National Autonomous University of Nicaragua, Managua

"Rubén Darío Campus"

School of Education and Languages

English Department

Research Topic:

The Use of Repetition Drills to Boost Fluency in EFL Students.

Submitted by:

Ana Maryuri Hernández Ruiz

Meyling de Carmen Hernández Aragón

Margori Vanessa Centeno Cerrato

Tutor: PH.D Alber Francisco Sánchez Alvarado

January 30, 2020

Dedicatory

First of all, we dedicate this work to "Our Lord" because he has helped us have the knowledge to do this assignment. To our parents because they have been with us all the time. They have given us their support, telling us not to give up since we start a new step in our life and get to the end. Also to our Professors for being our guide and having worked with us this short time.

Acknowledgement

We would like to thank all those who have contributed to this research in different ways:

We first thank God who has given us strength, wisdom and a wonderful family that has supported us in all stages of our growth and to our parents who taught us to never stop dreaming and reaching our goals.

To the Seminar Teacher, who criticized, suggested and generally supported us throughout the writing process.

To the Tutor of this research that have been involved during our work, and has given us all his support and knowledge during the process by sharing experiences and ideas.

INDEX

ABSTRACT

In Nicaragua, learning to speak English is one of the hardest skills for junior high school. Besides, it becomes difficult when they try to express their ideas in English. Being fluent is one of the most important components for English as a Foreign Language bachelor. It helps students to interact more effectively not only at the learning level but also in real-life events. English language learning every day becomes more important and prominent in our society. Learning English provides more opportunities, even if it is for specific purposes as teaching.

Additionally, the importance of the spoken language is described in this research. It explores those factors influencing learners' speaking performance. In this research, there are recommendations for the students to improve their speaking skills in the classroom. The study was to determine the kind of influence that repetition drill has on the students' performance in terms of fluency. Students were given a conversation on a sheet of paper to work in pairs. They have to play the role of repetitive activity during the period of classes. The result revealed that repetition practice had a remarkable effect on the students' fluency. This study highlighted the methodologies, analysis, results. The conclusion is reached out during the study.

I. INTRODUCTION

Learning a second language is a long and complex undertaking in which your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, total involvement, a total physical, intellectual, and emotional response is necessary to send and receive messages in the second language successfully. In this manner repetition is the best way to develop fluency because repeating the same words and phrases can help students feel more confident, which makes each delivery more grammatically correct. For that reason, Bygate [as cited in (Bozorgian, 2017)] thinks that from a pedagogical perspective, it is important to have a better understanding of how much improvement learners make in their communicative language skills.

Oral repetition and imitation-based practice have been widely used as one of the major methods to improve speech fluency in second language (L2) learning. Such rehearsal is used to enhance the familiarity of novel words, phrases, and sentences with intonation and speed emphasis. The use of oral repetition has proven to be useful and can be supported theoretically as well. Studies of individual differences in language learning have shown that it is important to maintain and rehearse phonological information in working memory (Yoshimura & MacWhinney, 2007).

Many variables are involved in the acquisition process. (Brown, 2000) Stablishes that language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit. Few if any people achieve fluency in a foreign language solely within the confines of the classroom. Bilash in (Fitri , 2017) asserts that pronunciation is a way of speaking that is generally accepted and understood using sounds of the language, correct stress, rhythm, and intonation. It is an essential component not only of learning a language but also of using that language. "With good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, understanding a speaker will be very difficult, despite accuracy in other areas" (Pourhosein G, 2011).

There is a huge demand for English language training in many parts of the world for different historical and economic reasons. However, students face problems when they are learning English, specifically with speaking skills. It has been discovered that, in an environment where Spanish is the mother tongue, it becomes difficult to acquire the EFL.

As Febriyanti said, many second and foreign language learners learn speaking skills as a priority. Learners and teachers often assess their achievement of English language learning based on how well is their improvement of speaking the language (Bozorgian, 2017).

All things considered (Zhiqin, Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners, 2014) suggests that an improvement of English learning ends with speaking fluency that refers to the ability to produce the spoken language "without undue pausing or hesitation" (Skehan, 1996, p. 22).

This research was developed as an action study because the data provided information, which helps to determine the effect of repetition strategy impacting the fluency acquisition while speaking. The population of the study was a sample of 14 students, 6 female, and 8 male. They were between 11 and 13 years old. The instrument was a pretest and posttest.

II. PROBLEM STATEMENT

The constant globalization of the English Language has become the unchallenged tool of international communication. Since the fact of living in a country where English is the non-native language and is not spoken, this contributes to have problems with communication in foreign language.

This action research was carried out at Miguel de Cervantes High School with seventh grade students during the second semester 2020. The students are beginners in the acquisition of second language. The importance of this study is to determine if the use of repetition drills boost fluency in EFL students, since students tend to be silent without saying a word during the period of classes, being afraid to make mistakes and interact spontaneously with their classmates and the teacher because they do not know how to pronounce words. For that reason fluency is being affected. The relevance to go through is get involve students´ attention on repetition activities with adequate choice of materials.

However, we need to know if students get more fluent when speaking during the period of classes through the repetition drill and overcome breakdowns, gaps, and any problems that interfere with their language proficiency as they have all the resources.

III. RATIONALE

This research study has as subject matter the use of repetition to boost fluency in EFL students of seventh grade at Miguel de Cervantes public high school. The students are beginners. They have not put into practice the English language at any previous educational level. Several studies have focused on foreign language learning, with an emphasis on language learning strategies. One of the most popular is the repetition strategy.

Firstly, a study entitled The Use of Drills in the Development of Speaking. It was conducted by (Tamuna & Mustafa, 2016). This was focused on investigating the role of drills in speaking skills. The author mentions that drills were immensely used in the Audio-Lingual method that focused on the repetition of grammatical and structural patterns through oral practice. For instance, drills are useful language materials to practice language chunks; language learning can be used as a substitution to practice grammatical structures and vocabulary items on this way, learners will see how grammar works. Through repetition, learners form habits. As Larsen-Freeman (2000) states, "the more often something is repeated, the stronger the habit and the greater the learning.

Secondly, we had the study of Fluency as Successful Communication by (Pham , 2018) which aims to reviews case studies in the fields of speaking, reading and writing fluency. However we were focus on speaking fluency. The ability of speaking fluency is often used to measure the success of a students who learn a foreign language. The primary purpose in communication is how to make the listeners understood what the speaker is trying to express. However, it is not an easy job for teachers to enhance student's "fluency in communication. Followings a case-study to help students improve their speaking fluency. The researchers used communicative approach to encourage students involved in speaking activities more often, using familiar topics for the students to get engaged in the speaking activities in order to enhance their speaking fluency.

Afterwards the use of repetition helps learners to be fluent. It is defined as the ability to use the language quickly and confidently without too much hesitation or too many unnatural pauses to cause barriers in communication (Bailey, 2003; Byrne, 1986). The acquisition of a second language is merely a complex issue with the need to analyze the four language skills:

speaking, listening, reading, and writing. Among these aspects of interest, the importance of this research is based on determining principally if repetition strategy will help students in their learning process or improve their quality of English communication since students do not have the fluency to put in practice their speaking skill during the English class. At the time when arising a concern, if the use of the audio-lingual method as well as pronunciation would help in the development of fluency at the moment students are having speeches.

IV. OBJECTIVES

5.1 General objective

To determine whether the use of repetition boost fluency in EFL students of the 7th grade at Miguel de Cervantes public high school

5.2 Specific objectives

- To apply repetition strategy in class to increase the fluency of EFL learners' oral production.
- To analyze if repetition strategy leads to more fluency of EFL learner's in language performance.
- To assess if students retain language by using repetition.

V. RESEARCH QUESTIONS

What´s the effect of repetition strategy on the fluency of EFL learners of 7th grade at Miguel de Cervantes?

How effective is the repetition strategy to lead more fluency of EFL learner's speaking skill?

Does the lack of practicing repetition hinder students to retain language pronunciation?

Does the repetition drills increase the fluency of EFL learners' in oral performance?

VI. HYPOTHESIS

The use of repetition strategy will increase fluency in EFL students.

The use of repetition strategy will decrease fluency in EFL students.

The use of repetition have positive effect on student's fluency.

The use of repetition strategy has no effect with the lack of fluency on EFL 7th grade students.

VII. THEORETICAL FRAMEWORK

In this present research, the reader will have the opportunity to scrutinize aspects related to second language learning with remarkable opportunities for learners to engage in language performance during classes. Also, it is assumed that while language learners get involved in performing repetition drills, they are naturally engaged in certain kinds of language use and mental processing that are very beneficial for language acquisition to be immersed through the necessity of daily life. Taking into account that repetition assists to the oral language production as conceptualization, formulation, and articulation processed on the first language performance, which in turn could be retrieved on the second language performance that is kept in the memory store of the speakers. After the learners are already familiar with contents, they are aware of maintaining a conversation, selecting and editing the suitable language to be fluent during the process of repetition drill in which consisted of planning a pretest and a post-test to assess the speaking skill and determine the effect of oral repetition that the students had in terms of fluency.

7.1 Teaching Approach (Audiolingual method)

The Audiolingual Method is such a methodology which combines pronunciation with intensive oral drillings of sentence patterns. Its procedures are as follows. A model dialogue is firstly presented to students. Then each line of the dialogue will be repeated by students, individually and in chorus. Sentences in each line may be broken down into some words or phrases if necessary. Next, pronunciation, intonation, and fluency will further be emphasized by the teacher. Correction of errors of pronunciation or grammar needs to be direct and immediate (Qian, 2017).

Audio lingual method is an oral approach that, refers to the method is compressed on the chain drill to mastery the target language by memorizing and repeat, and the wrongness of speaking is avoided. In audio-lingual activities are presented not only in drilling short patterns, but also in varieties of dialogues, Dialogues provide for students the structure and idea of how to use some types of patterns in some sort of situations. By repeating and memorizing dialogue or some specific parts of it, learners should emphasize on proper pronunciation, intonation, and stress and rhythm usage.

Audiolingual method is behaviorist. Language acquisition and learning occur according to a stimulus-response conditioning pattern: stimulus causes response behavior; and if there is reinforcement the behavior is likely to occur again and to become a habit. Dialogue and drills are the basis of classroom practice. Repetition and memorization are the main strategies. Drilling might not be communicative, but it prepares students to achieve fluency in language performance.

