

SPEAKING STRATEGIES EFL TEACHERS CAN USE
TO ENHANCE FLUENCY IN EFL STUDENTS
IN FACE-TO-FACE ENVIRONMENTS

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SPECIALIZED ANALYTICAL SUMMARY

Title	Speaking Strategies EFL Teachers Can Use to Enhance Fluency in EFL Students in Face-to-Face Environments
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Contents	La presente monografía busca proporcionar un banco de estrategias efectivas para que docentes de inglés como lengua extranjera puedan emplear en sus clases presenciales con el fin de ayudar a sus estudiantes a desarrollar fluidez en sus conversaciones en inglés. Para ello, el autor de este estudio hace use del método investigativo denominado enfoque de análisis de contenido directo. El cual se basa en cuatro etapas diferentes que permiten la documentación, análisis de variables, recontextualización y compilación de datos que,

	<p>para este caso, consiste en la creación del banco de estrategias. El proceso investigativo realizado en la presente monografía permite descubrir que en efecto las estrategias que se emplean para mejorar la fluidez en estudiantes de inglés como lengua extranjera son efectivas. No obstante, es fundamental que exista un proceso escalonado de introducción de dichas estrategias con el fin de lograr una mayor precisión en su implementación y por ende mejores resultados.</p> <p>Finalmente, el presente trabajo deja abierta la oportunidad para que nuevos investigadores puedan hacer uso de las estrategias aquí condensadas para analizar su efectividad desde el punto de vista cuantitativo en ambientes universitarios. Adicionalmente, esta investigación permite a nuevos estudiantes próximos a graduarse a analizar cómo desde la implementación de las estrategias aquí sugeridas se puede fomentar un diseño de EFL clases diferente en donde se le dé mayor prioridad al fortalecimiento de la habilidad comunicativa sobre el fomento de la comprensión gramatical y/o la memorización de vocabulario.</p>
<p>Research Line</p>	<p>The methodological design of the present monograph is based on four stages that were provided by the research method implemented (Direct content analysis). Thus, the first stage</p>

consisted in reading and searching for books, articles magazines, as well as, other types of academic sources that provided enough understanding of the research topic. All these data allowed the author to ponder about the problem that led to this monograph and, make connections to stablish the first variables.

Those variables were tailored in the second stage, recontextualization. After that, the variables identified were, not only categorized, but also deeply documented in the literature review. Finally, the author of this monograph analyzed all data collected to, avowedly, provide a bank of strategies as a solution for the research problem.

All this schema is intertwined with the ECEDU's research line to which the present research belongs. The synopsis between them derives in two meaningful areas. Education and development. The former, owing to the knowledge that emerges from this monograph that instructs former teachers and in-serve teachers to tackle the dearth of fluency in EFL students mainly. The latter becomes the final result of this monograph after the whole research process. This development fell on the growth of all the academic community of the UNAD and the Colombian academic one. This serge strengthens the communicative competence in

	English, which, opens boundaries for getting access to new job and academic opportunities abroad.
Conclusions	<p>Fluency development should be a paramount objective for EFL teachers as long as, it allows clear and effective communication. In this matter, the research method implemented (Direct Content Analysis) provided all the tools required to gather a series of meaningful strategies EFL teaches can use in their face-to-face classes to enhance fluency in EFL students. However, it was clearly found that to assure efficacy, strategies require a scaffolded process for their implementation. Finally, it was concluded that categorizing strategies by means of charts facilitate the decision-making process of EFL teachers towards the type of strategy they want to implement in their classes. Nonetheless, it is worth mentioning that this process must be done once clear learning needs have been identified.</p>
Advisor	Mag. Milly Andrea Muñoz Fandiño

ABSTRACT

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Facing communicative situations in which students do not make themselves understood are commonly seen in English foreign language learners. Hence, they get demotivated and quit their learning easily. Nevertheless, the fact of showing students how intelligibility can be reached through fluency enhancement by implementing Language Instruction Strategies is essential. It encourages them to keep learning and discovering paths that will impact both their learning profile and their professional life. As for this, the present monograph, that was developed under the frame of the direct content analysis, aims at providing a bank of strategies EFL teachers can implement in their face-to-face classes to enhance fluency in EFL students. To do so, it was necessary to build up a robust theoretical background towards the concepts of fluency, learning strategies and strategies EFL teachers can implement to tackle the lack of fluency in EFL students. At the end of the analysis carried out, a set of strategies were deeply described and categorized in three different notions. The first one is based on the concept that a fluent speaker is a person who can communicate with few pauses. The second notion considers fluency under the frame of the understanding of language features that aim on fluency enhancement. Finally, the third notion relies on language production, creativity and well command of vocabulary to boost fluency. The discussion and results obtained suggest that all strategies described in the bank created are meaningful enough to tackle the problem case of this research. Additionally, it opens the gates to further studies that may derive in research about the design of EFL classes to

promote the communicative competence or the efficacy of speaking strategies in virtual environments.

