

**Fostering Students' English Fluency Through Direct And Indirect Language
Learning Strategies In Efl Contexts.**

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Abstract

This paper addresses the importance of fostering students' English fluency in a private school with a learning range of instructional hours between 10 to 15 per week by using direct and indirect Language Learning Strategies (Oxford, 1990) since the lack of L2 students communicative competences is a general concern in our society. This research draws upon two focus groups composed of young EFL learners to obtain data that supports the scarce and limited learning processes in terms of communicative and pragmatic competences, and how the strategies mentioned above may have an impact on their spoken performance. This action research does not advise grammar-related language configurations, rather examines fluency and its development in our EFL context, given that English is the most widely spread language in the current globalized society and having a good command of the language may ensure a promising academic and professional future.

Key words: Communicative competence, direct and indirect language learning strategies, fluency in pragmatics, pragmatic competence, speaking fluency, three I's methodology.

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Introduction

Over time, EFL learners have developed their own Language Learning Strategies which encompass the way young learners understand, store and retrieve information (Brown, 1994; Chamot & Kupper, 1989). Undergraduate students from “S.A” -a school with intensified instruction in English- are neither learning nor applying Language Learning Strategies to enhance fluency in speaking. Thus, this research aims at finding the impact of the appropriate direct or indirect LLSs that EFL learners need when speaking within real-life contexts. Being competent in English is a current social need in order to perform the language readily inside and outside the country since the lack of L2 students' communicative competence is a general concern in our society (MEN, 2006).

Literature Review

At the core of pragmatics is the assumption and understanding of the context and the factors that create it, which encompasses theoretical constructs that have informed this research. Pragmatics is the study of language from the point of users' view, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication"



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(Crystal, 1985, p. 63). The term communicative competence comprises what means “competence to communicate”. Competence has been debated and developed by various linguists; it was first introduced by Chomsky who laid out the difference between competence and performance, understanding competence as the grammatical knowledge that learners possess, and performance, as the factors involved in the perception and production of speech (Chomsky, 1965). Thereby, it is defined as the actual use of the language, referring to how learners put into action grammatical knowledge in real situations. Bearing in mind the above, communicative and pragmatic competences lead this research towards the development of fluency. It is crucial to state speaking as the skill an individual must have to produce words in a given language, yet over the years both teachers and students have attached more importance to the development of speaking fluency due to the fact this is an observable pattern at the time of performing a language. In this manner, pragmatic fluency is described as the combination of appropriateness of utterances and smooth continuity of ongoing talk (House, 1996). Nowadays, many students inside the classroom are not able to communicate correctly; this is evidenced when the language is produced within communication; as stated before, this study does not advise grammar-related language configurations, rather examines fluency and its development in our EFL context by identifying the impact of six LLSs aimed at improvement of it when speaking. They in turn are divided into direct LLSs -memory, cognitive and compensation- and indirect LLSs -metacognitive, affective and social- (Oxford, 1990). LLSs are "operations employed by the learner to aid the acquisition, storage, retrieval, and use of information which allows the learner to learn easier, faster more enjoyable, more self-directed, more



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effective, and more transferrable to new situations" (Oxford, 1990, p. 8); thereby, it is accurate to comprise what each LLSs aims at. Belonging to Direct LLSs, memory strategies allow learners to associate, review and store vocabulary for communication; it can be developed by making use of visual images, sounds, motion or touch. Cognitive strategies encompass the effort learners make to analyze, argue, practice, receive and send messages when communicating; these are used to understand the meaning and expression of the target language. Compensation strategies are implemented when learners have an incomplete knowledge of vocabulary, expressions or words so they allude to the meaning through alternative means; these strategies assist students to look for a different way that may be used to convey the message.

On the other hand, within Indirect LLSs students regulate their learning processes; when developing metacognitive strategies, by centering, arranging, planning and evaluating, learners coordinate and monitor their learning. The involvement of emotions, attitudes, motivation, values and influences as compensation strategies encourages students to obtain an optimum level of performance and increases the amount of natural communication. Finally, social strategies develop cultural understanding and allow learners to become aware of thoughts and feelings of others by cooperating; asking questions, collaborating with others, and empathizing with others in order to generate a confident environment to achieve a natural and rapid level of speaking within communication, minimizing confrontation and competition. Considering the aforementioned LLSs, "Three I's methodology" proposed by McCarthy and Carter (1994) was used during the process to attain students' fluency for communicative competences in English as a foreign language in

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different contexts. These Three I's are developed throughout "Illustration", when students look at real data and collect it in a diverse corpus of the spoken language. By "Interaction", when teachers and students analyze and discuss the material by sharing their opinions; students' awareness of discourse increases since teaching and learning strategies are developed, and during "Induction" when students are able to recognise and reflect by forming conclusions about the interpersonal functions of language learning.