7.2 Language Performance

Language performance depends on speaker knowledge of language units, such as words, parts of words, or combinations of words. According to this account, knowledge of article use is learned by rote through exposure to individual instances of article—word pairs.

Language performance is a term from Chomskian linguistics. It is opposed to language competence and can be understood as practical experience with, as opposed to theoretical knowledge of a language. The merging of knowing (knowledge) and using (performing) the language results in language performance. This means that an individual can use the language to perform a variety of communicative functions appropriately in different contexts both in written and spoken forms. In short, it suffices to say that language performance refers to the ability of using it to perform a variety of communicative functions in different contexts appropriately. (Holman, 2018)

7.3 Language acquisition

Language acquisition is a process in which humans acquire the capacity to perceive, produce, and use words to understand and communicate with other speakers. This capacity involves the picking up of diverse capacities including, syntax, phonetics, and extensive vocabulary. This language might be vocal as with speech or manual as in sign. Language acquisition usually refers to the first language acquisition that studies infants' acquisition of their native language, rather than second language learning, which deals with the acquisition (in both children and adults) of additional languages. (Shine, 2011, pág. 3) So, this refers to the way children acquire their native language and how they learn another language during the integration into society. At the same time, language is got from three different ways just with the fact of been comprehended, constructed, and is employed as a means of communication.

Learning to speak a foreign language is like learning another skill through the correction of habit formation. It thought that repeating phrases correctly in lots of time (as drilling) would lead the learner to master the language. Diane Larsen-Freeman (2000: 43) said: "language learning is a process of habit formation. The more often something is repeated, the better habits and learn will be. Learning a foreign language is the same as the acquisition of the native language (Tamuna & Mustafa, 2016).

Drilling is a technique used in foreign language classrooms for many years. It was a crucial feature of the audio-lingual method that emphasized repeating structural patterns through the oral drill. Drills can be useful in the teaching-learning materials; because they provide practice of small and manageable chunks of language and increases self-confidence. Furthermore, fluency spread out when a speaker is engaged in meaningful interactions. Despite limitations in his or her communicative competence, students can maintain comprehensible and ongoing communication (LUTFI, 2017)

An example of language acquisition involves adolescents and young adults, who live abroad for a year in an exchange program, attaining near-native fluency while knowing little about the language in most of the cases. They have a good pronunciation without a notion of phonology, don't know what the perfect tense is, modal or phrasal verbs are, but they intuitively recognize and know how to use all the structures.

(Shine, 2011) Mentions that language acquisition is a process of natural assimilation; involving intuition and subconscious learning, which is the product of real interactions between people where the learner is an active participant. It is similar to the way children learn their native tongue, which is a process that produces functional skills in the spoken language without theoretical knowledge. It develops familiarity with the phonetic characteristics of the language as its structure and vocabulary. Moreover, it is responsible for oral understanding, the capability for creative communication, and the identification of cultural values. Teaching and learning are viewed as activities that happen on a personal psychological plane. The acquisition approach praises the communicative act and develops self-confidence in the learner.

7.4 Second language acquisition.

Assuming that first language is chiefly the language acquired during childhood – normally beginning before the age of about three years– and that they are learned as part of growing up among people who speak them; learning a second language (L2) is a conscious one. (Saville-Troike, 2006) Argues that a second language is typically an official or socially dominant language needed for education, employment, and other basic purposes. It is often acquired by minority group members or immigrants who speak another language natively.

In other words, second language acquisition or SLA is the process of learning other languages. In addition to the native language. For instance, a child who speaks Spanish as the mother tongue starts learning English when he starts going to school, consequently English is learned by the process of second language acquisition. In fact, a young child can learn a second language faster than an adult can learn the same language.

While people can generally communicate through speech successfully, the processes underlying speech production are not always smooth and effortless. As a result, the stream of words people produce is typically punctuated by a range of different disfluencies, such as short pauses, stuttered repetitions and repairs, and filler words like uh and um. These disfluencies sometimes arise because speakers are having trouble figuring out how exactly to formulate or articulate an utterance. Second-language (L2) learners know well how the flow of their speech can be disrupted when they know what they want to communicate but struggle to express their intended message using the less familiar grammar and vocabulary of their L2. Still, even when speaking in their first language (L1), people often hesitate because they are trying to decide what it is that they want to convey in the first place. In this case, the problem lies not with linguistic encoding but with conceptualizing, or generating the content of a message for speech (Felker, 2018).

7.6 Acquisition versus Learning

The term "acquisition" and "learning" are not treated as synonyms instead is used to refer to the subconscious and conscious aspects of learning a language. In fact, language acquisition is the capacity related to the intellect in its cognitive development and process to conceptualize concepts, structures, and semantics in a language. Notwithstanding, learning

is the active participation and effort to learn a language. Language teachers devise methods as components of language acquisition, while learners use them to learn. Language learning involves receiving information about the language, transforming it into knowledge through intellectual effort, and storing it through memorization. Language acquisition involves developing the skill of interacting with foreigners to understand them and speak their language. (Shine, 2011).

Acquiring language is a subconscious process; it is a kind of effortless assimilation of linguistic knowledge, the act of internalizing language to which you have been exposed without the deliberate memorization of a word and its definition. For instance, children acquire the first language through a subconscious process during which they are unaware of grammatical rules.

On the other hand, language learning is a conscious activity when students have conscious knowledge of the new language. To emphasize, it is what we do when we look a word up in the dictionary, and we learn rules about how language works or purposefully study lists of vocabulary and grammar forms**.**

7.7 Pronunciation

English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation.

Cook as cited in Pourhosein Gilakjani, 2016) defined pronunciation as the production of English sounds that is used for making meaning, is learnt by repeating and correcting them when produced inaccurately which doesn't interfere with communication either from the speakers' or the listeners' viewpoint (Paulston & Burder, 1976). When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language in the way of uttering a word in an accepted manner (Pourhosein Gilakjani, 2012).

In general terms, pronunciation can be defined as the production of important sound in two senses. First, sound is important because it is used as part of a code of particular language. Second, sound is important because it is used to achieve meaning in context of use. From the definition above it can be includes supra-segmental features and they are: sounds of the language, stress and rhythm, intonation (cited in Jahan, 2011; p.36). It can be concluded that

pronunciation is a way of speaking that is generally accepted and understood using the sounds of the language, correct stress, rhythm, and intonation. It is an essential component not only of learning a language but also of using that language (Bilash, 2009). Without proper pronunciation, people will be misunderstood by others and they will be judged as incompetent, uneducated or lacking in knowledge.

7.8 Teaching pronunciation

Teaching pronunciation is often a neglected or ignored in English language. Nevertheless, correct pronunciation is without doubt a fundamental feature of successful communication in the English language (Reid, 2016).

Teaching pronunciation is the most complicated, but important aspects of ESL/EFL. In the process of communication, pronunciation has great importance because successful communication takes place only with proper pronunciation. Jahan (2011) stated that bad pronunciation of English will make people misunderstand the speaker easily and vice versa. Baluran (2013) mentioned that for a second language learner of English, one of the most difficult area to navigate is the correct production of its sound. (Fitri , 2017).

7.9 Factors Influencing Learners' Speaking Performance

The learning of English speaking skills is a preference for Foreign/Second Language learners. Tuan & Mai [as cited in (Leong1 & Masoumeh Ahmadi, 2017, pág. 4)] mentions that if teachers want to help learners overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance like performance conditions, affective factors, listening skill, and feedback during speaking.

The first factor is pertinent to performance conditions. Learners carry out a speaking activity under different conditions. Performance conditions impact speaking performance, and these conditions involve time pressure, planning, the quality of performance, and the amount of support (Nation & Newton, 2009).

The second factor is related to affective ones. According to Krashen (1982), too many affective variables have been connected to second language acquisition, and motivation, self-confidence, and anxiety were the three main types that have been investigated by many researchers.

Listening ability is the third factor. Doff (1998) says that learners cannot improve their speaking ability unless they develop listening ability. Learners should comprehend what is uttered to them to have a successful dialogue. Shumin (1997) represented that when students talk, the other students answer through the listening process. Speakers have the role of both listeners and speakers. It can be concluded that if students cannot comprehend what is told, they are not able to reply; that is to say, speaking is very closely related to listening.

The fourth factor is related to the feedback during speaking activities. A lot of learners expect their teachers to give them the necessary feedback on their speaking performance. According to Harmer (1991), the decisions that instructors adopt towards their learners' performance depend on the lessons, the drills, and the kinds of mistakes they make. Harmer (1991) also continued that if instructors directly correct their students' problems, the fluency of the dialogue in the speaking drills will be spoiled, and there will have better results. Baker and Westrup (2003) supported the above statement and said that if learners are always corrected, they will be demotivated and afraid of talking. It has been suggested that instructors should correct their learners' mistakes positively and give them more support and persuasion while speaking.

7.10 Repetition

Repetition is one of the oldest methods used to teach second language. Since 1631; repetition has been seen as the most effective way to learn second language for functional uses. Ever since then, the most successful methodologies in second language teaching and learning have included repetition and imitation of words and sentences to a greater or lesser extent" (Celce-Murcia, 2001)

Rahimi (2012) indicates that through repetition students get the opportunity to use language in their daily lives. Nunan (2004) observes that students share new vocabularies in the course of repetition hence improving their complexity in the use of English language. Repetition of drills enables students to share vital ideas relating to the use of English language in different contexts. In addition, drill repletion enables learners understand how to pronounce particular English words. Furthermore repetition drills boosts confidence of students in their use of English language as they continue to share vital ideas relating to their learning experience.

Repetition refers to articulating a word after hearing it" (Moritz-Gasser and Duffau, 2013). We believe that this process is important in language acquisition, developmentally and in learning a second language

7.11 Importance of repetition

Repetition has always played a part in language learning even if its efficiency in helping students to transfer knowledge from the short – term to their long-term memories is not firmly established. Repetition is of vital importance in language learning, and that is the repetition of encounter with language, it really help fix things in the mind" (Jeremy, 2007, págs. 56-57). We suppose that if student think about what they are repeating and try to organize it in their head, they stand a better chance of remembering what they are learning than if they merely repeat it without thought. Also if student see or hear some language once, they might even when they notice it, forget it fairly quickly. But the more they come across this language- the more repeated encounters they have with it- better chance they have to remembering and being able to use it.

