

**Be More Radio: Improving Fluency In Students Through The Implementation Of An
Online Radio Station.**

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Online Radio Station.**

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Abstract:

This project can be an educational tool for teachers and students to improve spoken fluency via the use of ICT technologies, applying different strategies to improve the verbal communication skills of those learning English as a foreign language. Through the implementation of an online radio station, students can develop their command of spoken English and teachers can use this tool as an evaluative method in their classes. This research objective is to identify the impact of an online radio station on EFL students' fluency development. In addition, this project is based on the action research methodology following processes of planning, observation and reflection.

Key words: Fluency, EFL students, ICT technologies, online radio.

Resumen:



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Este proyecto puede ser una herramienta educativa para profesores y estudiantes con el objetivo de mejorar la fluidez y el uso de las tecnologías TIC, aplicando diferentes estrategias para desarrollar la habilidad del habla de los estudiantes que están aprendiendo inglés como lengua extranjera. A través de la implementación de una emisora en línea los estudiantes pueden desarrollar habilidades de su discurso y los profesores pueden utilizar esta herramienta como un método de evaluación en sus clases. Esta investigación tiene como objetivo identificar el impacto de una radio en línea para el desarrollo de la fluidez de los estudiantes de inglés como lengua extranjera. Además, este proyecto se basa en la metodología de investigación acción siguiendo un proceso de planificación, observación y reflexión.

Palabras claves: Fluidez, estudiantes de inglés como lengua extranjera, tecnologías TIC, emisora en línea.

Introduction

Currently, EFL students are constantly involved in environments in which the development of oral fluency has been badly affected by factors such as fear, inadequate knowledge of vocabulary, absence of confidence and syntactical shortcomings, among others. Therefore, in order to overcome the aforementioned obstacles, an online radio station has been designed and created as a key learning resource. This project provides an opportunity for teachers to create class projects in which the EFL students participate in a more active manner, thus encouraging spoken interaction and facilitating the improvement of their fluency through a series of online radio broadcasts. This research study attempts to answer

the following question: What is the impact of implementing an online radio program on EFL students' fluency development?

Statement of the Problem

Education in Colombia is geared towards the creation of a bilingual nation, which demands appropriate proficiency in the four key skills: listening, writing, reading and speaking. In most cases, students can master the first three aspects of the language; however, speaking usually proves to be the skill that students have more difficulty with, particularly in terms of fluency when speaking spontaneously.

Periods of silence, hesitation and lack of fluidity are some of the most common difficulties EFL students have in terms of spoken English. Fillmore (1979) stated that the lack of vocabulary affects fluency in a great measure; for instance, periods of silence, use of pet words and hesitation are factors influencing the students' verbal communication of the language. As a consequence, those features become a considerable hindrance to EFL students' oral production, preventing them from expressing ideas coherently and consistently.

Therefore, the implementation of an online radio program can provide a means of overcoming oral fluency difficulties in EFL students.

Objectives



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- To identify the impact of an online radio program on EFL students' fluency development.
- To implement an innovative strategy using a technological resource, in the form of an online radio program, in order to foster students' spoken communication and, perhaps, self-confidence.

The use of an online radio program as a learning resource provides a new academic platform to circulate information, facilitating interaction between teachers and students. Knowledge and the effective use of language are easily transmitted through the online radio program, allowing students to take an active role in communication. In addition, this device serves as a tool to explore and examine fluency acquisition in EFL students.

Theoretical framework

This study addresses the fluency in students through the implementation of an online radio, and it has been developed around four fundamental concepts. First of all, communicative competence, which covers three specific concepts:

- 1) pragmatics, in which the relationship between language and the context in which it is spoken is emphasised;
- 2) fluency, which is of paramount importance in the development of an adequate level of verbal communication, and finally;



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3) virtual literacy, which involves the integration of technological resources to enable immediate access to information

During the oral production of English, students face various obstacles that limit a natural sounding and spontaneous verbal communication.

Absence of confidence, according to Lemos Tello (2012), is when EFL students experience nervousness when required to use the target language orally and feel that they lack the skill to perform as confident speakers. Subsequently, students feel uncomfortable and their oral production is affected by periods of silence and hesitations. Catalán (2002) claims that the learner needs to master lexical competence both in the sense of the knowledge of appropriate word usage and in the sense of the ability to recognize, learn, and understand the different words written and spoken. Thus, the higher the level of vocabulary, the greater the possibility of producing fluid and contextually appropriate speech.

