answers. They explain the invented game and how they came up with that game. Teacher asks some follow-up questions.

Follow-up activity:

Students learn new idioms about sports such as “not up to par” and “go to bat for someone.” Students practice those idioms. They use them in some sentences.



Language Focus

Analysis

Teacher reviews the activity.

Practice

Students have to do exercises from the internet. The focus is Verb-ing. Teacher and students review the answers. Teacher asks students to give one final example using that pattern.

WEBSITES:

<http://www.englishgrammarsecrets.com/ingform/exercise1.html>

<http://www.englishgrammarsecrets.com/ingform/exercise2.html>

Materials:

Google drive (Documents)

Power Point

Pictures

Google Hangouts

Chat



VIDEO-CONFERENCING #5

SPORTS

VOCABULARY

JEOPARDY

Clues for the game

Popular sports category

1. It is a sport played by two teams of five players on a rectangular court. The objective is to shoot a ball through a hoop 18 inches
2. It is a game played by two teams of eleven players with a round ball that may not be touched with the hands or arms during play except by the goalkeepers. The object of the game is to score goals by kicking or heading the ball
3. It's a ball game played between two teams of nine on a field with a diamond-shaped circuit of four bases. It is played chiefly in the US, Canada, Latin America, and East Asia.

Extreme sports category

4. It is an action sport which involves riding and performing tricks using a *skateboard*.
5. It is an extreme sport in which people *jump* from higher ground such as a bridge with an elastic rope tied to their ankles to stop them from hitting the ground.
6. It is a form of underwater *diving* in which a *diver* uses a self-contained underwater breathing apparatus to breathe underwater

Summer Olympic Sports category

7. It's a contest in which two teams pull at opposite ends of a rope until one drags the other over a central line.
8. The sport or skill of shooting with a bow and arrows, especially at a target.
9. The sport of fighting with swords, especially foils, épées, or sabers, according to a set of rules, in order to score points against an opponent.

Winter Olympic Sport category

10. Drivers and crew plummet down a hill on a track, or run, that's full of twists and turns. A wrong move can cause a dramatic crash.



- 11. It is a family of sports in which two teams play against each other by trying to maneuver a ball or a puck into the opponent's goal using a *hockey* stick.
- 12. A light toboggan for one or two people, ridden in a sitting or supine position.

JEOPARDY			
Popular Sports	Extreme Sports	Summer Olympics Sports	Winter Olympics Sports
<u>100</u>	<u>100</u>	<u>100</u>	<u>150</u>
<u>200</u>	<u>200</u>	<u>200</u>	<u>250</u>
<u>300</u>	<u>300</u>	<u>300</u>	<u>350</u>

Participants	Scores

TASK

INVENT A SPORT AND WRITE THE RULES

Example:

THE WHEELBARROW GAME





Rules

1. A team of two can participate. They have to be the same age. They can use any kind of wheelbarrow. They have to wear t-shirts and shorts.
2. In the competition, seven teams can participate at the same time.
3. The competition is 500 meters long.
4. Participants can switch roles during the competition.
5. You can have a team with a man and woman.

IDIOMS

CHIP IN

To help by donating money or time

E.g. The staff members **chipped in** 5 dollars each to buy Jody a birthday gift.

GO TO BAT FOR SOMEONE

To defend someone

E.g. Andy is asking for a salary increase, and I'm going to **go to bat for him** if the boss says no.

TIME OUT

To have a break

E.g. Let's take some **time out** and grab a coffee.

LEARN THE ROPES

To understand new things

E.g. The first week on the job you will just be **learning the ropes**.

NOT UP TO PAR

You are not good enough for a job or position

E.g. I'm afraid your resume **isn't up to par** for the engineering position.



Hangout #6

Online Tutor: Santiago Uzhca

Language Skill: Speaking

Topic: Family and Friends

Learning Outcomes:

At the end of the video-conferencing session, students will be able to describe family members.

Students are introduced to the topic and what they will be able to do at the end of the video-conferencing session.

Warm-up: Each student is asked the following: What is the most important family member?

Students give their opinion about it.

Pre-task

Students are asked to brainstorm some words (family members) such as mother, father, brother etc. Students learn new vocabulary such as siblings, sister-in-law, brother-in-law, great grandfather etc. Students are told to prepare some reasons about why family is better than friends and why friends are more important than family.

Task

Students are asked the following: Is it better to grow up in a small family or a big extended family?

Students work on the task individually. They give their opinion based on their personal experience. Teacher monitors the activity. Students prepare their reasons. Teacher helps if needed.