7.12 Repetition drill

Drilling is a technique that has been used in foreign language classroom for many years. It was a key feature of audio-lingual method approaches to language teaching, which placed emphasis on repeating structural patterns through oral practice. (Asnanudin, 2018, pág. 41)

Repetition drill technique is a cooperative learning technique that has principle purpose to ask students work in group, and contribute to solve student's difficulties in developing their ideas during their speaking. (Asnanudin, 2018, pág. 20)

Repeating or drilling models play a significant role in language learning. In audio-lingual, drilling is necessary to facilitate learning, although it is a meaningless and mechanical drill. For instance, a repetition drill enables students to be aware of the relationship among forms, meaning, and language use. Also, it helps the students to memorize the words or phrases. From the above mention, we can add that drilling is a technique used in foreign language classrooms. Repetition drills are to repeat structural patterns through oral practice. It gives the students chance to speak in front of the class and comprehend texts through this technique (Tamuna & Mustafa, 2016).

7.13 The Purpose of repetition drill

Provide learners with intensive practice in hearing and saying particular word or phrases. They can help learners get their tongues around difficult sounds or help them imitate intonation that may be rather different from that of their first language.

Help memorization of common language patterns and language chunks. This may be particularly true for aural learners.

Provide a safe environment for learners to experiment with producing the language in the classrooms, and expect of what they are going to speak.

7.14 Fluency

The term fluency is defined as the ability to use the language quickly and confidently without too much hesitation or too many unnatural pauses that cause barriers in communication.

(Bailey, 2003; Byrne, 1986), suggest that the process of learning English as a foreign language has frequently occurred in the minds and thoughts of both teachers and students. In other words, fluency is an expectation for anyone who desires to be competent in a target language which they have spent their time and efforts to acquire and apply (Pham , 2018, pág. 3).

All the things considered fluency is the ability to talk at length with few pauses, to talk in coherent, reasoned, to have appropriate things to say in a wide range of contexts, the ability some people have to be creative and imaginative in their language use, to express their ideas in novel ways, to make up jokes, to attend to the sound independently of the sense, to various styles and so on.

7.15 Fluency development

Nation (1997) suggested that fluency development is an important component in EFL learning whit one quarter of the class time. After all, students should believe that speaking fluently is achievable with their efforts, further he found that speaking fluency development will improve the grammar accuracy, which is an additional contribution to the development of speaking fluency. (Yingjie, 2013).

Fluency development is one of the four strands of a well-balanced language course. The strands include meaning-focused input, meaning-focused output, language-focused learning, and fluency development (Nation, 2007a). Each of these four strands should get roughly equal time in a course, so one quarter of the total time in a language course should be spent on fluency activities. However, the other three strands also contribute to fluency. The language-focused learning strand may involve the deliberate learning of multiword units, which, as Palmer (1925) has noted, can be the basis for early fluency in speaking— 'Memorize perfectly the largest number of common and useful word groups!' (p. 187). The language-focused learning strand may also be where learners practice fluency in accessing individual words. The meaning-focused input and meaning-focused output strands are also likely to provide opportunities for fluency development if the burden of unknown words is not too heavy in activities in the strands.

7.16 Differences between Proficiency and Fluency

It is widely assumed that proficiency is the goal of language learning and teaching. It is generally recognized that the concept of proficiency in a second or foreign language comprises the aspects of being able to *do* something with the language ('knowing how') as well as knowing *about* it ('knowing what') (Harsch, 2017). An example of Proficiency is practiced by writing and reading. Children might be fluent in a language although not exceptionally skillful. They lack a particular degree of language which accompanies understanding the thickness of their language. Proficiency is more about the language rather than the speech. You wouldn't be fluent in the dialect but you can still be a skillful speaker (Kaur, 2021).

On the other hand Fluency describes the capability to communicate the exact message flawlessly. There are numerous things to consider such as prosody of the speech, pronunciation, timing of the dialog and so on. Fluency is not possible to achieve without participating in the conversation using a fluent speaker of the language. But you can be proficient in any language by taking writing and reading training and enlarge your competence. In layman's terms, fluency is most often associated with speaking naturally or smoothly, or like a native. Thornbury in (Shigeo Brown, 2017) concurs that "fluency in fact applies across all four skills, especially if defined as 'capacity to process language in real time', where 'process' means both to produce and to understand" (2017, July 28).

7.17 Influence of L1 on L2 fluency

The first language will always influence the second language. Influences are across all parts of language learning, from vocabulary and grammar to function and pronunciation. (Shivcharran, 2019) Says that the first language, which is the native language, influences on second language learning or acquisition in one of two ways called positive language transfer or negative language transfer. This system presupposes that before you attempt to learn a second language, you have to be proficient in your own language, that is, the native language, so that you can you easily effect grammatical transfer from the native language to the second language. He mention that first language proficiency serves to facilitate and expedite second

language learning, the lack of first language proficiency, on the other hand, inhibits second language learning.

Nation (2001) and Auerbach (1993) declared that the using the learner's L1 in the L2 classroom have a positive influence on learners' second language learning, particularly in the area of vocabulary. They argue that if language teachers use L1 excessively in the classroom, learners' sufficient exposure to L2 input is denied with adverse effects on L2 learning and may also delay L2 acquisition (Kang, 2008, Polio & Duff, 1994; Turnbull & Arnett 2002). Moreover, they claim that the use of L2 through the "comprehensible input" outline (Krashen, 1985), and "interaction" opportunities in the language classroom (Long, 1983) tend to be more contributive to successful second language acquisition than relying upon L1 to teach L2. Furthermore (Chaudron, 1988; Lightbown, 1991; Liu, 2008; Mattioli, 2004) supported that L1 use in the classroom would be counterproductive and can limit input and output opportunities in L2. (Rouzbahani & Alipour)

7.18 The role of practice on fluency development

Practice comes in many forms, from a broad view (i.e. general contact and experience with the TL) to the very narrow (i.e. deliberate repetitive practice e.g. classroom drills) (Lightbown, 2008). The role of practice in getting to a sufficiently high level of automatization to enable second language use that is both fluent and almost completely accurate is one of the most central topics in instructed second language acquisition (DeKeyser, 2017). The role of practice is focus on two main issues: the first one is language experience and the second one is language instructional.

7.18.1 Language experience

Segalowitz (2010) explains that "a central theme in virtually all discussions about L2 acquisition is that frequent exposure to elements in the target language (input repetition) and massive production practice (output repetition) are critical for attaining proficiency and fluency" (Segalowitz, 2010, p. 75). It seems obvious that this sort of exposure and practice would be greatest when a learner is immersed in the target language and uses the target language on a day-to-day basis (DeKeyser, 2007). For instance, a student that is studying abroad a non-native language, will work on the assumption that living among speakers of the

language would provide the sort of input and interaction necessary to drive language development (and fluency) forward.

7.18.2 Language instruction

Chambers (1997) suggested that many people assume that fluency develops naturally over time and that it cannot be 'taught' in a formal sense. Formal Instruction provides an essential foundation to language learning. As De Keyser (2010) points out, the success of a Study Abroad depends a great deal on mostly Formal Instruction acquired declarative and procedural knowledge of the target language. It is thus when Formal Instruction is combined with other contexts such as Study Abroad and/or Immersion that the greatest benefits accrue.

Formal Instruction improve learner's pronunciation in L2 classroom. Instruction makes a difference to SLA. An assumption of formal instruction is that the order in which grammatical features are taught will govern the order in which they are learnt. Language syllabuses are organized in such a way as to facilitate the correlation between the teaching order and the learning order. Formal instruction appears, then to have only a negligible effect on the morpheme order manifest in spontaneous language use (Rydnet, 2007)

7.18.3 Teaching Fluency

This is the most important point to talk about the importance of fluency in speaking skills. Fluency refers to the number of connected words that an individual can write or say at a given time. One of the main objectives in second language learning is to be fluent in the target language. This means learners will be capable of expressing thoughts easily and emphasizing meaning over form (De Jong, 2011).

Schloff and Yudkin (1991) argue that many no fluent speakers will not develop fluency because it is thought that perfection is the main goal. Even though speakers ought to be mindful of what they say, it is not mandatory to be overly concerned about everything said. It is recommended to commit a few mistakes rather than speak too slowly because it can be perceived as boring. Therefore, part of the process of becoming fluent is committing errors. Paying more attention to fluency implies that errors will occur as natural results (Sato, 2003).

Furthermore, when students make errors, they will be able to self-correct, and eventually take risks and feel more confident speaking in the target language (Brown, 1996).

7.19 Technique to teach fluency on students

(Molina & Briesmaster, 2017, págs. 6, 7) Explain that the teacher can carry out different activities to develop speaking fluency in students. When designing a speaking activity whose goal is to develop fluency, teachers need to consider seven principles developed by Gatbonton and Segalowitz (1988) that motivate students to develop *automaticity.* In that way, a process helps students in this lection and production of utterances. However, for this study, we will focus on four.

The first principle is *incorporating repetition*. Repetition is the best way to develop fluency because repeating the same words and phrases can help students feel more confident, which will make each delivery more grammatically correct (Movahed & Karkia, 2014). The second principle is *preparing before speaking*, which can help students feel more engaged in the conversation. It also allows students to pay more attention to communication. The third principle is *using familiar and motivating topics*. When topics are familiar with students, they will be more motivated because they can speak from their own experience. The fourth principle is *imposing time limits*. As a result, students will be obliged to speak faster and make fewer pauses (Kellem, 2009).