KEY WORDS: EFL Students; EFL Teachers; Language Learning Strategies; Fluency; Direct Content Analysis.

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CHAPTER I

Introduction

The first time I had the opportunity of studying English was in a formal course in a well-known institute in Bogotá. There, classes were led to learn vocabulary and grammar. However, from time-to-time teachers carried out activities to develop speaking skills in their students. The fact that I was able to imitate some dialogues and interact with my peers got me to think that I was able to process language receptively and productively at a reasonable speed. Nonetheless, by 2013 I had to face one of the most important challenges in my life. I was hired to translate in a company. I remember that the first time I was in front of those British and American native speakers, I could not interact effectively with them. When I spoke to them, I tended to make several pauses and my message was not clear at all. Consequently, I was not fluent enough to make myself understood and my speech rate was poor. This experience has motivated me to learn about speaking strategies but, more importantly, the ones that refer to the development of fluency. As for this, I made up my mind to look for relevant strategies teachers can use to enhance students' fluency in English as a Foreign Language (EFL) environments.

To develop this topic, the present monograph will depict in the second chapter a literature review and a compilation of strategies related to the subject matter addressed in these pages. In the third section, the type of research methodology implemented will be described considering that it is qualitative and deductive. After that, there will be a section with results and discussion. Finally, in chapter 5 conclusions and general recommendations will be mentioned.

Significance of the Study

The bilingualism law of Colombia states that students must acquire communicative tools to express themselves in a foreign language (Ministerio de Educación Nacional [MEN], 2013) In

concordance, the profile of the English teachers graduated of the UNAD states that its graduates must be professionals in the teaching area, identify the way their students learn and set strategies to tackle student's needs. Therefore, this study is significant for the UNAD undergraduate students and teachers since it provides tools to achieve the given profile.

Likewise, this monograph can have a direct impact on teachers and former teachers from other institutions to find different types of strategies to help their English students get better communicative competence. This, taking into consideration that language learners are not usually satisfied with their speaking skill so, teachers can use this bank of strategies to help them improve on this ability through fluency development. There is another aspect that depicts the impact of this monograph. Yang (2014) says that, "Speaking fluency is also an important component of communication competence, because the ability of speaking fluently can help the speaker to produce continuous speech without comprehension difficulties for the listener and to maintain the communicative ideas more effectively" (p. 226).

In this matter, Brown and Yule (1983) in Moradi & Talebi (2014) point out that teachers should teach students how to speak strategically for effective communication. Thus, gathering a bank of strategies focused on fluency might become a great tool for EFL teachers who want help their pupils enhance the accuracy of a foreign language. Besides, Ortega (1999) mentions that students who planned strategically had faster speaking speed. Such component is relevant when considering the communicative proficiency needed for having effective intercultural exchange, access to international scholarships and better job opportunities.

Statement of the Problem

Learning a foreign language is more than acknowledge its semantic and grammatical rules. On that subject, Genesee (1994) says that the main objective of acquiring a foreign

language is not to get grammatical sense perfectly structured but, to achieve meaningful communication between students, teachers in any context. Under the frame of this perspective fluency becomes an important skill in the path of effective communication as long as it is the ability to process language receptively and productively at a reasonable speed (Nation, 2014).

In Colombia, as of 1994 the General Education Law (ley 115 de 1994) highlights the relevance of learning a foreign language. In concordance, the Ministerio de Educación Nacional - MEN (National Ministry of Education in Colombia) has lined up the parameters in English teaching as a foreign Language to the Common European Framework (CERF); mainly, with the purpose of improving the English proficiency of students from schools and universities. Nonetheless, the speaking skill remains as the weakest link in the communicative competence of EFL (English as a Foreign Language) students. The expert in bilingualism and Development of English as a Second Language, Clara Amador Watson, as cited in Linares (2011), mentioned that archaic teaching methods, where teachers give more relevance to grammar instruction disregarding the oral production of English, have been used In Colombia as a consequence of this practice, the international test of EF English Proficiency Index categorized Colombia in the 77th position (out of 100 countries) of the worldwide ranking of English level showing a poor performance of the English learning (EF EPI, 2020). This outlook depicts how contradictory the results obtained are if we consider the government regulations to make Colombia a bilingual country in which English learners must be capable of keeping fluent conversations to travel, study or work abroad. In this sense, the conclusion drawn by the EF EPI is that Colombians still do not have enough communicative skills (Educación Vida, 2019) Regarding this problem, it is worthy to ask how can teaching strategies in fluency help ELF learners develop better communicative skills?