Additionally, students use syntactic analysis to produce speech. This is important because, depending on the level of analysis applied by the student, their spoken English may or may not go beyond a certain proficiency level. Consequently, depending on an adequate analysis, students may be able to attain a high level of verbal competence.

Communicative competence

Communicative competence is the set of grammatical, lexical, semantic and phonetic rules which, when adhered to, permit the speaker to sustain efficient communication. The



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acquisition of communicative competence is generally related to social experience, needs, motivation and action. According to Hymes (1971, 1972), the general terms for a person's communication skills is the ability to understand language and the ability to use it. Indeed, he argues that communicative competence is a set of skills and knowledge that determine speakers' understanding and proficiency. In other words, communicative competence is the ability to interpret and use linguistic variation relating to the functions of the language.

The discipline of communicative competence is based on two important concepts; one of them is the linguistic field. According to Canale and Swain (1983), linguistic competence refers to knowledge of the language code - grammatical rules, vocabulary, pronunciation, spelling, etc. The second is related to the sociolinguistic competence, which refers to the comprehension of the socio-cultural context of language use (appropriate application of vocabulary and style). Hence, communicative competence is the set of rules that the speaker learns and applies appropriately according to the specific context.

Pragmatics

In the process of communication, pragmatics deals with the way in which language is interpreted according to context. Pragmatics is the part of semiotics that deals with the relevance of the conditions in which language is used in order to discern meaning, rather than the importance of structural and linguistic knowledge.

Within this linguistic discipline, there must exist an understanding between the speaker and the interpreter, in terms of context of time, socio-culture and the speaker's intent.



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Indeed, words as tokens of meaning are undoubtedly associated with the various contextual dimensions in which they are used. Pragmatics deals with the circumstances in which the process of expression, communication and interpretation of language occurs in a space, a culture, and in terms of the psychological and sociological aspects of the use of language. In the communicative process, language is understood in terms of the context in which it is used.

In terms of oral fluency, pragmatics is used to manage and understand a language in its proper context in order to facilitate efficient verbal communication. Speech fluency and coherence is an important issue for the development of foreign language students; some studies, namely Brinton, (1996) and Schrifin, (1987, 2001) have shown that an understanding of discourse is a significant feature of oral speech as well as an integral part of pragmatics. Consequently, for EFL learners, appropriate use of discourse is an important and integral aspect of pragmatics and communicative competence.

Fluency

Fluency has been defined by various authors who have studied the development of oral proficiency. Authors such as Faerch, Haastrup, and Phillipson (1984) include fluency as a component of communicative competence, defining it as the speaker's ability to make use of the linguistic and pragmatic competence they possess. Hence, fluency is the ability of the speaker to express themselves verbally in an efficient manner. Richards (2006) defines fluency as "natural language use occurring when a speaker engages in meaningful

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interaction and maintains comprehensive and ongoing communication despite limitations in his or her communicative competence". Therefore, fluency is not a detached complement of oral proficiency skills, but a supplement of it.

Furthermore, fluency in speech is part of the learning process and also relies on previous knowledge. According to Schmidt (1992), fluency is an automatic skill of the learner in the oral communication. Schmidt (1992) also refers to fluency as a phenomenon which depends on knowledge or knowing how to do something. According to Richards (1985), fluency is the ability to make grammatically correct sentences. As a result, fluency is an important field in the process of language learning for EFL students.

Virtual literacy

Virtual literacy is an emergent process that refers to a new way of accessing and acquiring knowledge and information. It is implemented by means of users' access to online pages, online radio stations, virtual books, etc. In an overview of the new literacy studies (NLS), Barton (2001) suggests that "nearly all everyday activities in the contemporary world are mediated by literacy and that people act within a textually mediated social world (p. 83)". Thus, it is evident that an increasing number of everyday activities are now conducted through screen-based media and therefore virtual literacy is an increasingly important skill.

Virtual literacy involves the utilisation of technological methodologies that can be successfully used in learning processes. Montoya and Villa (2006) suggested school radio as a resource in which it is not only the studio and the microphone; radio broadcasting

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involves dynamics between words, imagination, creation, music, and sound effects. These elements permit users to narrate stories, which lead to discussions about real life and experiences (Montoya & Villa, 2006, p. 33). Thus, virtual literacy is an innovative component that facilitates the building of students' knowledge to increase their literacy competence relying on technological support.