7.20 Measuring Fluency

Luckily, scales for measuring spoken fluency and overall proficiency exist. "Fluency is an abstract concept, so we assign observable variables," explains Daniel Morgan. Two of the most reliable factors are "speech rate" and "utterance length". Speech rate can be defined as how much (effective) language you're producing over time, for example how many syllables per minute. Utterance length is, as an average, how much you can produce between disfluencies (e.g. a pause or hesitation). You could look at accuracy as being subsumed into fluency, in terms of grammatical accuracy, lexical choice, pronunciation, and precision." (Sandoval, 2019)

Discussions of which measures are the best indicators of L2 fluency have failed to reach consensus. Skehan (2003) proposed that fluency should be measured in terms of its three main characteristics:

a) **Speed fluency**, i.e. speed with which speech is performed, has to do with the speed with which speech is delivered and can be measured by calculating speech rate such as number of syllables per second.

b) **Breakdown fluency**, the pauses and silences that break down the flow of speech, i.e. has to do with the ongoing flow of speech and can be measured by counting the number and length of filled and unfilled pauses.

c) **Repair fluency**, hesitations, repetitions and reformulations that are used to repair speech. It has to do with how often speakers use false starts, make corrections, or produce repetitions.

7.21 Cognitive fluency, Utterance fluency, and Perceived fluency

People differ with respect to how fluently they speak. Some speak faster than others, some use more filled pauses such as uhs and uhms than others, and some use longer silent pauses than other. Segalowitz (2010) [as it is mention in (De Jong, 2011) proposes that a distinction be made between the following three notions of fluency: cognitive fluency, perceived fluency and utterance fluency.

7.21.1 Cognitive fluency
It can be defined as the fluency that characterizes a speaker and has to do with the speaker's abilities to efficiently plan and execute his speech.

7.21.2 Perceived fluency
It is defined as the impression that listeners have of the fluency of a certain speech sample (or of a certain speaker, based on a sample).

7.21.3 Utterance fluency
It is the fluency that can be measured in a sample of speech. One can define utterance fluency objectively by measuring (temporal) aspects of the speech sample. Skehan (2003) and Tavakoli and Skehan (2005) noted that utterance fluency is a construct with several aspects.

In addition Speaking is one of the toughest issues in which majority of the students face challenges. There should have proper course planning, guidance and motivation that can help someone to reach the highest goal in which repetition enhances learners' expertise in English language. It also helps in improving the pronunciation of different words. For instance, fluency in language use is considered as a successful factor of students during the language learning processes. A person who is seen as a fluent language user is the one who obtains communicative competence. As educators, we need to find out ways to help our students to enhance their language fluency as prerequisite requirements.

VIII. METHODOLOGICAL DESIGN

Research type:
   Action Research

This study represents an action research that comprise two components: Action and research, either improve your practice or to take action to deal with problem or an issue (Kumar, 2011). According to Koshy (2010), action research helps to improve practices if the solution relies on changing practices. This helped them to develop fluency. The speeches were on certain topics which were familiar to the students, so it would be easier for them to develop the discourse as they knew enough vocabulary related to the topic.

This research aims to investigate whether adopting experience-based on repetition drill have significant effects on the students in speaking fluency or not. It consists of evaluating the 7th grade students, who we divided in natural groups A and B, where group A was the contrast group, and group B the experimental group. We proceeded to carry out a pre-test for both groups to evaluate the level of fluency in oral communication. Once the pre-test was applied, the contrast group of students was instructed in the traditional method without any focus on experience-based activities and strategies. However, we carried out the intervention with the experimental group, where we used the repetition strategy to stimulate fluency in students. The experimental group students' participation included interactive solutions and answers, asking questions, and verbally participating in class.

Population and Sample

The following research was developed at Miguel de Cervantes High School located in Managua, with a population of 240 students of both genders, in the school. There are eight seventh grades in the morning shift A, B, C, D, E, F, G H from regular courses in the area of English during the second semester 2020. Most of them were male, obtaining 100 male students and 140 female students.

For the present study to reach its projected, it is necessary to take as a sample two of the seventh grades, seventh grade D and seventh grade F, composed by 54 students at Miguel de Cervantes High School. The sample consisted of 30 students of both genders, 12 boys and 18 girls, who attended English class three times a week. The level of students was beginners. It was instructed to work in pairs using different activities at the moment of applying the repetition strategy. Most of them had been learning English as a foreign language in the second semester of 2020. The average age among them was 11 and 13 years old.

Materials

For this present study, we designed a conversation between two students as pretest and posttest. It was focused on familiar topics to the participants to make them feel more confident. This drill was adopted as the input material. It was piloted and tested by Ph.D. Sanchez to check its validity and reliability. The language of the conversation included common vocabulary related to the topics taught during the semester.

Procedure

Before performing the pretest, the participants were instructed, and told what they were supposed to do, it was done according to previous knowledge acquired during the second semester 2020. The participants were required to work in pairs. Learners were given a single version of a conversation of two friends having a meeting at the high school and asked them to read it. The participants had to know the pronunciation and meaning of the vocabulary in context. The participants hadn't been informed in advance about the repetition to diminish the practice effect. They were asked to perform the conversation for the first time. After an interval time of one week, the participants were asked to repeat the same exercise, but this time, the researcher changed the roles of the participants.

IX. DISCUSSION AND ANALYSIS OF THE RESULT

This research study was carried out to determine the effect of using repetition on EFL students of 7th grade from Miguel de Cervantes Institute. Furthermore, we selected a statistical sample of students. So they had to play a role in a conversation without the help of instructors. We designed a pretest to analyze how fluent they were as if their ideas flow smoothly, vocabulary knowledge according to their level of learning, and the possible pauses that they do when are speaking. In the course of fifteen days, we executed the repetition strategy to know whether or not increase this element of speaking (fluency) concluding with a posttest at the end of the course. The fluency has been compared graphically.

The tool was a great source to collect information, and it was organized in some graphics, which are presented below. Conclude and to suggest strategies to solve those problems found in the surveys and rubric. The next info is what the students manifested in their answers:

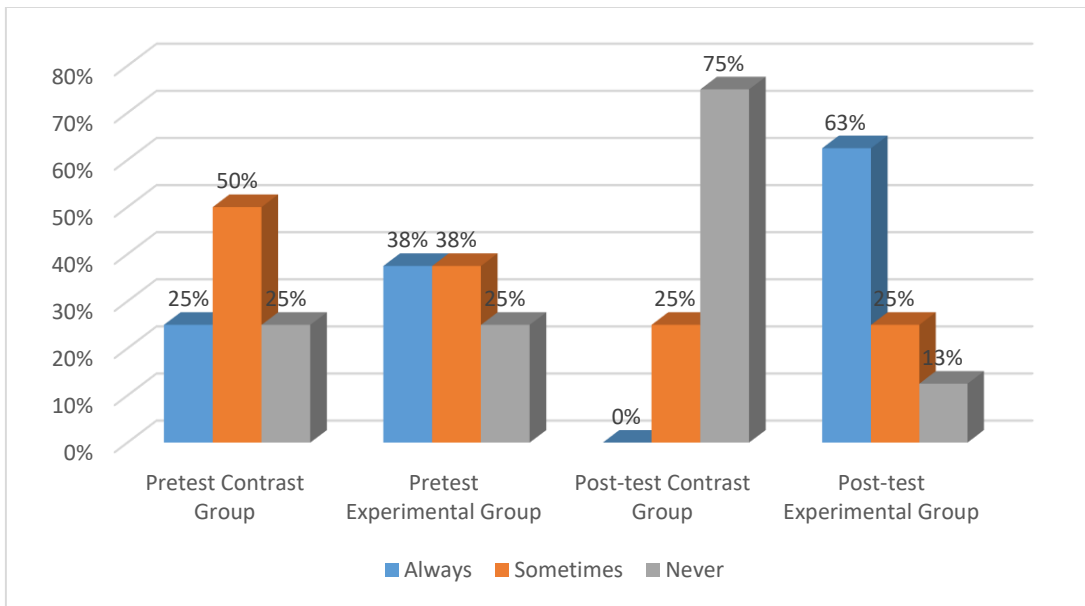## 1. The student speaks naturally with no distracting hesitations. Ideas flow smoothly

Figure 1.

Fig 1 shows the analysis of pre-test contrast and experimental group; where the contrast group the 50% of students sometimes spoke naturally while in the experimental group the 38% of the pupils always express their ideas spontaneously and, 38% sometimes established good communication. However, post-test contrast and experimental groups showed significant effects in the development of repetition strategy. Since 75% of the contrast group never experimented have a speech to perform the language. Instead, in the experimental group, repetition drills made a change for the learners because 63% always talked in a natural way in which the fluency increased positively.

2. **The student pauses several times, but generally seems to know the desired words, even if it is necessary to think about them.**
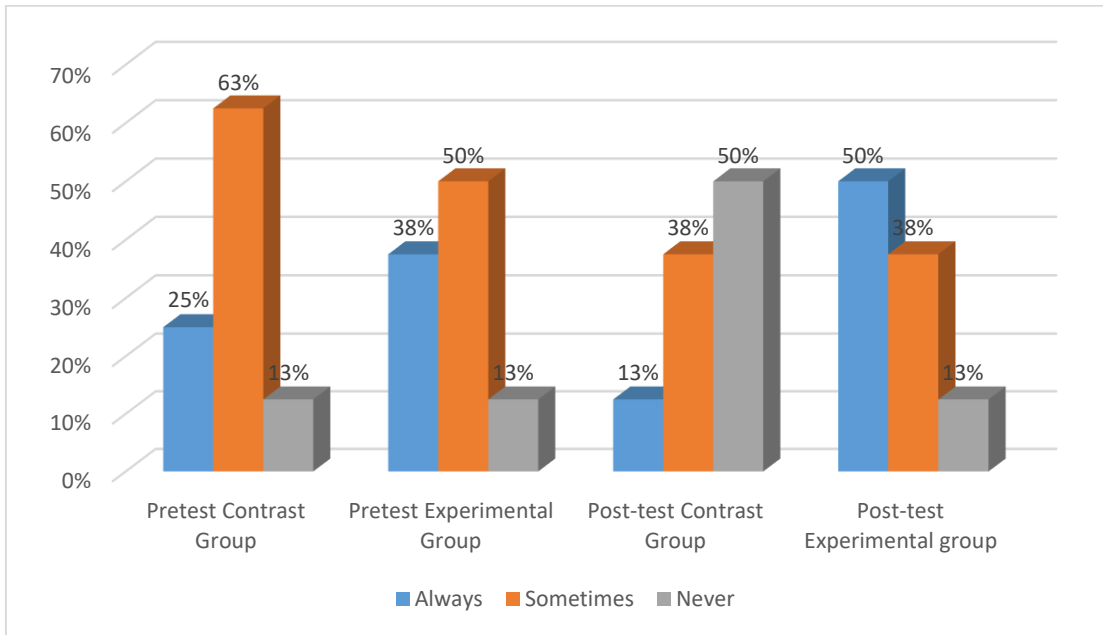

Figure 2.