Methodology

This research is conducted by an action research methodology based on Burn's framework (1999) which yields twelve stages. These are: exploring, identifying, planning, collecting data, analyzing and reflecting, hypothesizing and speculating, intervening, observation, reporting, writing, population and presentation, which specifically focuses on the lack of oral fluency in EFL learners from a school with intensified instruction in English. With this array of ideas and taking into account the definitions above, guiding students towards fluency and practicing through ceaseless strategies are the aims of this project. Sixteen EFL tenth graders were involved throughout the process; eight students were key in the experimental group and the other eight students were taking part in the control group. They were monitored through on-line surveys, observation formats, reflection formats, tests, videos, audio-recordings and interviews in order to assess students' fluency throughout the activities performed by them in accordance with the measurement patterns and tools proposed by House, further description of which is found deeper in the analysis-.



Data Analysis and Findings

Throughout the process carried out, students were going through different stages while improving their spoken fluency. Those performances from the beginning until the end are a matter of analysis from each EFL learner process. Audio recordings were used throughout classes with the purpose of gathering information from the initial, interim and final students' performances in terms of pragmatic fluency when speaking. For the purpose of analyzing data gathered from the implementation stage, patterns have been chosen as a framework to measure pragmatic fluency in EFL learners' speaking performance. House (1999). Just three categories from the seven proposed have been taken as they are considered the most salient in the participants production. These are response time, the use of gambits and turn-taking. For the purpose of data categorization, students were assigned the letter S, teachers the letter T - and a number next to it to identify each participant. At the bottom of each excerpt, it is unveiled a recording code which specifies the number of the recording with the letter R, the length of minutes, number of class with the letter C, the date, and the strategies which it was taken from; Memory strategy being MmS, Cognitive strategy CgS, Compensation strategy CoS, Metacognitive strategy MtS and Affective strategy AfS. Likewise, when reading the excerpts, speech traits generated during transcription can be observed. In this manner, to recognize when a word has been cut off, both self-interruption and other speaker interruption, it was employed <.></.> code. To express a pause over one second and up to two seconds, it was used <.,> code. To show a

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pause of over two seconds and up to three seconds or more, it was assigned <,,><&>3</&> code. To demonstrate paralinguistic anthropophonics such as: laughter, coughing, sniffing, snorting, sneezing among other noises the code <O></O> was written. And, to emphasize words or phrases that are not considered part of English, <foreign></foreign> code was given.

Response time refers to the length of pauses and silences in which speaking is performed. This category shows in the one hand the length it takes the learner to speak after a request and on the other, the impact that the strategies had on shortening those response times, when external factors may intervene somehow. Bearing in mind the above, within the issue of response time, we will discuss short and long pauses and halting silences. Response time being one of the main factors in student's fluency, it was evidenced that some indirect LLSs had an advantage over direct LLSs and vice versa.

Previous knowledge allowed metacognitive strategy to have a remarkable impact on fluency development opposed to memorizing vocabulary strategy where pauses increased. Students' previous learning experiences allowed them to be acquainted and engaged on metacognitive strategy development, which was illustrated when responding and giving reasons, as observed in the following example:

T2: What do you want to be in the future?

S8: Could be <,,><&>3</&> psychology or lawyer.

T2: Lawyer? Both? Good! Why would you like to be a psychologist?

S8: Because uhh<,,> I like it. Uhhh I like it cómo te explico? <foreign=language>

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A friend bipolar commit suicide last year.

T2: Oh my God. I'm sorry to hear that, how old was she? Or he?

S8: Girl, and 22 <,,> I think uh, so I can help people to be health with psychology”.

(R6C6MtS13/03/2015 36'55 – 41'04)

As metacognitive strategy, questions used within this activity were guided to focus students on their self-regulated learning for them to think about their future, for instance talking about responsibilities, making decisions and commitments, as an individual's metacognitive processes need to operate in a person's conscious awareness (Kentrige & Heywood, 2000). Seeing that, students were asked to talk about their desires related to jobs' for future life during the interaction stage of the lesson. S8 in line four made attempts to explain the main reason why she wanted to become a psychologist. It is observed how S8's past experiences and knowledge influenced in her response, allowing the student not to think too much about it. Pauses were presented as short hesitations when relating preconceptions to students' future dreams, hence it had a positive impact on her speaking performance. Although, it was not as fluent as expected, it was more natural than working with memory strategy. Conversely, during the illustration and induction stages when teaching memory strategies, students were resorted to make long pauses, as observed in the following samples:

Sample 1:

“**T1:**What kind of food do you remember?”