Methodology

Lewin (1946) defined action research “as comparative research on the conditions and effects of various forms of social action and research leading to social action” (p. 202-203). As such, this is a qualitative collaborative action research informed by Gay & Airasian (2000) with the purpose of designing an online radio as a strategy to foster student involvement in an unconventional learning environment where the use of English is promoted for communication. Throughout the process, we observed, identified and helped participants to overcome some of the difficulties they had in terms of fluency. In addition, Gay & Airasian (2000) argued that, the first goal of traditional educational research is “to explain or help educational issues, questions, and processes” (p. 24). Hence, designing an English speaking radio station with interviews, forums, and other forms of interaction, would potentially promote student’s speaking abilities, thus enhancing EFL students’ fluency.

This action research study was implemented in order to determine the impact of an online radio program on EFL learners’ fluency. The participants were four teenagers, and two

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adults between 16 to 25 years of age; the sessions were divided in three groups of six students from beginner and intermediate levels. The students attended the Canadian College Institute which is a private school located in Bogotá, Colombia.

The project was implemented in ten one-hour sessions. Lessons started with a warm up; followed by the presentation of a topic where videos were used as main resource; then a brief explanation about the topic; and finally a discussion was guided by different questions addressed to the audience. In this way, the students had the chance to practice their spoken English by communicating their thoughts and ideas. This section became the most significant component of the broadcasts. The participants were actually socializing among themselves during most of the sessions. Finally, correction techniques such as self correction, peer correction and teacher correction were used to evaluate students' progress.

The materials used in the class were videos, images from the internet and books, among others, all of them related to interesting and attractive topics such as sports, food, places around the world, social networks, etc. Videos, and images were taken as a warm up and presentation for each session. For instance, in one session, the topic was places around the world, in which images of famous places such as the Eiffel tower were used to introduce a topic, so that the students could be familiarized with the subject. Different questions such as, “Have you ever been in Paris?” “Would you like to go?” “What do you think about the culture?” would be the principal means of getting the students engaged in conversation.

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Data collection was conducted using three instruments, the first being a multiple-choice survey about students' difficulties and problems when speaking. It also included questions about the radio program, in which students could choose their preference of topics, music, entertainment, etc, through their participation in the online radio program. The online radio program offers the students a space to practice their communicative skills in order to improve fluency. The program was designed with an educational purpose where students were able to come in and out and participate in each broadcast to interact with others and post their opinions through the use of Twitter and Facebook. The second instrument, audio-recorded interviews, aimed at inquiring about the potential students' fears of and difficulties in performing spoken activities (e.g. when speaking English in front of people). The third instrument, a video recording, was designed to monitor the behavior and reaction of students when answering questions and describing events spontaneously.

The audio interviews and video recordings were descriptively analyzed in order to identify different aspects of students' behavior and their fluency.

The results collected were organized, assembled and coded with paralinguistic elements such as (u) = utterance interruption by one of the speakers. () = interrupt or be interrupted by laughter or an element out of context. (...) = Interruption of phonation by a gesture or a word. [] = Interruption by a grammatical error or perceived pauses between words. (?) = Interruption for words whose meaning is not understood. Besides, each sample of the broadcasts was organized as follows: (AR) = Audio recording, it represents the resource

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used; SP = Speaker 1, 2, 3, 4, 5, 6 or 7, it corresponds to each one of the participants, then the sample taken from the transcription, in some of the cases; IV = Interviewer 1, 2, 3 or 4, and finally the ID number of the broadcast, its duration and its recording date as included in the transcriptions, which are part of the communication that accompanies the verbal message, in order to better identify the facts that affect their oral fluency. Students' interventions and corrections are carried out by the broadcasters.

In addition, the qualitative data gathered from the survey is characterized by using procedures of observation, participation and careful recording of raw data in order to identify whether the students improved their fluency after the broadcasting sessions. Data reduction elements involve categorization and coding processes, with the purpose of identifying and differentiating units of meaning: SP = Speaker 1, 2, 3, 4, 5, 6 or 7, which corresponds to each student, then the date is included in the transcription organization.

Data Analysis and Findings

The mastering of a foreign language starts in the learning and acquisition of abilities such as listening, reading, writing and speaking. Therefore, such speaking skill is tightly related to oral fluency, which is the ability to express thoughts and ideas, not only coherently but also spontaneously as the speaker is capable of producing and supporting a complete argument. Platt and Weber (1985) affirmed fluency “follows the features which give a speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions” (p.