Fig 2 shows during the pre-test contrast and experimental group; 63% of the contrast group sometimes made pauses continuously, meanwhile in the experimental group, 50 % of the pupils occasionally expressed their desires words or ideas. On the other hand, we have the post-test contrast and experimental groups; the contrast group showed that 13% of the students always apply the naturalness when speaking but, the experimental group increases positively to 50%. They always verbalize chunks or little phrases when speaking in the second language.

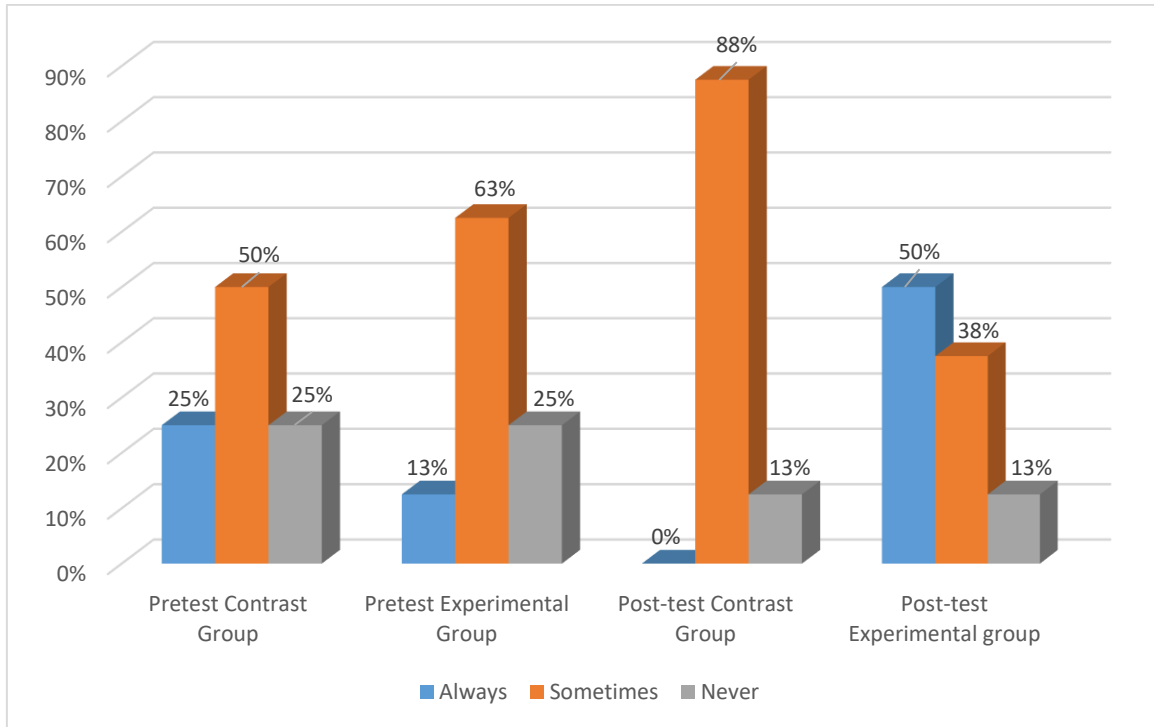## 3. **The student is able to focus on meaning and recognize words as she/he reads.**

Figure 3.

Fig 3 highlights pretest contrast and experimental group, 50% of the students of the contrast group were able to concentrate on meaning, recognizing, and identify words before pronouncing them as well as, 63% in the experimental group used sometimes identified words. To emphasize post-test in the contrast group marked the difference when 88% of the learners periodically acknowledged words when she/he read. Furthermore, 50% of the experimental group always known the contexts of the speeches. And with the practice of repetition drill reached good performance in oral communication.

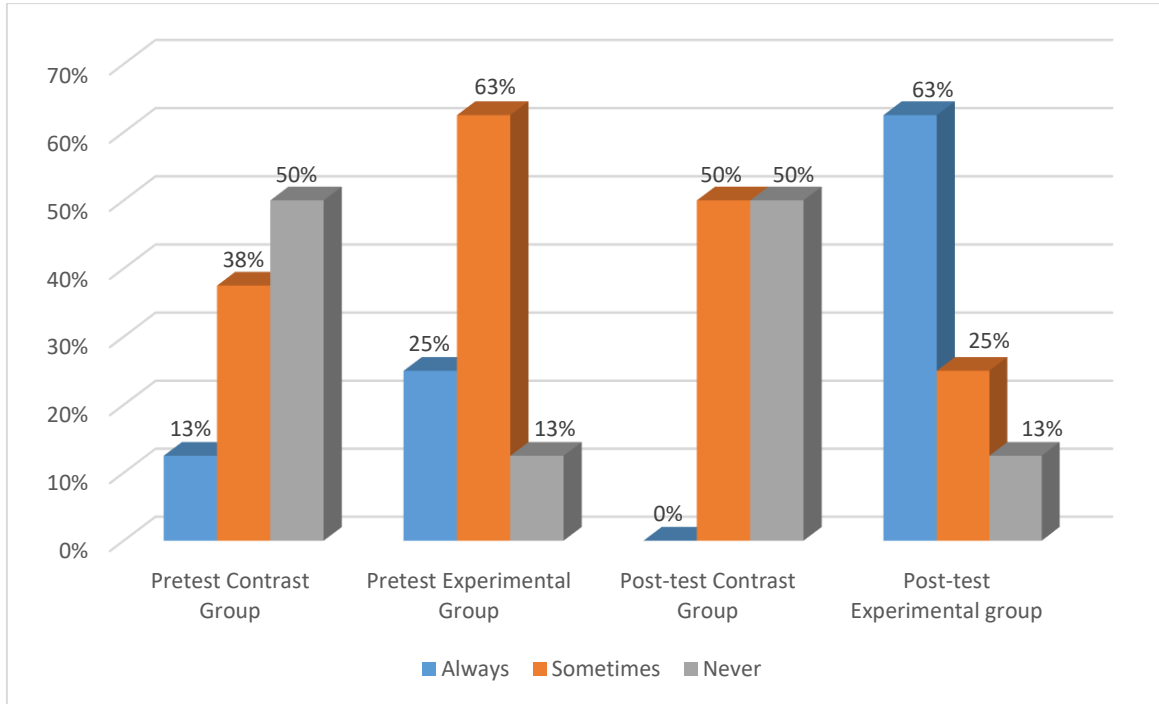## 4. The student reads easily with appropriate phrasing.

Figure 4.

Fig 4 revealed pretest contrast and experimental groups where 50% never read the phrases suitably assigned as drills. For instance, 63% of the experimental group were reading with good intonation. In the posttest contrast group, 50% of the learners never known how to pronounce words or phrases introduced. Nevertheless, this aspect was improved by 63% of the experimental group when applying repetitive activities during the period of classes obtaining better results in the fluency expected in the students.

5. The student has many hesitations and great difficulty remembering or selecting words.
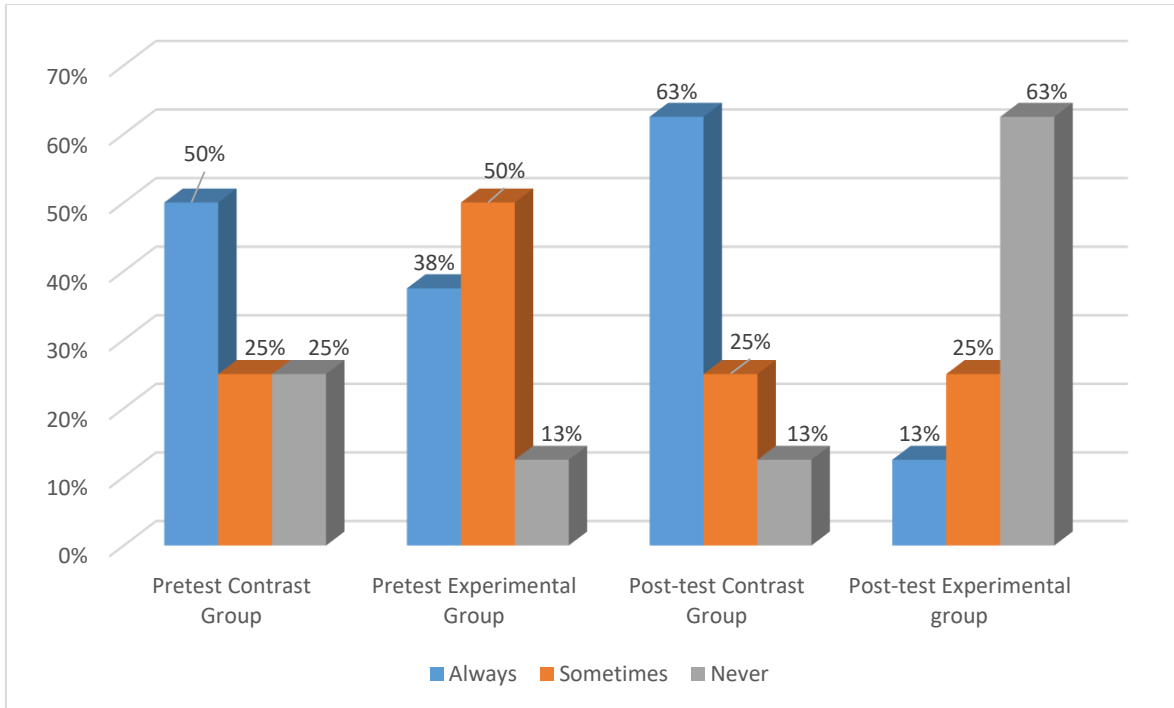

Figure 5.