Objectives

General Objective

To provide EFL teachers with a bank of speaking strategies for enhancing fluency in foreign language learners in face-to-face environments through direct content analysis.

Specific Objectives

To find strategies EFL teachers can use for improving fluency in their students in face-to-face classes using a comprehensive review of the literature.

To choose the most relevant strategies EFL teachers can implement in their face-to-face classes considering the lack of fluency foreign language learners have by categorizing them in charts.

To create a reference chart of speaking strategies for EFL teachers to enhancing fluency in their students using excel tables.

CHAPTER II

Literature Review

This monograph is intended to identify strategies EFL teachers can use in their face-to-face classes to enhance fluency in their EFL students. As for this, the present literature review contains different notions about the concept of fluency and strategies. To illustrate, the former is seen as tactics, tools, plans or cognitive abilities that look for developing autonomy and self-efficacy (Oxford, 2001) whereas the latter has received several meanings with different perspectives. For instance, Gatbonton and Segalowitz (1988) consider that a fluent speaker should know what to say and when to say it. Besides that, in the production of those utterances, speed, hesitation and pauses must be also considered as components of fluency. Likewise, Fillmore et al. (1979) describe it as ‘the ability to fill time with talk’ (p. 93). By the same token, Nation (2014) defines fluency as the “the ability to process language receptively and productively at a reasonable speed.” (p.11) Conversely, Lennon (2000) has a more quantitative definition. For him, fluency deals with the speed (words per minute) a speech is transmitted. Correspondingly, Riggensbach (1991); and Ejzenberg (2000) point out that the speech rate is a cornerstone to measure fluency if speech rate depicts how fluent a speaker is. Along with these definitions, there are others that were adopted in the present chapter.

All the gathered concepts here mentioned were reviewed and spotlighted under the frame of content analysis. Additionally, the studies gathered, that were used to build up the theoretical background to advocate meaningful strategies regarding the aim of this monograph, were triangulated to develop reliability and meaningfulness to the study. These strategies will be clearly described at the end of this chapter.

Decontextualization

This stage opens boundaries to look information up in books, videos, magazines, among others; that allows the researcher to familiarize with the topic of study so that, he/she can break all these data down into small units (Bengtsson, 2016). Against a backdrop, the needs identified for the present monograph refer to the understanding of what learning strategies are. By the same token, getting a deep theoretical framework on fluency as speaking feature and how it can be fostered in EFL learners is paramount.

Language Learning Strategies

Learning a foreign language is a structured process that involves, not only the acquisition of grammar rules; but also, the development and implementation of learning cognitive, metacognitive, mnemonic, compensatory (for speaking and writing), affective and social strategies O'Malley's et al. (1985); & Oxford (1990). Consequently, it is key to get an overview on what Language Learning Strategies (LLS) are and their relevance in a foreign language learning process. To start with, Oxford (2018) considers (after analyzing 33 different definitions) that:

Language Learning Strategies (LLS) are purposeful, conscious, mental actions that the learner uses to meet one or more self-chosen goals, such as (a) overcoming a learning barrier, (b) accomplishing an L2 task, (c) enhancing long-term L2 proficiency (d) developing greater self-regulation (ability to guide one's own learning) (p 82)

Under the frame of this definition, language learning strategies are tools that help learners achieve their proximal subgoals (Dornyei and Otto 1998: p,60); hence, learners become more autonomous (Oxford R. 2001) and, self-efficacy, described as the perception of successfully complete a task, is enhanced (Bandura, 1997).

The field of Language Learning Strategies has been deeply studied by many researchers. Nonetheless, these studies have not gotten to the end as long as, strategies vary according to learners' styles and their selection is attached to students' preferences, styles and learning needs. This perspective has led researchers to categorize the LLS based on their nature and define learning strategies in their own words depending on the contexts and applications that usually have the student with the main role.

First off, O'Malley's (1985) as cited by Griffiths (2004) considers learning strategies as "operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information" (p.23). This definition was delimited after conducting a research from which categories were explicitly divided as Metacognitive, Cognitive and Socio Affective.

Metacognitive strategies are the ones that refer to the execution phase students learn which implies planning for learning, monitoring, and evaluating once the task is achieved. Some examples of metacognitive strategies are selective attention, self-monitoring, delayed production, among others. On the other hand, cognitive strategies are especially designed for specific activities and they are more related to the use of the learning material per se. To illustrate, repetition, contextualization and inferring are part of cognitive strategies. Finally, socio affective strategies are the ones connected to the mediation and negotiation when working with others.