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108). In other words, fluency is the process of proficiency in speech production. In this research project, after the implementation of ten broadcasts the students' performance was analyzed based on the transcriptions of the data collected, the reader will be able to observe how the online radio program helped to identify that periods of silence, pausing, confidence, grammatical and linguistic structure affect the students' fluency at the moment of speaking but also, learners had the space to improve the difficulties where they interacted with others in each broadcast.

In order to analyze said information, we collected data through transcriptions, surveys, recordings, etc. By using such tools, we analyzed three main factors associated to fluency: unveiling break downs in communication, building confidence, and supporting linguistic development. These categories are accordingly described and analyzed, and examples for each one are included.

Unveiling Breakdowns in Communication

Over the last years, fluency in a language has taken an important role in the acquisition of a foreign language and that is why fluency is the main target of this research paper. In this regard, the term 'pausing' appears as an issue that needs to be managed, in order to consciously produce proper spoken sentences, in which the purpose of the student acquiring the L2 is to be proficient during the speaking process. For this reason researchers analyzed



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the data regarding the use of pauses in each one of the broadcasting sessions and every utterance of students.

This section attempts to analyze the periods of silence and pausing during the interventions students had in each broadcasting session. In this category, three types of factors are presented: pause duration, frequency of pauses and syntactic location.

The pause phenomenon was measured throughout the dynamic participation each student had during the broadcasting activities, and also by studying students' performances. The first subfield to be analyzed is the longest duration, defined as the number of silent periods students had during the speaking process. The set of pauses generated in the audio transcriptions reveals the following:

(AR) SP1: I don't know [...] I think that [...] (Broadcast two/ 53:47minutes/ 07-10-2014)

In the examples above, the silent periods that appeared in each intervention affect the oral performance of students. This fact showed that, when an open question was asked, students spent some time processing their ideas and answering. However, the speaking process is a slow one and the silent period can appear when students cannot answer immediately because nothing comes to their mind or because they need to process their answer (in Spanish first, perhaps, and then translating it in their minds). In this case, students' performance is affected by silent periods. Therefore, if there is the possibility to

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avoid this awkward silence during oral interaction, communication will be more effective and successful.

Another factor to be considered during oral production is the frequency of pauses. This was measured by analyzing the active participation each student had during each of the broadcasting sessions. Follow up and analysis activities were conducted on each one of the broadcast sessions collected in order to identify how pausing affects fluency.

(AR) SP1: I think that (...) if you don't know use how you (...) use it you can (...) be problem with you (?) (Broadcast three/ 53:12 minutes/ 09-10-2014)

The repetitive breaks of each one of the broadcast pieces were analyzed and it was found that those slight breaks at the time of uttering a response affects oral fluency since such pauses generated misunderstandings in the listeners. That is certainly a problem since the speaker could not express his idea fully and listeners could not understand the message either. Another example of how pausing affects communication occurs when students do not know words or use them out of context when expressing ideas. Many explanations can be given to understand such a phenomenon, but one of the most common reasons is nervousness.

A third subfield to be analyzed is syntactic location. Below there is example of incorrect syntactic location:



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(AR) SP4: (u) When I'm talking on Facebook (...) Facebook ask me about (...) my University and I said no thank you and (?)Later (...) say your friends are playing in that university are you there? (...) (Broadcast three/ 53:12 minutes/ 09-10-2014)

In the example above, the students omitted punctuation pauses when they were talking. It is evident that they produced periods of silence and hesitation; that is one of the many reasons why oral interaction can be confusing. To avoid that, it is necessary that speakers allow short pauses to continue with another idea. A proficient development in oral fluency helps to understand syntactic location and communicate effectively.

Building Confidence

Confidence is very important for students when learning a foreign language. A meaningful relationship is meant to be constructed and established among broadcasters (tutors) and students (active participants/learners). Besides, the online radio program offers to the students a comfortable environment in which they will be engaged as they are not interacting in a conventional class, or working with text books, as they usually do, they are actually experimenting new teaching/learning techniques; therefore, they will be in a comfortable environment where they can actually practice and improve fluency and acquire new vocabulary.

Confidence was measured through the active participation and answers given by students to the survey. EFL students' progress is observable because of several factors. In



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this category, three types of correction were used: self-correction, peer correction, and teacher correction. A survey was also implemented here in order to get students impressions on how they felt during the broadcasting sessions. Hence, through students' active participation in the implementation of the online radio program, these categories address the building of confidence in EFL students when speaking.