Fig 5. Shows data of the pretest, contrast, and experimental group. 50 % of the pupils of the contrast group, at all times, presented a lot of difficulty in remembering aspects of selecting words and meaning. Also, 50% of the experimental group always were thinking about unknown words. So in the Posttest contrast group, 63% always presented the same problem. However, in the experimental group -posttest- when developing the repetition technique, the previous difficulties decreased, achieving 63% in most of the students the fluency increased satisfactorily into the oral communication.

6. The student has a limited vocabulary and background knowledge when he/she reads
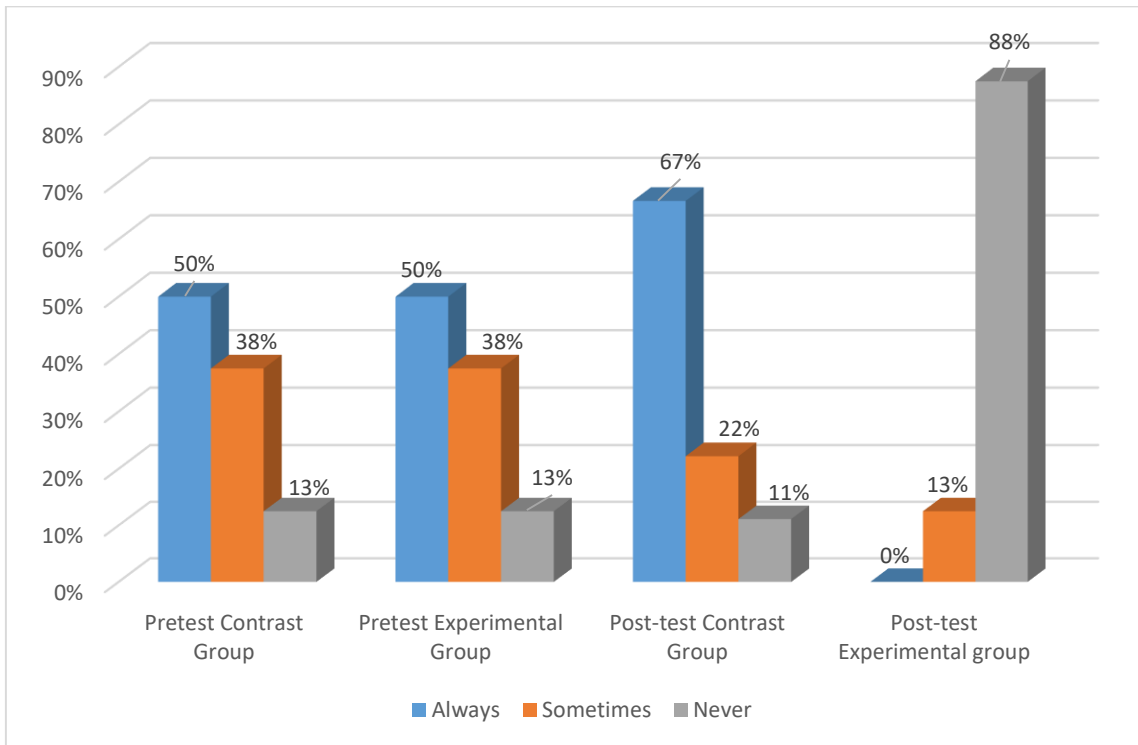

Figure 6.

Figure 6 highlights that 50% of our contrast and experimental group -pre-test- in its majority always maintained great difficulty for not knowing vocabulary and, sometimes 38% according to their level of learning. Despite the effort of students, 67% of the contrast group had the same problem. Regardless during the performance of repetition activities, we reached that 88% in its totality of student experimental group of the posttest, there was not much difficulty about the aspect to consider during the evaluation.

7. The student pauses inappropriately within and at the end of the sentences.
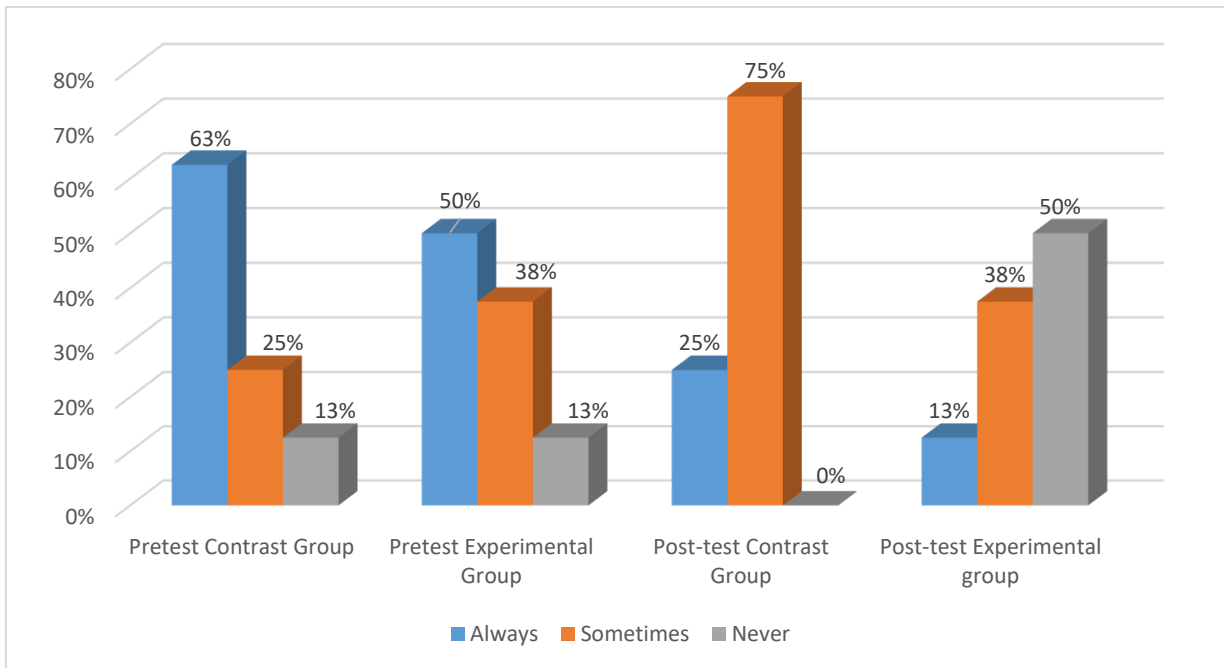

Figure 7.

Fig 7 reveals that 63% of the sample group –contrast group- in the pretest always paused inappropriately and, 25% sometimes did the same when expressing some phrases continuously. When the pretest –experimental group- was administered to the students, 50% always stopped when they dismissed words or phrases and, 38% had difficulty with the same aspect. Notably, in the posttest contrast group, most of the learners (75%) sometimes did unnecessary pauses at the moment of speak. Conversely, in the experimental group –posttest-; the aspect before mentioned decrease positively by 37% on students. To conclude, 50% did not pause needless when implementing oral communication.

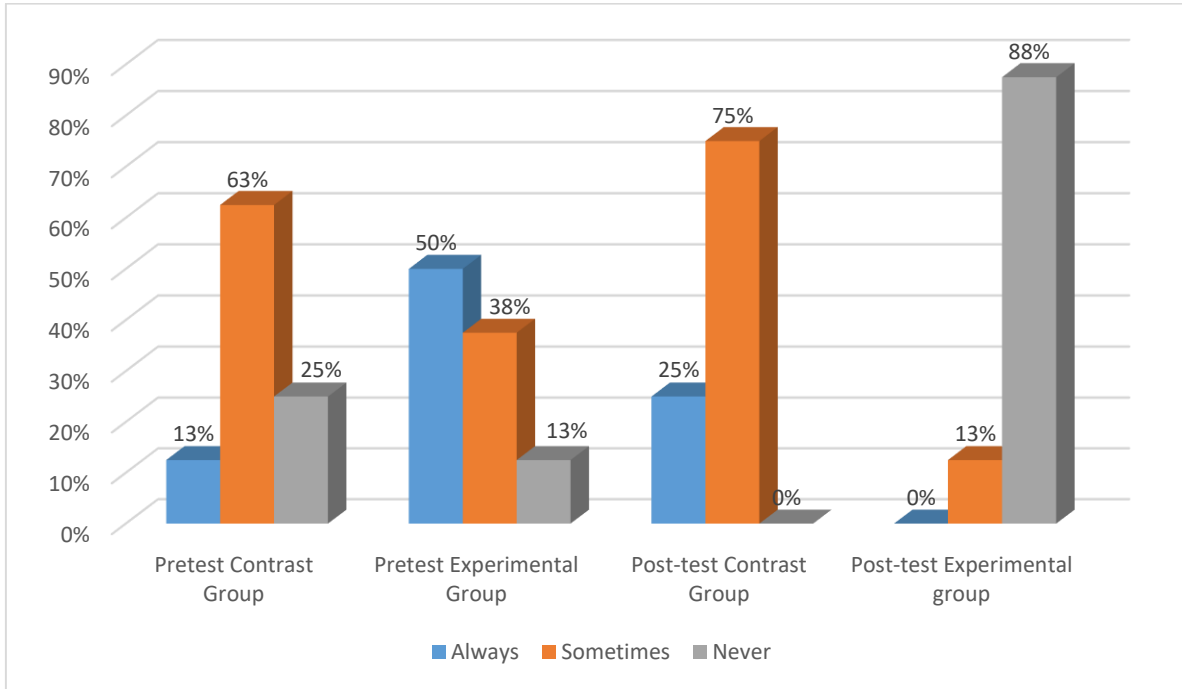## 8. The student only reads small amounts of a text.

Figure 8

Fig 8 states the data collected in the pretest, contrast, and experimental group. 63% of the contrast group sometimes read a small amount of text. Together with, 50% of the experimental group always had low efficiency when they read, and fluency was not good on students. All meanwhile, in the post-test, contrast group 75 % did have a better output. For instance, in the experimental group -post-test- it was no difficulty at the moment of speech since the repetition drill was a predominant aspect for students to be better fluent.