Report

Students tell their twelve reasons. At the end, students give their own opinion on the importance of having a family.



Language Focus

Analysis

Teacher gives feedback on some mistakes students have had during the task. Teacher reviews some vocabulary related to family members that students did not remember.

Practice

Students practice a new phrase “I don’t get used to.”

Teacher reviews what we did during the video-conference.

WEBSITE:

http://www.myenglishpages.com/site_php_files/grammar-exercise-possessive-adjectives.php

Materials:

Google drive (Documents)

Power Point

Pictures

Google Hangouts

Chat



VIDEO-CONFERENCING #6

FAMILY VOCABULARY

Your family members are also called your **relatives**. You have an **immediate** or **nuclear** family and an **extended** family. Your immediate family includes your father, mother and siblings. Your extended family includes all of the people in your father and mother's families.

Englishclub.com

Your **sibling** is your brother or sister. If you have one brother and two sisters, then you have three siblings. Your **parent** is your father or mother. Your **child** is your son or daughter. Your **spouse** is your husband or wife.

Englishclub.com

MALE

Parent, Father, Sibling, Brother, Uncle, Grandparent, Grand-Father, Cousin, Spouse, Husband, Child, Son, Nephew, Grandchild, Grandson, Great Grand-Father, Father-in-Law, Brother-in-Law, Ex-Husband, Half-Brother, Step-Parent, Step-Father, Step-Child, Step-Son.

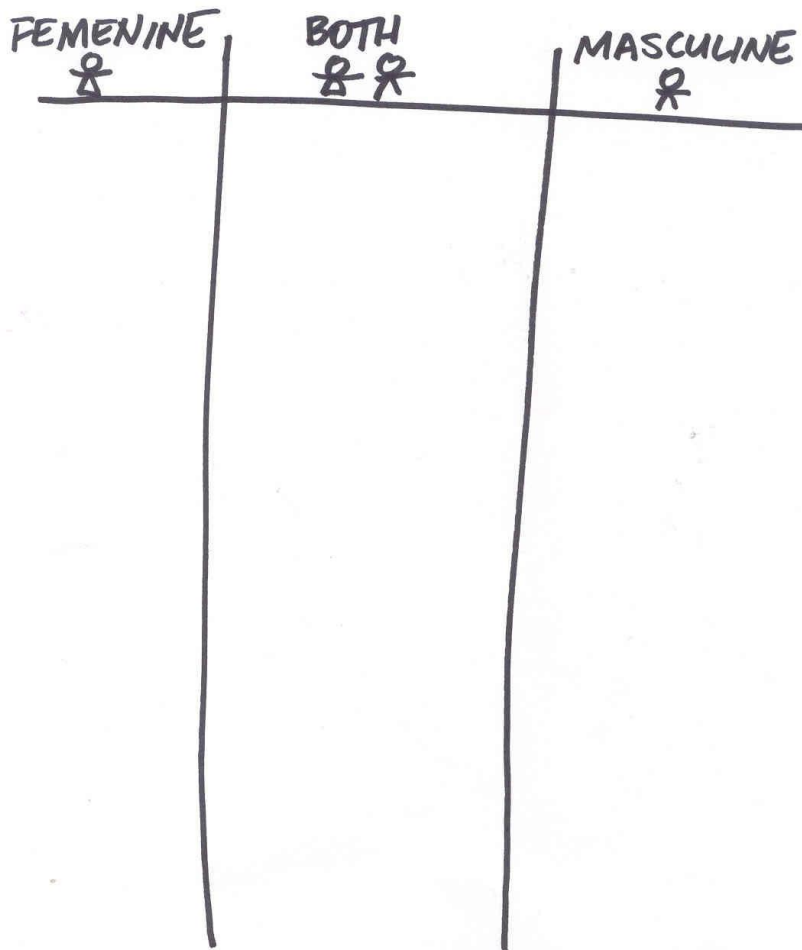
FEMALE

Parent, Mother, Sibling, Sister, Aunt, Grandparent, Grand-mother, Cousin, Spouse, Wife, Child, Daughter, Niece, Grandchild, Grand-Daughter, Great Grand-Mother, Mother



In-Law, Sister In-Law, Ex-Wife, Half-Sister, Step-Parent, Step-Mother, Step-Daughter,

TASK 2. ORDERING AND CLASSIFYING



Warm-up

Which are more important: family or friends?

Task

Is it better to grow up in a small family or a large extended family?



Hangout #7

Online Tutor: Santiago Uzhca

Language Skill: Speaking

Topic: Money and shopping habits

Learning Outcomes:

At the end of the video-conferencing session, students will be able to talk about shopping habits and preferences.