In each one of the broadcasting sessions conducted by the Be More Radio team, the learners had the opportunity to be aware of the usefulness of the above mentioned correction techniques, which were also highlighted in the data analysis. Self-correction is the part of the process in which students are aware of their own grammar and pronunciation mistakes during oral production and, therefore, they were able to correct themselves without any help. This correction technique is evident in the following example:

(AR) SP2: I like fruits, frutts (?), I like vegetarian food, and I am a vegetarian (Broadcast five/ 44:33 minutes/ 15-10-2014)

By conducting each one of the broadcasting sessions, the improvements of each student were evident. For instance, in broadcasting session number five, a correction process had already been developed. Students are now practicing, so they are capable to go through self-correction, just as illustrated in the transcription above. The speaker was able to modify the word pronounced correcting fruits /fruits/ with the right pronunciation fruits /frut/.

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Peer correction occurs when classmates are aware of their peers' mistakes during oral production. Those students noticing the mistakes correct their partner(s) and, thus, generate collaborative learning. However, this correction technique was not used during the implementation of the online radio program; learners did not feel comfortable enough to correct other people, but themselves, so peer correction was not a useful strategy here.

Finally, teacher correction occurred when either the speaker or the audience did not notice the mistakes so the teacher had to intervene and provide corrections. For instance, let's take a look at the following:

(AR) SP5: Yes, Emmm [...] IV2: Tell me M: Casi todo IV3: Ok. Almost everything M:
Almost everything (Broadcast five/ 44:33 minutes/ 15-10-2014)

In the examples, teacher correction took place. The teacher had to correct and guide students to the correct pronunciation, and even help them with translation. In examples two and three grammar correction was provided by the teacher. As a conclusion, students may draw upon different kinds of corrections they can take advantage of when performing orally.

Speaking is an important indicator when measuring students' proficiency. Therefore, a relevant element that needs to be addressed for students to communicate effectively is confidence. Confidence is a mind state in which a person feels sure of him/herself and is

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able at the time to speak and interact with others participating in a conversation. The following are some examples in which confidence played a very important role:

S1: Yes, I know I am not so good in English, but now I felt that I speak more now and I have confianza to express my opinions.

S3: In the beginning I felt so bad because I creia that I was so bad in my speaking, but then I was getting confidence and when I talked it was better, obviously I continue doing mistakes but I feel that I am better than before.

In the examples above taken from the surveys, it can be inferred that the implementation of the broadcasting sessions did actually help students to be more confident. Now, students speak much better, they feel more confident when speaking and sharing their ideas with others.

Confidence is the main factor an individual must count on to be fluent. Lack of confidence generates lack of fluency in students' oral performance. Implementing an online radio program is definitely a great tool to foster confidence in EFL students. As a consequence, Be More Radio can develop and build students' confidence every single broadcasting session. Students notice and confirm their own progress.

Supporting Linguistic Development



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In terms of fluency, students have difficulties in their performance when acquiring structures and functions in the target language. Selinker, (1975) who defined interlanguage as “a separate linguistic system based on the observable output which results from a learner’s attempted production of a TL [= Target Language] norm” (p. 214), highlights that students making mistakes during the learning process is normal but something has to be done to overcome them. In that regard, oral production is affected by the students’ tendency to mix both languages.

The adequate use of linguistic structures is relevant at the moment of speaking. This category allows students to recognize their knowledge of the language, its grammatical structure, and also to identify vocabulary categories they lack of. According to Chomsky (1964) “A mature speaker can produce a new sentence of his language on the appropriate occasion, and other speakers can understand it immediately, though it is equally new to them” (p. 7). In linguistic terms, the speaker utilised well-structured speech in order to express correct grammar and coherent ideas when speaking.

This category is divided in three relevant aspects: syntax, phonology, and morphology. These three aspects were analyzed in relation to the oral fluency at the time of speaking in which the linguistic development is addressed to analyze students’ performance, in order to recognize their lack of vocabulary and improper grammar usage while speaking, as well as identifying the important role of the online radio program as a tool to improve students’ fluency.