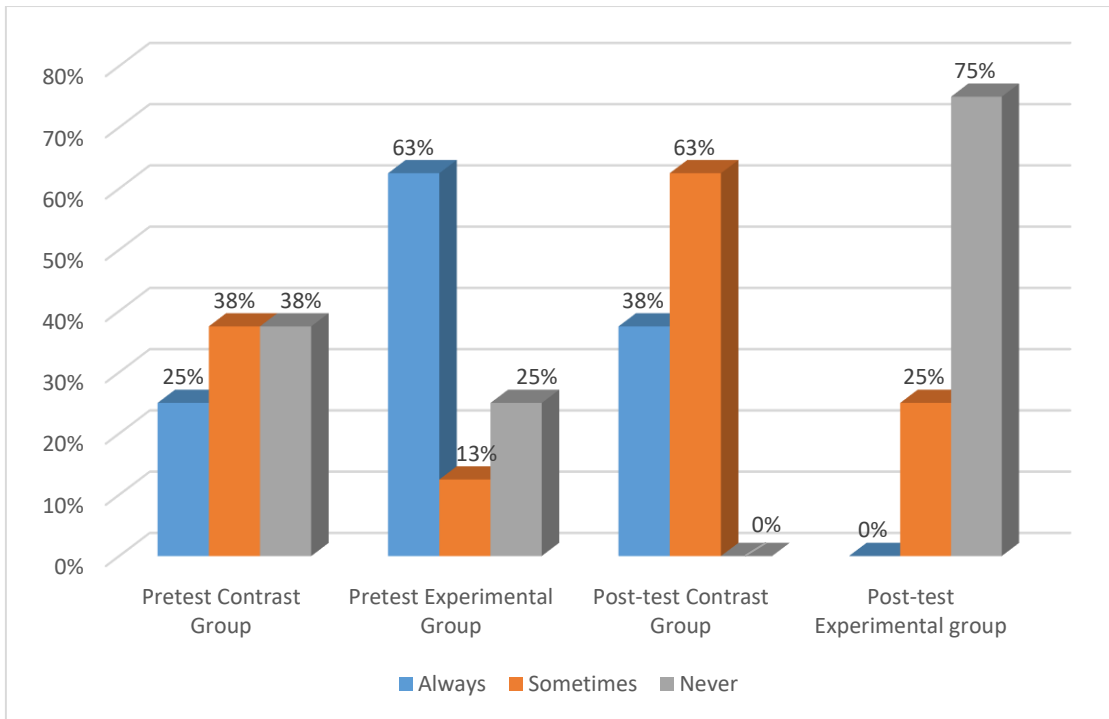## 9. The student stays silent when reading.

Figure 9

Figure 9 shows that the repetition drill helped the students during the second semester to have good fluency. 75 % overcome not to stay silent at the moment of assessing the experimental group -post-test-. Meanwhile, in the contrast group, 63 % sometimes stayed quiet because they did not know the pronunciation of words, the other 38 % always got the same aspect. Due to, the pretest contrast and experimental group always said nothing when it was needed to speak. With repetitive drills, the preeminent constancy and interest in speaking, accepting errors and correcting each of them, the less uncertainty and more fluent they will be.

X. CONCLUSION

All in all; this process was made throughout the lessons in the educational center -Miguel de Cervantes- we realized that through the observations made and the different tests of repetition it leads that the students do not feel uncertainty when pronouncing a word, nor make many pauses since they have limited vocabulary in their learning level. This study tries to spread out the knowledge of the effects of repetition drills on EFL Student' fluency. Bygate (2001) claims that in drills performance, language learners can familiarize themselves with the content. The findings conclude, when EFL learners are asked to repeat information drills, they likely to get some improvements (vocabulary and pronunciation) in their fluency. We also affirm that repetitive strategy helps students become more fluent and apply the naturalness of their speech. During the pretest and posttest, we consider that the group that did not put into practice the strategy before mention, students do not have advancement in their fluency related to speaking skills.

XI. RECOMMENDATION

Recommendation for the teachers

- Encourage the student to participate and establish conversation among them.

- Provide student materials according to the level to participate.

- Make students practice speaking skills by applying the repetition drills.

- Explain interesting topics to catch student attention, consequently make the student speak in the target language.

- Persuade students and help to find the purpose in the field.

Recommendation for students

- Students should practice new vocabulary to improve speaking skills.

- Students should speak English inside and outside the classroom.

- Student should improve the speed in a conversation to understand the message clearly.

- Students should encourage themselves to participate in the class.

- Students should listen to conversations in English and repeats them.

XII. BIBLIOGRAPHY

Naziev, A. (2017, June). *ResearchGate.* Retrieved from
https://www.researchgate.net/publication/317545698

Argawati, N. O. (n.d.). *Improving students'speaking skill using group discussion*. Retrieved from
http://e-journal.stkipsiliwangi.ac.id/index.php/eltin/article/view/46

Asnanudin. (2018, 01). *IAIN METRO.* Retrieved from
https://repository.metrouniv.ac.id/id/eprint/2525/1/THESIS.pdf

Assoc. Prof. Pham Vu Phi Ho, P. (2018). Fluency as successful Communication. *ReseachGate*, 12.
Retrieved from https://www.researchgate.net/publication/329584415

Bozorgian, H. (2017, 07 28). Retrieved 01 11, 2021, from
https://www.researchgate.net/publication/319065458

Bozorgian, H. (2017, Julio). Retrieved from
https://www.researchgate.net/publication/319065458_TASK_REPETITION_ON_ACCURAC
Y_AND_FLUENCY_EFL_LEARNERS'_SPEAKING_SKILL

Bozorgian, H. (2017, Julio 23). *ResearchGate.* Retrieved from
https://www.researchgate.net/publication/319065458_TASK_REPETITION_ON_ACCURAC
Y_AND_FLUENCY_EFL_LEARNERS'_SPEAKING_SKILL

Bozorgian, H. (2017). *TASK REPETITION ON ACCURACY AND FLUENCY: EFL LEARNERS' SPEAKING
SKILL.* doi:10.18488/journal.23.2017.62.42.53

Brown, H. D. (2000). *Principles of Language Learning and Teaching.* San Francisco State University:
Longman.

De Jong, N. (2011). Linguistic Skills and Speaking Fluency in a second Language. *ResearchGate*, 24.
doi:doi:10.1017/S0142716412000069

DE JONG, N. (2011). Linguistic skills and speaking fluency in a second language. *ResearchGate*, 24.
doi:doi:10.1017/S0142716412000069

Derakhshan, A., Khalili, A., & Beheshti, F. (2016, 05 20). *Canadian Center of Science and Education.*
Retrieved from http://dx.doi.org/10.5539/ells.v6n2p177

Febriyanti, E. R. (2020). *DocPlayer.net*. Retrieved from https://docplayer.net/28370000-Teaching-
speaking-of-english-as-a-foreign-language-problems-and-solutions.html

Felker, E. (2018, 11 06). *Cambridge University Press.* doi:10.1017/S0142716418000474

Fitri , D. (2017, 10 30). *Journal of English and Education.* Retrieved from
http://ejournal.upi.edu/index.php/L-E/article/view/10198

Harsch, C. (2017, 04 01). *Oxford Academic.* Retrieved from
https://academic.oup.com/eltj/article/71/2/250/2447425 by guest on 22 January 2021

Holman, E. (2018, 07 11). *Quora*. Retrieved from https://www.quora.com/What-is-language-
performance

Houwer Jan De, M. A. (2013). What is learning? On the nature and merits of a functional definition
of learning. *ResearchGate*, 39. Retrieved from
https://www.researchgate.net/publication/235380853_What_is_learning_On_the_nature
_and_merits_of_a_functional_definition_of_learning

Houwer, J. D. (2013, 01). *ResearchGate.* Retrieved from
https://www.researchgate.net/publication/235380853

Jeremy, H. (2007). *The Practice of English Language Teaching.* England: Pearson Longman.
Retrieved from
https://coljour.files.wordpress.com/2018/09/jeremy_harmer_the_practice_of_english_la
nguage_teaching_4th_edition_longman_handbooks_for_language_teachers.pdf

Kaur, H. (2021). *The Lingo World*. Retrieved from
https://www.thelingoworld.com/general/differences-fluency-
proficiency#:~:text=Fluency%2C%20whether%20it%20is%20in,practiced%20by%20writing
%20and%20reading.

Kumar, R. (2011). *Research Methodology a step-by-step guide for begginers.* London: Sage.

Lai-Mei, & Leong. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill.
International Journal of Research in English Education, 8.

Leong Lai-Mei, A. S. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill.
International Journals of Research in English Education, 8.

Leong1 , L.-M., & Masoumeh Ahmadi, S. (2017, 03 20). *An Analysis of Factors Influencing Learners'
English Speaking Skill.* Retrieved from http://ijreeonline.com/article-1-38-.pdf

LUTFI, A. (2017). *e-repository.perpus.iainsalatiga.ac.id.* Retrieved from http://e-
repository.perpus.iainsalatiga.ac.id/1666/1/Skripsi%20LUTFI%20ALAWIYAH%202017.pdf

Molina Barriga, M., & Briesmaster, M. (2017). The use of the 3/2/1 technique to foster student's
speaking fluency. *i.e.: inquiry in education*, 1-15.

Molina, M., & Briesmaster, M. (2017). The Use of the 3/2/1 Technique to Foster Students'
Speaking Fluency. *i.e.: inquiry in education*, 1-15. Retrieved 11 03, 2020, from i.e.: inquiry

in education: https://digitalcommons.nl.edu/ie,
https://digitalcommons.nl.edu/ie/vol9/iss2/8

Pham , H. (2018). Fluency as succesful Communication. *ResearchGate*, 1-12.