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Ss: Ehhhh, ahhhh<,,>&>3</&>

T1: Do you remember what did the girl ordered in the video?

S3: Salad and uhh <,,>&>3</&> girl <,,> girled chicken?

T1: Very good! She ordered salad and grilled chicken. Do you remember anything else?

S3: Pollo asado. <native=language>

T1: Exactly. Do you like it or do you prefer the fried chicken?

Ss: Fried chicken.

S3: Teacher how do you <,,> say Pollo Frito? <native=language>

T1: Fried Chicken, it is what I am saying”.

(R3C3MmS03/03/2015 -50'55”- 55'24”)

During illustration stage teacher showed a video in which it was possible to watch a conversation among a waitress and two customers; students were asked to memorize as much words, sentences and food-related vocabulary as possible to get acquainted with the strategy purpose. Among the eight EFL learners, S3 was willing to participate as shown in lines three, five and eight. Even though she knew what she saw in the video, she was recurrent to ask for translation of the word since she did not know how to say it in English. The other students produced long pauses when thinking about what to say and how to answer since they did not take the chance to respond, prohibiting fluency in the dialogue. This demonstrated the mental effort they made when trying to retrieve vocabulary in the target language. Additionally, in the induction stage students from the same class were divided into couples to perform a role-play activity in order to ask for any kind of food in a

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restaurant, as observed:

Sample 2:

T1: Just three minutes, and try to create a conversation. Try it!

S3: Teacher how do you <,,> say Pollo Frito? <foreign=language>

T1: Fried Chicken, okay. Come on you, you and your friend.

S3 (Customer): Do you have a grilled chicken?

S1 (Waitress): <,,><>5</&> Oh of course <.umm> I have <,,><>3</&> a pot of chicken, delicious <,,> very good chicken

S4 (Customer): Hi, ehmmm <,,><>5</&> can you get me a <,,> glass of orange <,,>juice?

S2 (Waitress): Of course!”

(R3C3MmS03/03/2015 -70'45''- 75'04'')

S1 in line five above made efforts when trying to produce vocabulary and complete structured utterances, she wanted to describe how the chicken was, as the waiter did in the video they watched at the beginning of the lesson. But it took nine seconds of pauses to this student to say something about the chicken, even though vocabulary clarifications were done by teacher 1. In S4 and S2's interventions in the last lines, there is merely a question and a single answer according to the instructions given to achieve simulation of a real-life conversation. Likewise, for S3 in line two, memory strategies did not work in that S3 asked for translation twice, one at the beginning of the lesson in illustration stage, and then, within induction stage when performing the role-play activity, all of this merely for remembering how to say pollo frito in English. Thus, students limited their speaking

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fluency due to the fact that memory strategy required a mental effort when putting into action as closely as possible what they have been told only twenty minutes ago, whereas relating preconceptions and past experiences to students' future professions evoked a more natural speaking performance than working with memory strategy.

Few productions of pauses allowed indirect social strategy to have an evident advantage over direct compensation strategy in which longer pauses were produced when speaking. When social strategy was applied, asking questions, cooperating and empathizing with peers was of paramount importance. Below an example of this is illustrated:

T1: I want you to think about an advantage or disadvantage for Facebook or twitter, what do you think?

S2: For Facebook is a tool, that, eh, entertain.

T1: Entertain

S3: But distract, distracts.

S6: But <,,> but entertain when you are boring <O>laughs</O>.

S2: But, but entertain <O>laughs</O>.

S3: Facebook is very interesting

S1: Ummm<,,> Facebook has viruses

S7: Stalkers.

S2: Speak, talk for persons from other countries

T1: Now, something positive.

S3: Um <,,> it relax people

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T1: It is only to communicate and that's it?

S4:Is a distractor but, in the very good sense, eh <,,> osea I mean when you are tired or <,,>

something you talk to your best friend <,,> ...you look happy but you can't do homeworks.

(R7C7S0s17/03/2015 32'45 – 37'30)

In terms of social strategy, students were involved in the process of accepting people's point of view to develop a cultural understanding and in that sense becoming aware of other's thoughts and feelings (Oxford, 1990). During this class, students were describing advantages and disadvantages of social networks that they use every day, as a topic related to daily life. They could give opinions in short sentences without too many pauses or hesitations. S2 in lines two, six, and ten stated that Facebook is a tool that entertains and connects people around the globe, S4 participated after her partners had talked and she said something different about Facebook, and S3 said it distracts, relaxes people and is interesting at the same time. S1 affirmed that Facebook has viruses, a short but fluent intervention. They altogether stated the pros and cons that social networks have upon humans while relating their own experiences. Indeed, this is precisely what this strategy aims to achieve. Despite the short length of the sentences that the students produced, there was an absence of silences or gaps in communication, letting all the students participate and agree with body language and gestures. On the other hand, regardless of the large amount of long pauses produced by students when spoken interaction was presented during compensation strategies implementation, it is possible to

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say that students were comfortable when making attempts to speak due to the fact that the strategies helped them compensate unknown vocabulary through gestures, synonyms, descriptions, body language and mimics. They helped them somehow to find a way to express and communicate complete ideas. Reasons to claim that spoken fluency cannot be noticed in the following excerpt:

T1: Hey guys, listen. I'm going to show you a series of flashcards which contains general vocabulary about airports. And you will be relating the pictures to the words. Ok? So you will need to divide the class into two groups. Let's start.