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As mentioned before, implementing an online radio program as a pedagogical resource to improve students' fluency also serves the purpose of exposing difficulties faced by students when speaking. For instance, when students speak in the target language, they tend to mix both their mother tongue and the foreign language they are acquiring. In the acquisition of a foreign language, the predominance of the first language creates a complex syntactic unit, in which the speaking process occurs not only attempting to produce words in certain order, but also giving them coherence. When speakers go through a silent period, it means they are processing the information they want to express. The process is commonly the same: first, information goes through the mother tongue and then it is translated into the target language, mixing both languages as it happened in following examples:

(AR) SP1: When I used to eat met I like chicken, Emm Fish never like Emm and met so so, emm chicken it's [...] (Broadcast five/ 44:33 minutes/ 15-10-2014)

We analyzed the previous example and we identify that students can actually produce sentences other people can understand. However, their oral production is affected by short periods of time since learners need to analyze the grammatical structure of their own sentences prior to the actual utterance. As a result, their syntactic fluency is altered with pauses or words that are grammatically or pragmatically wrong. In fact, the appropriate use of adjectives, verbs and complements within sentences, allow students to create complex statements without alterations. Also, each broadcasting session on Be More Radio was an

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opportunity for participants to improve phonetics, listening and speaking by participating and interacting. The online radio initiative allowed students to monitor and correct themselves since they could listen to each broadcast in and identify their mistakes, as well as those of others, thus helping to improve fluency in speech. According to Guitart (2004) "Naturally, there are mistakes as to which mental phonology of a second language have not been fully acquired; therefore, elements and principles of this cannot be used and instead make use elements and principles of the mother tongue" (p. 254). The following examples are provided to analyze pronunciation:

(AR) SP1: yeah, yeahfreshforexample a (?) jacket, (...) no cómo es que se dice (?)(. . .)
werr (Broadcast two/ 53:47 minutes/ 07-10-2014)

The example above show that students' performance was affected by their lack of vocabulary, hesitation, pronunciation mistakes or even translation processes when the learner did not know the correct word. As a consequence, students did not have an appropriate oral production and they used the mother language, which causes confusion at the moment of expressing their ideas orally.

Morphology refers to the system dealing with the formation of words and their internal structure in terms of morphemes, parts of speech and, even, intonation. There are many examples of lingua lapses that reveal that speakers of a language have internalized the rules of morphology knowledge, as these come to light in speech errors through the creation and production of sentences with compound words that are not morphologically organized. The

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use and understanding of these rules is present in expressions where grammar rules have been incorrectly used. Thus, the words in a sentence need to be said in the right position so that meaning is clear. Let's focus on the following examples of incorrect sentences:

(AR) SP2: The love it's different with the person or animals or things it's different with a person Emm we love the family and love a [girrl or wumen] IV1: (Girl) (Broadcast four/ 53:12 minutes/ 15-10-2014)

In the sample above, students did not use the right words during their performance as, we believe, they were not aware of the vocabulary and the correct use of morphemes which can definitely alter the pronunciation and meaning of a word. In this sense, inappropriate pronunciation can change the meaning of a word and the incorrect use of morphemes can affect students' fluency. However, in some cases, it is possible that listeners understand speakers' ideas, even if the chosen words, morphemes or pronunciation are incorrect, because they also speak the mother tongue of the speakers.

To conclude, it is key to know what factor is affecting one's oral fluency. As mentioned, there are several strategies and environments the students can be exposed to so that they develop their fluency and, as a result, improve their speaking skills. This chapter presented the most important factors to be considered and analyzed to become fluent. Speed rate was the first factor introduced, with pauses being a central issue. Then, linguistic competence, which plays an important role in data analysis processes. Both features were illustrated through a real case transcription obtained from the broadcasting



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sessions recorded during the Be More Radio activities. There is a long way to achieve fluency but it is really important to know how to measure mistakes, identify errors and do something about it. This paper offers readers information on the most common factors affecting fluency and how to tackle them: speed rate, syntax, morphology and phonology.

Implications for Further Research

The project is seen through a large area of research mainly in the three categories in which the thesis project was focused, Unveiling Breakdowns in Communication, Building Confidence and Supporting Linguistic Development. Furthermore, the project uses active and meaningful learning and cooperative learning, as well as examining the role of metacognition in the speaker, in order to better understand, and thus develop, the process of verbal communication, oral production and fluency in EFL learners.



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Conclusions

Through the categories considered in the research project, it is clear that the pauses and silent periods that occurred in the students' speech are a factor which needs to be addressed in order to improve their oral production and fluency.

In terms of the categories related to the building of confidence and the aiding of linguistic development, the use of an online radio proved helpful in enhancing the development of the students' fluency, as it offered a positive and comfortable environment for them to practice their speaking skills, and they had the opportunity to reflect upon their own fluency development by means of the feedback provided.

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