Warm-up: Students have one minute speaking practice. Each student is given a question. They have to answer the question for one minute without stopping.

Pre-task

Students are shown some clothes patterns such as checked, striped, floral, plaid. Each student participates matching each pattern to the correct clothing. Students learn the new vocabulary. Students learn some new idioms about shopping. They might use those new idioms in the task.

Task

Students have to imagine they are going to the mall and buy some clothing. Students write down six items they would like to buy at the mall. Teacher begins as taking the role of the clerk and then each student is going to be the clerk and try to sell some clothing. Each student shows his/her own clothing.

Planning

Students start bringing some clothes to sell. Students start thinking what to say to sell the clothing. Teacher monitors their work as they speak.

Report

Students share the clothing and try to sell it to us. They give reasons on why those items might be useful for us.



Language Focus

Analysis

Teacher gives feedback to students. Review of some grammar mistakes.

Practice

Students tell the teacher what they learnt during the video-conference. Each student shares his/ her experience on the task performed.

Teacher asks for feedback to improve the video-conference experience.

WEBSITE:

<http://www.englishpage.com/verbpage/verbs2.htm>

Materials:

Google drive (Documents)

Power Point

Pictures

Google Hangouts

Chat



VIDEO-CONFERENCING #7
SHOPPING HABITS AND PREFERENCES

VOCABULARY

Words to describe clothes



Striped T-shirt



Checked Dress



Plaid Shorts



Floral Dress



Wool Sweater



Cotton Scarf



Silk Gloves



Nylon Short Socks



Leather Jacket

Other words

Turtleneck	de cuello de tortuga
Long	largo/larga
Short	corto/corta
Formal	formal
Casual	casual
Plain	simple
Fancy	elegante
Light	ligero/ligera
Heavy	pesado/pesada
Loose	suelto/suelta
Tight	apretado/apretada
Wide	ancho/ancho
Narrow	estrecho/estrecha
Low	bajo/baja
High	alto/alta

What do men like to buy?

What do women like to buy?

What would you buy if you had 50000 dollars as a gift?



Write a dialogue. Choose who will be the clerk and who will be the customer. Describe what are you going to buy and why. List the items you need. You can use some of the idioms below.

IDIOMS FOR SHOPPING

- **To buy a lemon.**

To buy something that proves to be worthless.

For example:

"That car he bought is a real lemon."

- **To pay over the odds.**

To pay too much for something.

For example:

"She definitely paid over the odds for that dress."

- **Shopping therapy.**

The idea that buying things can cheer you up

For example:

"She was very upset so I took her into town for some shopping therapy."

- **Shop around**



If you *shop around*, you visit a number of shops selling similar articles in order to compare the prices.

You can usually save money by shopping around.

- **Shop till you drop**

If you *shop till you drop*, you go shopping for a very long time, until you are exhausted.

If you go to London with Ashley, you'll shop till you drop, so take comfortable shoes!

- **Shopping spree**

If you go on a *shopping spree*, you enjoy a lively outing, usually with much spending of money.

Liza is planning to go on a shopping spree as soon as she gets her bonus.

- **Window shopping**

When people go *window shopping*, they look at things in shop windows, without actually purchasing anything.

I haven't been paid yet, so I can only go window shopping.



Hangout #8

Online Tutor: Santiago Uzhca

Language Skill: Speaking

Topic: Saving and Spending

Learning Outcomes:

At the end of the video-conferencing session, students will be able to talk about saving and spending money.

Warm up: Students have their one minute speaking practice. Students get one question each. They have to speak the whole minute. If they cannot continue, they have to start making up the answer.

Pre-task

Students guess meaning from context. They have to guess the meaning of some idioms from context. Students are asked if they know what the idiom means for example: Do you go Dutch? After that, students use the idiom in a sentence.

Task: Students are told they are going to plan a surprise birthday to a classmate. They have to use the idioms they learned previously and they have to create a dialogue. They have to report what they are going to buy, how much each student has to chip in for the cake, where they are going to splurge. Etc.

Planning

Students work on the activity in groups, they discuss how they are going to do this. They plan the birthday party and the things they are going to buy. They work on a Google document sheet.

Teacher sees how students work. Teacher answers question if needed or students help each other on vocabulary.

Report

Students present their work (dialogue). Students explain how they would plan and what things they would buy for the party.

Follow-up activity: Students do the same activity as the former one, but this time they have to talk about it as a normal conversation.