S5: Boarding pass? (23:22 - 23:24)

T1: Very good student! Boarding pass, look! Points for you.

T1: Now you, Sara.

S3: Nosotras tambien podemos adivinar? <foreign=language> (23:56 - 23:59)

T2: Of course, you can do it.

T1: Next image. Yes, yes you are close!

S3: The flight attendant? (24:25 - 24:26)

T1: Flight attendant, excellent! Two and cero! One, two, and three!

S6: Check, checking? (24:52)

T2: Uyyy, oh my God, good job! Now, here comes the easiest one.

T1: Look!

S1: Window<,,>&3</&>window<,,>&3</&>seat!

Window<,,>&3</&> (25:19 - 25:24)



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T2: Very good girl. Say it again, please

S1: Window seat. (25:25 - 25:26)

T2: Good ! next.

(R4C4Cos06/03/2015 23'05 – 25'26)

In the excerpt above, S3, S6 and S1 –lines 7, 9 and 12- students used indirect strategies to compensate unknown vocabulary to be used in an airport. Some of the vocabulary was related by using a charades game to look for their meaning; having this in mind, many attempts, breaks and pauses to speak were presented; even though it was a fun way to make students communicate, long pauses did not allow a natural development of the speech. Hence, indirect social strategies implementation had a major impact on tenth graders to achieve fluency, for they presented fewer and shorter pauses than direct compensation strategies accomplishment; even though, the last one triggered a positive help when producing the language.

Implementing affective strategy had a noteworthy effect on EFL learners as it decreased the amount of silences, enabling natural communication instead. When affective strategy was applied, it was important to emphasize the human emotional side. As its name suggests, students were involved in the process of expressing their feelings. As it can be noticed in the following excerpt:

“T1: Have you ever seen a movie, an old movie about a man who killed the family of a girl whose Nathalie Portman.

ASs: Yes!. (34:39)



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T1: Maybe you remember Gary Oldman. Paula describe the man, please.

S1: He <O,uhhh> he have green eyes O,uhhh><&>3</&>(34:45 – 34:54)

S3: He have a nice<,,> face (35:06 – 35:09)

T2: He has!

S3: He has moustache and white skin <,,> (35:15 – 35:18)

T2: Good!

T1: What about this handsome man?

S4: esto se pone bueno <foreign=language> He is sexy, he have a beautiful beard, is tall <,,> and is thin

T1: Now you are going to tell me, who is your favorite actor, singer or musician and why telling reasons.

S2: Zac Efron because <,,> the blue eyes <O>laughs</O>.

S3: Sterling Knight <O>laughs</O>. el que tiene arrugitas because of the cachetes<foreign=language>

T1: Oh yes! He has wrinkles on his cheeks <O>laughs</O>.

S1: James Rodriguez papasito because <,,> of the athletic body<foreign=language> <O>laughs</O>.

S6: Chris Hemsworth el de thor <foreign=language> <O>laughs</O>. Everything is good for him

S7: I love Robert <O>laughs</O> Downey <,,> from Iron Man, because he look <,,> at me sexy

S8: Adam Sandler <,,> he <,,> is <,,> funny and sometimes <,,> is silly.

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S5: I love nirvana <O>laughs</O> i mean all of the band because of the songs, lastima que murió joven<foreign=language> “

(R5C5Afs10/03/2015 32'05 – 36'00)

Students were able to express whom their favorite actors or musicians were in short utterances giving simple reasons. Nevertheless, it was evident since the beginning that the class environment had an air of motivation which is a key to learn in general, and in this case to speak fluently, as studies and experiments in human learning have affirmed (Weiner, 1986; Deci, 1976; Maslow, Frager & Cox, 1970). They were able to agree with each other about singers they all had in common and there was an atmosphere of confidence in the classroom. During this class, students were describing the physical appearances of famous people, as S4, S2, S5, S6 and S7 did. Communication was more efficient due to the fact it was a topic they were familiarized with, a topic that motivated them emotionally, so they could give opinions in short sentences without too many silences, stating likes and dislikes related to famous people in terms of physical appearance, as seen in the example above. Within this concept, understanding how human beings feel, respond, believe and value is an exceedingly important aspect of what makes affective strategies stand out and gives this project a minor insight into causes of silences within speech.