Pourhosein G, A. (2011, 08). *ReseachGate.* Retrieved from
https://www.researchgate.net/publication/315035214

Pourhosein Gilakjani, A. (2012, 03). *ReseachGate.* Retrieved from
https://www.researchgate.net/publication/267722924

Prabavathi R., N. P. (2018). Effective oral and written communication. *Journal of Applied and
Advanced Research, 2018: 3(Suppl. 1) S29 −S32*, 4. Retrieved from
file:///C:/Users/THEUNIQUE/Downloads/Effective_oral_and_written_communication.pdf

Puja, W. (2016, June 02). *Speaking Strategies Used By Indonesians Tertiary Students*. Retrieved
from https://journal.uniku.ac.id/index.php/ERJEE/article/view/337

Qian, W. (2017, 08 26). *Studies in Literature and Language.* Retrieved from
https://core.ac.uk/download/pdf/236304515.pdf

Reid, E. (2016, 11). *ReseachGate.* Retrieved from
https://www.researchgate.net/publication/312495294

Rouzbahani, N., & Alipour, M. (n.d.). On the Differential Effects of the Teacher's L1 Use or L2-only
Explanations on EFL Learners' Learning and Retention of Concrete and Abstract Words.
International Journal of TESOL Studies, 2. Retrieved from International Journal of TESOL
Studies:
https://www.tesolunion.org/attachments/files/CODLK1ODYZ3NTM15ZDZJ1MZNK3OTM53
MMVLCYZC16YWIY3YTQ10OGFHBNDMX9YJUY3ODVK1MTLKBOTGZ9NZQ14MZA04LJGY3O
DCZ3OTY4BLJEX.pdf

Rydnet. (2007). THE ROLE OF FORMAL INSTRUCTION IN SECOND LANGUAGE ACQUISITION.
Ryfdnet's Weblog.

Sandoval, E. (2019). How do we measure language fluency? *BBC.* Retrieved from
https://www.bbc.com/future/article/20190903-linguistic-fluency-proficiency-second-
language-learning

Saville-Troike, M. (2006). *Introducing Second Language Acquisition.* New York: Cambridge
University Press.

Sequeira, A. (2012, 09). *ResearchGate.* Retrieved from
https://www.researchgate.net/publication/272620585

Shigeo Brown, P. (2017). WHAT IS FLUENCY AND HOW DO WE DEVELOP IT? *International Teacher Development Institute*, 2. Retrieved from http://contact.teslontario.org/wp-content/uploads/2017/11/03Brown-Fluency-1.pdf

Shine, K. P. (2011). Differences between Second Language Learning and First Language Acquisition. *LANGUAGE IN INDIA - Strength for Today and Bright Hope for Tomorrow*, 9. Retrieved from www.languageinindia.com

Shine. , K., M.A, M.Phil, PGCTE, & GDTE. (2011). Differences between Second Language Learning and First Language Acquisition . *LANGUAGE IN INDIA -Strength for Today and Bright Hope for Tomorrow*, 9.

Shivcharran, J. (2019, 7 23). *Quora*. Retrieved from https://www.quora.com/How-does-first-language-influence-second-language-acquisition

Soh Lan, L. (2017). *The English Teacher.* Retrieved from https://journals.melta.org.my/index.php/tet/article/view/512

Tamuna, K., & Mustafa, A. (2016, 09 1). The Use of Drills in the Development of Speaking Skills. *International Journal of Social Sciences & Educational Studies*, 6. Retrieved from https://search.proquest.com/docview/2394982413?pq-origsite=gscholar&fromopenview=true

The English Language Centre. (2013, 09 30). Retrieved from http://www.elc-schools.com/blog/4-reasons-why-learning-english-is-so-important/

Torky, S. A. (2006). The Effectiveness of a Task- Based Instruction program in. *Eric Institute of Educational Science*, 14.

Ur, P. (2009). *A Couse in Language Teaching-Practice and Theory.* New York: Cambridge.

Valizadeh Nasim, S. K. (2018). The Effect of Task Repetition under Different Time Conditions on EFL Learners' Oral Performance and Grammatical Knowledge Gain. *Applied Research on English Language*, 1-28.

Yahiya, A.-S. S. (2016). The Impact of Task Repetition on Fluency, Accuracy and Complexity. *International Journal of English Language Teaching*, 1-20.

Yingjie, Y. (2013, 12 1). *International Journal of Research Studies in Language Learning.* Retrieved from https://www.researchgate.net/publication/271258299_The_development_of_speaking_fluency_The_432_technique_for_the_EFL_learners_in_China/link/5ae0cfeb0f7e9b285948099b/download

Yoshimura, y., & MacWhinney, B. (2007, January). *The Effect of Oral Repetition on L2 Speech Fluency:.* Retrieved October 20, 2020, from

https://www.researchgate.net/publication/267998795_The_Effect_of_Oral_Repetition_o
n_L2_Speech_Fluency_An_Experimental_Tool_and_Language_Tutor

Zhiqin, W. (2014). Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners.
Canadian Center of Science and Education, 7(2), 1-9. doi:10.5539/elt.v7n2p110

Zhiqin, W. (2014). Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners.
Canadian Center of Science and Education, 9. Retrieved from
https://files.eric.ed.gov/fulltext/EJ1075642.pdf

ATTACHMENT

Expert Judgement

You have been selected to evaluate the instrument used to carry out the research "The use of repetition to boost fluency in EFL students".

The evaluation of the following instruments is essential to obtain the validation and reliable data.

Your support is greatly appreciated.

Name of the judge:

_____

Academic qualifications:

_____

_____

Professional experiences area:

_____

_____

Institutions_____

Research's objective

To measure whether or not the use of repetition boosts fluency in EFL students of the 7th grade at Miguel de Cervantes Public high school during the second semester of 2020.

Specific objectives

- To apply repetition drills in class to increase the fluency of EFL learners' oral production
- To analyze if repetition strategy leads or not to more fluency of EFL learner's speaking skill
- To assess if students retain sentence structures by using repetition.

Objective of the expert judgement:

To validate the content of the instrument.

According to the following indicators qualify each of the items as appropriate.

CATEGORY	RATING	INDICATOR
COHERENCE The item has a logical relationship to the dimension or indicator it is measuring.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. The item has no logical relationship with the 2. The item has a tangential relationship with the dimension. 3. The item has a moderate relationship with the dimension you are measuring. 4. The item is completely related to the dimension you are measuring.
CLARITY Degree to which the item is written clearly and precisely, facilitating its understanding by the subjects surveyed.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. The item is not clear 2. The item requires quite a few modifications or a very large modification in the use of the words according to their meaning or by their arrangement. 3. A very specific modification of some of the item's terms is required. 4. The item is clear, has adequate semantics and syntax.
RELEVANCE Importance of the item with respect to the contribution it can provide for a better understanding of the measured characteristic or situation.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. Does not meet the criteria. 2. The item can be removed without affecting the dimension measurement. 3. The item has some relevance, but another item may be including its measurement. 4. The item is essential or important, i.e. it must be included.

SUFFICIENCY Items belonging to the same dimension are sufficient to obtain the measurement of this dimension.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. Items are not sufficient to measure the dimension 2. The items measure some aspect of the dimension but do not correspond to the total dimension 3. Some items must be increased in order to fully evaluate the dimension. 4. The items are sufficient

Dimensión	Fuentes	Descripción	Ítems	Coherencia (De 1 a 4)	Claridad (De 1 a 4)	Relevancia (De 1 a 4)	Suficiencia (De 1 a 4)
Fluency	(Assoc. Prof. Pham Vu Phi Ho, 2018, pág. 3)	Fluency is the ability to use the language quickly and confidently without too much hesitation or too many unnatural pauses to cause barriers in communication	The student speaks naturally and fluently with no distracting hesitations. Ideas flow smoothly.				
	(Bozorgian, 2017)	In genuine communication, speaking is purpose-driven or achieving communication is a particular end, expressing a wish or desire to do something;	The student pauses several times, but generally seems to know the desired words, even if it is necessary to think about them.				

	(Lai-Mei & Leong, 2017)	Speaking as an interactive process of making meaning that includes producing, receiving, and processing information.	The student is able to focus on meaning and recognize words as she/he reads.			
	(Molina Barriga & Briesmaster, 2017)	Repetition is the best way to develop fluency because repeating the same words and phrases can help students feel more confident, which will make each delivery more grammatically correct.	The student reads easily with appropriate phrasing.			
	(Zhiqin, Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners, 2014)	Too many hesitations and pauses in speaking may obstruct the speaking fluency and also depress the speaker.	The student has many hesitations and great difficulty remembering or selecting words.			

	(Shine. , M.A, M.Phil, PGCTE, & GDTE, 2011)	It develops familiarity with the phonetic characteristics of the language acquisition as well as its structure and vocabulary, and is responsible for oral understanding, the capability for creative communication and for the identification of cultural values	The student has a limited vocabulary and background knowledge when he/she reads.				
	(DE JONG, 2011)	Breakdown fluency has to do with the ongoing flow of speech and can be measured by counting the number and length of filled and unfilled pauses.	The student pauses inappropriately within and at the end of the sentences.				
			The student only reads small amounts of a text.				
			The student stays silent when reading.				
			Comentario/formulación alternativa				

Pre- and Post-test Evaluation Rubric

The objective of this rubric is to determine the level of fluency that students of 7th grade have before and after using the repetition drill strategy at Miguel de Cervantes Public High School.

Student`s Name_____Date_____

1. Read the item and choose a response (1 to 3) with a check in the space after each item.

    1. Always   2. Sometimes   3. Never

Fluency	1	2	3
The student speaks naturally with no distracting hesitations. Ideas flow smoothly.			
The student pauses several times, but generally seems to know the desired words, even if it is necessary to think about them.			
The student is able to focus on meaning and recognize words as she/he reads.			
The student reads easily with appropriate phrasing.			
The student has many hesitations and great difficulty remembering or selecting words.			
The student has a limited vocabulary and background knowledge when he/she reads.			
The student pauses inappropriately within and at the end of the sentences.			
The student only reads small amounts of a text.			
The student stays silent when reading.			

Comments:_____
_____
_____
_____

UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN - MANAGUA

Pre-test/Post test

Student's name: _____

Read the following conversation about two friends in a meeting at the high school. Play the role of Martha and David with the partner by your side.

Martha: Hey, David. How are you?

David: Fine, thanks. How do you feel today?

Martha: Pretty good. So, tell me; are your classes interesting this semester?

David: Yes, they are. I really love Natural Sciences.

Martha: Natural Sciences? How interesting to hear that.

David: What do you do in your free time?

Martha: I usually read books, but sometimes I go to a karaoke.

David: Oh, really? Do you like singing in public?

Martha: Yes, I do.

David: If you allow me, I could invite you on November 15th at 8 o´clock.

Martha: Ok. I am free that day, let's go.

David: But, where is the karaoke located?

Martha: It is across from the central park.

David: Fantastic. See you there.