Language Focus

Analysis

Teacher reviews the task. Teacher reviews some mistakes.

Practice

Students practice some grammar points and some of the idioms they learned in video-conferencing session.

Materials:

Google drive (Documents)

Power Point

Pictures

Google Hangouts

Chat



VIDEO-CONFERENCING #8

Saving and Spending

Vocabulary

Idioms

Having a ball: Enjoy one 's self, have a good time.

Splurge: Spend a lot of money for something.

Broke: Having no money

Pick up the tap: Pay the bill

Loaded: Having lots of money

Treat: Pay for someone else

Go Dutch: Each pay for himself or herself

Freeload: Get things that others pay for

Run out of: Finish the supply, use up

Pick up: Obtain, get

Odds and ends: Miscellaneous items

Fed up with: Disgusted with, had enough of

Foot the bill: Pay

Down the drain: Wasted, lost

Chip in: Contribute, give jointly

Skip: Forget, pass over

Task – Warm-up

How do you save money? What strategies do you use to avoid spending money?

List your ideas and explain

Communication Task

You are invited to a birthday party and you have to buy a gift for your friend. You meet up with your friend to go to a store and buy a gift. You and your friend have to decide which gift to buy. You have to use as many idioms as you can.



Hangout #9

Online Tutor: Santiago Uzhca

Language Skill: Speaking

Topic: Travel and Tourism

Learning Outcomes:

At the end of the video-conferencing session, students will be able to plan a trip.

Warm-up: Students practice their one minute nonstop speaking, answering a question. Each student does this activity.

Pre-task

Students try to match the word with the picture. Each student participates matching each picture. Students learn the new vocabulary. They learn how to pronounce new words.

Students are asked the following: What would you pack to go to the beach. Students brainstorm some items they would take to the beach.

Task

Students have to plan a trip to the beach. Students have to decide what to pack, where they would be staying, and what the itinerary would be.

Planning

Students work in a group. They discuss about what to pack to the beach, where to go and what hotel. Students help each other out. Students work together, writing down the items, places and itinerary on a Google document. They correct each other's writings. Teacher helps students if needed with some pronunciation and vocabulary.

Report

Students share their itinerary. The list of items they would take to the beach.



Language Focus

Analysis

Teacher reviews the performance of students. Teacher gives some feedback on student's mistakes or makes clear a language point.

Materials:

Google drive (Documents)

Power Point

Pictures

Google Hangouts

Chat



VIDEO-CONFERENCING #9

TRAVEL AND TOURISM

TRAVEL ARRANGEMENTS

VOCABULARY

- **TO BOOK SOMETHING:** It means to keep a place, to keep your place.

Example: You **book** a flight. You **book** a hotel room.

You use **TO BOOK** for travel agencies and accommodations such as hotel, motel, hostel, V.I.P.

Make sure you have a **BOOKING** before you go.

- **RESERVATION:** It means to keep a place as well, but you use it for restaurants.
- **RENT:** You **rent** a car when you go to another city.
- **Hire:** You **hire** a car when you go to another city.

BOTH RENT AND HIRE MEAN THE SAME. The difference is that HIRE is used more by British people.

- **Baggage, luggage, suitcase, and bag:** It helps you carry the clothing and other things you might want to take for your trip.
- **CHECK- IN BAGGAGE:** You give it to the airline and they put it under the plane. You will get your **check-in baggage** when you arrive to your destination.
- **CARRY-ON BAGGAGE:** This means you carry-on your baggage inside the airplane. Your **carry-on** has to be small for security reasons.
- **BOARDING:** Before you board your plain, you will receive a **boarding pass**. On the **boarding pass**, you will see your **boarding time** and your **boarding gate**. **IT CAN BE USED FOR TRAINS AS WELL.** You **board** a train.
- **VISA:** It's something you use to get in another country and it gives you permission to stay in that country.
- **Transit visa:** A transit visa is something you use to go to another country via other countries. You want to go to China so you need a **transit visa** to be in India and then take another plane to go to China.
- **Currency:** The money used in the country of your destination.

- **Vaccination:** If you go to a country known for its diseases such as malaria etc. You need to get **vaccination** or get a **shot**.
- **Inoculation:** The same as vaccination.
- **Itinerary:** It's a plan that the travel agency has for you. You might follow the itinerary.
- **Declare:** You have to **declare** anything you have bought. If you don't declare you might get into trouble in the airport.

WARM-UP

List some items you would take for a trip to the beach.