Learning how to use cognitive strategies was not as profitable as once conceived, for it did not help students to avoid silences, as it is shown:

“T2: Let's say we are in the train station, and you want to go to the drugstore, so you

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are the lost and you are the expert. You are going to ask her.

S2: Le contestamos? <foreign=language>

S5: How do you get to the <,,>&3</&> drugstore <,,>&3</&> to the drugstore?

Ehhh <,,>&3</&> straight ahead<,,>&3</&> street? **(29:38)**

S2: Uhhh right <,,>&3</&> turn right **(29:43)**

S5: Main street **(29:45)**

S2: Straight ahead <,,>&3</&>straight ahead **(30:00)**

S5: It is in front, the police station<,,>&3</&> is next to a <,,>&3</&> post office **(30:06)**

T2: Yeah you are right, let's continue with the other pair."

(R2C2Cgs27/02/2015 29'28''- 31'30'')

These are probably the most popular strategies employed with language learners. For this reason, during this class they were receiving and sending messages when they were asked to perform a role-play between a lost and an expert person who are trying to locate a place in a city map. Analyzing and reasoning were the tools they used to receive and send messages; however, they were making attempts to understand the meaning and expression of the target language in their native language, as observed in line three –S2-. So, these facts did not contribute to a major development of fluency when speaking English in location contexts, for it engendered a great deal of confusion and hesitation.

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As was previously addressed, within the issue of response time, short and long pauses and halting silences made reference to the length it takes the learner to speak. Response time being one of the ways in which to measure students' fluency, it was evidenced that some LLSs had a noteworthy advantage over others. Previous knowledge within metacognitive strategy, few productions of pauses in social strategy and silences reduction in affective strategy had a remarkable effect on natural communication and fluency. However, memorizing and compensating gaps in vocabulary strategies, and cognitive strategies were not as effective as thought, for they made students produce longer pauses and silences when speaking. Hence, some indirect LLSs had an advantage over direct LLSs and vice versa.

The use of gambits becomes a determinant factor to enhance fluency when speaking. This linguistic feature is also known as discourse markers, which commonly appear in spoken interactions; they are referred to as “elements that are used to establish, maintain, and end contact (...) helping to cement segments of talk into a discourse (House 1996, p. 232). Keller (1981) also stated that gambits make the conversation sound more natural, more confident, and also make it possible to talk easier. Gambits were classified by Edmonson and House (1981) and by House (1996) into four different types which will be further described and analyzed along with the language learning strategies implementation. Keeping this in mind, within the phenomenon of gambits, two types have been chosen from the already established, which will be discussed and analyzed since they were the most prominent ones used by students: Uptakers and Starters; understanding Uptakers as words such as:



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“Hmmm”, “Uhummm,” ok”, “I see”, “Right”, “Yeah”, “oh”, “great” and Starters words like: Well, ok, Now and so, prepending that students are going to start saying something. The use of gambits being another primary factor to develop pragmatic fluency, it was observed that those previously mentioned were used frequently by students within Direct and Indirect LLSs applications.

Memorizing concepts and summarizing meaning as Direct LLSs implementation produced responses to show that information or messages were received and understood within students' spoken interaction. The following two examples taken from the data in the present study, as illustrated in sample 1, how students used numerous uptakers when they were requested to memorize vocabulary for them to ask food in a restaurant. On the other hand, in sample 2, students developed cognitive strategy when they were demanded to review related-vocabulary to be used in an airport:

Sample1:

T1: (...) let's continue (...) click on the dice please.

S5: beer

T1: You have to complete the sentences

S5: Ahh {Gambit} okay {Gambit}, I would like some <,><&>3</&>and the bread <,> bread.

T1: so it would be, I would like ...

S5: yeah, {Gambit} I would like the bread”.

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(R3C3MmS03/03/2015-09'35'' -09'55)

Sample2:

T2: Let's say we are in the train station; she wants to go to the drugstore so you are the one who is lost and you are the expert. You have to ask her.

S5: Hmm, {Gambit} How do I get to the <,,><&>3</&> drugstore <,,><&>3</&> to the drugstore? (...)

S2: Uhhh right {Gambit} <,,><&>3</&> ok {Gambit} turn right

S5: Main street?

S2: Right {Gambit} Straight ahead <,,> straight ahead"

(R2C2CgS27/02/2015-29'28''-31'08'')

By making use of uptakes, students showed understanding when a task was assigned or when there was an explanation of unfamiliar vocabulary. Students produced several uptakers during spoken interactions as noticed in S5 in line four of sample 1; when saying: "Ahh {Gambit} okay {Gambit}, I would like some ..." It was noticeable that student received and understood the information, allowing the student to continue with the flow of communication. Likewise, for S2 in line three of sample 2, the uptaker "Uhhh right" in the second sample –when developing cognitive strategy- operated as an acknowledgement of the previous expression made by the student; it illustrates clearly an interest for and understanding of what student the said. During these sessions, the researchers could figure out some positive features of student's speech when direct LLSs were implemented. Thus, presences of uptakers

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produced by Students from "S.A" School within spoken interaction when applying Memory and Cognitive Direct LLSs reflected somehow the way in which interests and understanding impacted on students' speaking fluency.

Managing emotions and cooperating with others as indirect affective and social LLSs minimized the use of uptakers in student's repertoire in contrast to the direct LLSs enforcement aforementioned. When students managed feelings and emotions while talking about famous celebrities who were shown through pictures as an affective strategy, as well as when they were asked to share opinions about advantages and disadvantages of using social networks while implementing social LLS's, the decline of uptakers within production at the time of speaking was remarkable:

Sample 1:

S5: Who is she?

S7: An actress?

S5: no

S6: ah an artist

S5: <Uhum {Gambit} <,,> an artist <,,> a singer <&>3</&>

S3: Beyonce?

T2: sing us a song.

S5: shine like a diamond <,,>

S1: Rihanna?



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S5: yeah! {Gambit}"

(R5C5AfS10/03/2015-40'29"-42'31")

Sample 2:

T1: Which one do you prefer facebook or twitter?

S6: Twitter.

T1: Why?

S6: Because it's more interest <,,> interesting.

T1: Great! What about Instagram?

S6: Yeah, {Gambit} I use it.

T1: Why do you use Instagram?

S6: for Download pictures Hmmm, {Gambit} talking with people".

(R7C7SoS17/03/2015-38'03"-41'21")

S5, S6 and S1 did not use uptakers during spoken interaction as noticed in both samples when they were requested to give a response; by managing emotions - as presented in lines three, four five and six of sample 1- students were able to establish short conversation without breaks in their communication even though responses were not structured as expected. It is likely that the encouragement of feelings at the time of asking them for their favorite music bands, songs and artists led them to feel comfortable and it increased the amount of natural communication and the level of performance. Information was sent, received and understood easily allowing continuous dialogue. Likewise, in the

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second sample, S6's speech in lines four, six and eight –when developing social language learning strategies- illustrates clearly that by cooperating and discussing social interests, in this case, the use of Facebook, Twitter, Instagram and many other networks, the presence of uptakers were not needed within communication. Hence, this disappearance allowed students to be able to talk naturally, permitting somehow the accomplishment of fluency within speaking.

Memorizing concepts as a direct language learning strategy provided a repertoire for students to configure the use of starters, letting them to improve their fluency when speaking. Referring to this classification of gambit, some extracts from interaction stages were selected to analyze and also describe how students employed different Starters in their spoken contacts. In the following fragment, Memory language learning strategy is developed through a situation in which the teacher and a student interact by having a conversation, simulating they are in a pub and they are meeting for the first time. Teacher is in charge of guiding the conversation as naturally as possible in order to create the context:

T1:Hi! How are you?

S4: Fine thanks, and you?

T1: well, I'm kind of bored! But it's ok.<,,>What's your name?

S4: My name is Sara.

T1: Nice to meet you Sara!

S4: Nice to meet you too! Now {Gambit} <,,> how old are you?

T1: I'm twenty two years old, and you?



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S4: I'm umm 15 years old.

T1: 15? Great! So, what are you doing here?

S4: Um, I am <,,> well, {Gambit waiting my boyfriend but you know {Gambit} (...)"

(R9C9MmS24/03/2015-32'55"-35'59)

When making an effort to remember vocabulary, previously shown in a video, S4 In «Now, {Gambit} <,,> how old are you?" – line six of the excerpt- illustrated how she clearly employed the gambit « Now » to show she wants to continue with the conversation as well as an introduction to support and add a new utterance. On the other hand, in (...) » boyfriend but you know {Gambit} in line 5 of sample 2 “ the expression “you know” may indicate that the speaker wants to maintain the rhythm of the conversation and warn the listener that a message is going on. The development of memory strategies made students make a mental effort when memorizing concepts and vocabulary to put them into action. This facilitated the presence of uptakers and thus, the improvement of speaking when communicating and being able to keep a continued dialogue since students already had a prior knowledge of “what come next” when speaking.