SWIMWEAR COVER-UPS



BEACH BAG



BEACH UMBRELLA



FINS



SUNSCREEN OR SUNBLOCK



INSECT REPELLENT



COMB



DISPOSABLE WIPES



FLIP-FLOPS



SNORKEL



SUN GLASES



BEACH AND WATER TOYS

COMMUNICATION TASK

You have to plan a trip to the beach. You have to decide what to pack, where to book a hotel, restaurants etc.



Hangout #10

Online Tutor: Santiago Uzhca

Language Skill: Speaking

Topic: Travel and Tourism part 2

Learning Outcomes:

At the end of the video-conferencing session, students will be able to book a hotel room.

Pre-task

Students are asked the following: Where would you always wanted to go? They share with us the place and why they want to go there. Students practice some vocabulary about nationalities such as “How do you call people living in Laos or The Netherlands? They try to guess how they are call.

Students learn the types of hotel rooms such as duplex, double-double room or efficiency room. Students explain with their own words what they see in the pictures.

Students read a dialogue on how to book a hotel room.

Task

Students are told to work on a dialogue. They have to choose which one is going to book a hotel room and who is going to be the receptionist. They work on a Google document. They have to book a hotel. They have to work in a small group.

Planning

Students work on the activity. They decide who is going to be the customer and the receptionist. They practice how to book a hotel while writing the dialogue. Teacher helps the students if needed. Students help each other when they have doubts.

Report

Students share their work. Students practice again booking a room by reading their work.



Language Focus

Analysis

Teacher helps students with some pronunciation problems and some misspelling of words.

Students reflect on their performance of the task. Students give their opinion on their work and what they learn during the video-conferencing session.

WEBSITE:

http://www.audioenglish.org/english-learning/english_dialogue_hotel_booking_a_room_2.htm

Materials:

Google drive (Documents)

Power Point

Pictures

Google Hangouts






Chat

Google



VIDEO-CONFERENCING #10
GOING TO ANOTHER COUNTRY

VOCABULARY
NATIONALITIES

		
DENMARK	LAOS	Liechtenstein
DANISH	LAOTIAN	-
A DANE	A LOATIAN	A Liechtensteiner
		
GERMANY	THE UNITED KINGDOM	SLOVAKIA
GERMAN	BRITISH	SLOVAK
A GERMAN	A BRITON	A SLOVAK
		
NEPAL	THE NETHERLANDS	FINLAND
NEPALESE	DUTCH	FINNISH
A NEPALESE	A DUTCHMAN, A DUTCHWOMAN	A FINN



TYPES OF ROOMS IN A HOTEL

A single room: A room which has one bed

Double room: A room which has double bed facility

Double-double room: A room which has two double beds

A twin room: A room which has two single beds.

Interconnecting room: two rooms which shares a common door, mostly used by families; It has two separate entry doors.

Adjoining rooms: Two rooms which share a common wall, mostly preferred by groups

Duplex: A room which is being spread on two floors connected by an internal staircase

Parlor: A room which is used for sitting and cannot be used for sleeping purpose

Efficiency room: A room with a kitchen facility

Suite room: A room with two or more bedrooms, a living room and a dining area

I'd like to book a room please.

Receptionist: — Good afternoon, San Felice Hotel. May I help you?

Mrs Ryefield: — Yes. I'd like to book a room, please.

Receptionist: — Certainly. When for, madam?

Mrs Ryefield: — March the 23rd.

Receptionist: — How long will you be staying?

Mrs Ryefield: — Three nights.

Receptionist: — What kind of room would you like, madam?

Mrs Ryefield: — Er... double with bath. I'd appreciate it if you could give me a room



- with a view over the lake.
- Receptionist: — Certainly, madam. I'll just check what we have available. . . Yes, we have a room on the 4th floor with a really splendid view.
- Mrs Ryefield: — Fine. How much is the charge per night?
- Receptionist: — Would you like breakfast?
- Mrs Ryefield: — No, thanks.
- Receptionist: — It's eighty four euro per night excluding VAT.
- Mrs Ryefield: — That's fine.
- Receptionist: — Who's the booking for, please, madam?
- Mrs Ryefield: — Mr and Mrs Ryefield, that's R-Y-E-F-I-E-L-D.
- Receptionist: — Okay, let me make sure I got that: Mr and Mrs Ryefield. Double with bath for March the 23rd, 24th and 25th. Is that correct?
- Mrs Ryefield: — Yes it is. Thank you.
- Receptionist: — Let me give you your confirmation number. It's: 7576385. I'll repeat that: 7576385. Thank you for choosing San Felice Hotel and have a nice day. Goodbye.
- Mrs Ryefield: — Goodbye.