As discussed previously, it is conceivable to say that by memorizing concepts and summarizing meanings as a direct language learning strategy produced responses and a repertoire by students to show through the use of gambits that information and messages were received and understood during spoken interactions, leading to an improvement in students' performance during communication. On the other hand, managing emotions and

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cooperating with others through indirect affective and social LLSs minimized the use of uptakers allowing an increase in the amount of natural communication and the level of fluency within student's repertoire.

As mentioned in House's study, turn taking alludes to the number of times each participant speaks during a conversation task. Bearing in mind turns as units of analysis we will talk over how this measurement pattern was evidenced within affective, social, compensation and metacognitive LLSs coming from learners' participation throughout classes. The analysis of turn taking measures pragmatic fluency and shows the development of some indirect and direct Language Learning Strategies which encouraged fluency to be achieved inside the classroom.

Involving attitudes, feelings and empathizing with others as affective and social language learning strategies produced an optimum level of turns and generated an increase of natural communication when interacting to improve speaking. As observed in Sample 1, when students were asked to integrate and share opinions about what advantages and disadvantages they could think of when making use of different social networking web sites and in sample 2, by integrating feelings when learning how to complain in different contexts, in this case, the order did not come out as expected:

Sample 1:

T1: I want you to think about an advantage or disadvantage for facebook or twitter, What do you think?

S2: For facebook is a tool, that, eh, <, >entertain.

T1: Entertain?



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S3: But distract, distracts.

S6: But <,,> but entertain when you are boring <O>laughs</O>.

S2: But, but entertain <O>laughs</O>.

S3: Facebook is very interesting

(...)

T1: Yes, but privacy. You cannot have privacy.

S4: Is a distraction.

S3: Uy, yes! <foreign=language>

S4: Is a distractor but, in the very good sense, eh <,,> osea I mean when you are tired or <,,> something you talk to your best friend <,,> ...you look happy but you can't do homeworks"

(R7C7Sos17/03/2015 32'45 – 37'30)

Sample 2:

S6: Can I help you ?

S4: Hello, good morning !

S6:<O>laughs</O>.Hello, Can I help you ?

S8: I just want a Coca cola please

S4: Me too, and please give me a piece of pie

S6: Here is your order girls

S2: Excuse me but there is a problem with my salad. Is too salty.

S4: My pie is too sweet, I can't eat this you know.



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(R13C13AfS-14/04-2015- 24'12"- 25'20")

As presented in sample 1 in lines four, seven and ten, there is an intention from S3 to convey an inclination to the conversation going even if the sentences are not successfully complete. Then, as an attempt to succeed, S4 in line 11 of the same sample, supplements the conversation by empathizing with and integrating her peer's ideas with her own final opinion, allowing then, an increase of natural communication when interacting. The interaction of attitudes and cooperation impacted the way students take turns to perform their speaking, in relation to the aforementioned patterns. Likewise, during the flow of conversation within Affective LLS's development and by involving attitudes and feelings in order to complain as observed in S6 in line three, sample 2; she forgot to greet before starting speaking, so that S4 in line 4, reminded her to do it subjectively, this subtle correction and realisation of the error being proven through the presence of laughter: "O>laughs</O>.Hello, Can I help you ?". In this case, the taking of turns by students was not reflective of a natural conversation. However, in some cases, students allowed interruptions to happen so that they could communicate correctly. Thus, employing indirect Affective and Social LLS's produced a positive presence of realistic turn taking and generated an improvement of speaking and communicating for students when interacting.

Within the indirect metacognitive strategy, it is evidenced that the student's learning was centered in their speaking performance. When the students were asked to answer a question by the teacher, the first thing they did, was to plan what they were going to say. This is reflected by the amount of times it took for the student to answer these questions.

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Furthermore, as observed in the excerpt below, students were asked to name some common diseases and as they were doing so, it was evidenced that before they spoke, other students waited to participate because planning was taking place.

T1: Yes, it's related to the parts of the body **(21:49)**

S1: Symptoms? **(21:52)**

T1: Yes! Symptoms, when you are sick **(21:55)**

S2: Leyo! Eso no es justo! **(21:59)**

T1: What kind of symptoms have you ever felt?

S1: Umm, ay que? **(22:09)**"

(R12C12MtS10/04/2015 21'45 – 22'10)

As shown above, we noticed that the students have understood the question being asked by the teacher. Nevertheless, we also see that they take some time to answer, as they are planning on what they are going to say. Furthermore, as the metacognitive strategy states, that the act of planning is a process of thinking how to organize their ideas before speaking. Likewise, the students had to ask themselves first how they were going to respond to what was being asked. For example the student **S1** asks for comprehension when she says 'Symptoms?', later in the conversation the student waits and participates again, after having thought of what to answer. Then, she goes on to answer in their foreign language 'Umm, ay que?', through which we can discern that they are still in the process of planning how to respond. As a second category, monitoring is another category which was evidenced in the following excerpt:



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“S3: Sore throat? (12:13)

T1: Uyy, great! (12:17)

T1: But you can speak? What is that? (12:21)

S1: I hurt ... (12:23)

S2: Pain? (12:24)

T1: It's pain, yes but what? what is this? (12:29) --

(R12C12MtS10/04/2015 12'00 – 12'30)

Speaking production in a direct compensation strategy appraises response time when EFL learners take turns when communicating. At the time of executing the interaction methodology stage, a student was instructed to talk about a specific word without mentioning it; during this process the student was allowed to use spoken language as a verbal way to communicate or mimes and drawings as a non-verbal form of communication. The other group of students were asked to guess or say the unknown word by asking for information that could help them to deduce the word. So, the interaction among the instructed students to the other group of students was observed in the following excerpt:

“T1: Take out a piece of paper from this bag. Then, read it and give it to me. You have to talk about whatever it was that you read without using the word and you can also use drawings and mimics to express yourself. The other students will have to guess what the word is. Is it clear? (43:12 – 43:45)

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S5: <O>laughs</O> yes. Mmm, Es como el juego de micas

<foreign=language>(43:46 – 43:52)

T1: Remember that you must not use spanish. (43:53 – 43:57)

S5: Ok, teacher. <O>laughs</O> (43:58 – 44:01)

T1: you guys can ask as many questions you want. Just remember to raise
your hand. Is it clear? (44:04 – 44:11)

S1: <.,> yes (44:12 – 44:15)

S2: <.,><&>3</&> (44:16 – 44:21)

S3: yes (44:22 – 44:23)

S4: <.,> (44:24 – 44:26)

S6: yes (44: 27 – 44:28)”

(R11C11CoS07/04/2015 -43'12”- 44'28”)

It was evident that when the teacher presented the activity and asked the instructed student (S5) about clarification of it she answered immediately. This showed that the time taken between question and answer was minimal. Nevertheless, when the teacher asked the group of students about clarification of the activity, S1 answered by taking 2 seconds; S2 took 5 seconds and did not respond to the question; S3 and S6 answered at once; there was no response from S4 in a length of 2 seconds. Thus, students limited the turn taking from question to answer based on the understanding of it.

“S5: Bueno <O></O><foreign=language> It's a model ja ja<O>laughs</O> a
woman <.,> Colombia. (56:10 – 56:21)

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S6: Sofia Vergara <O>laughs</O> <O>laughs</O> (56:22 – 56:25)

S1, S2, S3, S4, S6: Laughs <O>laughs</O> (56:24 – 56:29)

S5: No <O>laughs</O> <O>laughs</O> (56:30 – 56:34)

S5: mmm n<O></O><.,><>5</> Student wrote on the board “tu cara me suena”

and

pointed to the name. (56:35 – 56:48)

S5: no short, the other (56:49 – 56:53)

S1: Paola <.,> ahhh <O></O>,como es el apellido <foreign=language> (56:54 – 56:59)

S2: Turbay (57:00 – 57:02)

S5: yes, yes <O>laughs</O> <O>laughs</O> (57:03 – 57:07)”

(R11C11CoS07/04/2015 -56'10”- 57'07”)

Encompassing the turn taking category into the direct compensation learning strategy, it was perceived that when S5 started to describe her character, she began the task by using known vocabulary that related it. The uptake from S6 student was produced after she used the word “Colombia”, which showed an immediate first- hand return. Likewise, in a further point of the conversation student S5 used the board as a means of non-verbal communication and also integrated verbal words, and so compensation strategy led the instructed student to express herself in a fluent manner. Consequently, S1 proposed a name and right after S5 completed the character’s name.

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In the interim of affective, social, compensation and metacognitive LLSs coming from students' participation the impact in students speaking performance was noticeable since turn taking time responses were given almost immediately. Students were able to participate and express their feelings to interact with their peers, think before performing the spoken language, apply verbal and non-verbal forms of communication to compensate their limited vocabulary or expressions to emphasize an interaction between them. Thus within response time, use of gambits and turn taking can be used to measure the development of some indirect and direct Language Learning Strategies that can boost fluency inside the classroom.

Throughout this action research it was illustrated that metacognitive, social and affective strategies are useful to get students involved in the process of accepting other's points of view to develop a cultural understanding, in order to focus students on their self-regulated learning empowered natural communication and readiness within speaking fluency and natural communication. On the other hand, memory, compensation and cognitive strategies, probably the most popular strategies employed with language learners, did not have a positive impact upon EFL learners. Indeed, memorizing and compensating gaps in vocabulary, receiving and sending messages triggered the students to make attempts to understand the meaning and expression of the target language in their native language, limiting students' pragmatic fluency.

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