Secondly, according with Hismanoglu (2000) Rubin was one of the first people talking about learning strategies makes a clear distinction of these among three main paths. Not only does he refer to the strategies that contribute directly to learning but also to the ones that are indirectly presented, learning, communication, and social strategies. In the first big category (learning strategies), we can find cognitive and metacognitive strategies. In the learning cognitive learning strategies, there are steps or operations commonly evident in problem-solving

situations that imply analysis, transformation and abstract of learning components. Among these strategies, we could have guessing, deductive reasoning, clarification, practice, memorization, and monitoring. Conversely, metacognitive learning strategies are used to self-direct language learning. For example, planning, setting goals and others. The second big category is the one referring to communication strategies that are not so connected to language learning due to their emphasis is on conveying meaning in a conversation. Finally, this author mentions social strategies as opportunities for learners to put into practice their knowledge.

Similarly, Naiman (1978) as cited by O'Malley & Chamot, (1990) established 5 general categories with subdivisions whose classification scheme was based on interviews to learners and an initial taxonomy suggested by Stern (1975) as cited by O'Malley & Chamot, (1990). The first five main groups refer to active task approach, realization of language as a system, realization of language as a means of communication and interaction, management of affective demands and monitoring L2 performance. The subcategories referring to the ones above mentioned are presented in the figure 1.

Table 1.

Primary and Secondary Learning Strategies.

<i>PRIMARY STRATEGY CLASIFICACION</i>	REPRESENTATIVE SECONDARY STRATEGY	REPRESENTATIVE EXAMPLES
<i>Active task approach</i>	It promotes a positive response to leaning opportunities.	Students acknowledges need for a structured leaning environment.
<i>Realization of language as a system</i>	It analyses individual problems, target language and compares L1/L2.	It uses cognates, previous knowledge and, rules to provoke opportunities.

<i>Realization of language as a means of communication and interaction</i>	It provides more relevance to fluency over accuracy. In addition, it looks for communicative situations with L2 speakers.	Uses circumlocution and tries to avoid hesitation when speaking. It establishes contact with L2 native speakers
<i>Management of affective demands</i>	It deals with affective demands in learning	Uses expressions of courtesy.
<i>Monitoring L2 performance</i>	Check L2 system by assessing inferences and asking for feedback to L2 native speakers	Aims for a way to avoid mistake-repetition.

Note: Adapted from Learning Strategies in Second Language Acquisition by O'Malley & Chamot (1990, p.5)

Finally, Oxford (1990) specifies the relevance of learning strategies as important tools aimed at developing communicative competence. In a similar way to the previous authors mentioned, she establishes two main groups in which direct and indirect strategies are presented. Each of these categories are subdivided into 3 subgroups in a more complete and detailed division as presented in Table 2 by Hismanoglu (2000); & Popescu & Cohen-vida (2013).

Table 2.

Direct and Indirect Strategies with Subgroups.

DIRECT STRATEGIES	MEMORY STRATEGIES	CREATING MENTAL LINKAGES
		Applying images and sounds
		Reviewing well
		Employing action
	<i>Cognitive strategies</i>	Practicing
		Receiving and sending messages strategies
		Analysing and reasoning

INDIRECT STRATEGIES	<i>Compensation strategies</i>	Creating structure for input and output
		Guessing intelligently
	<i>Metacognitive strategies</i>	Overcoming limitations in speaking and writing
		Centering your learning
		Arranging and planning your learning
	<i>Affective strategies</i>	Evaluating your learning
		Lowering your anxiety
		Encouraging yourself
	<i>Social strategies</i>	Taking your emotional temperature
		Asking questions
		Cooperating with others

Note: Adapted from Communication strategies for developing the learner's autonomy by Popescu & Cohen-vida (2013, p.3490)

As clearly seen, all authors agree in seeing strategies as tools that help learners develop autonomy and they might be named differently but they relate among them in terms of helping students achieve their learning goals. Figure 1, taken from Shi (2017, p.29), helps us understand how general taxonomies mentioned by the different authors already mentioned and even Stern and Wenden are interconnected.

Figure 1.*Language Learning Strategies (Taxonomy).*

Researcher	Classification					
Stern (1975)	Planning Strategy	Active Strategy	Empathic Strategy	Formal Strategy	Experimental Strategy	
	Semantic Strategy	Practice Strategy	Communication Strategy	Internalization Strategy		
Naiman et al (1978)	Active task approach	Realization of language as a system	Realization of language as a means of communication	Management of affective demands	Self-monitoring	
Rubin (1987)	Direct Strategies			Indirect Strategies		
	Learning Strategies		Communication Strategies		Social Strategies	
	Cognitive Strategies	Metacognitive Strategies				
O'Malley & Chamot (1990)	Cognitive Strategies		Metacognitive Strategies		Social/Affective Strategies	
Oxford (1990)	Direct Strategies			Indirect Strategies		
	Memory	Cognitive	Compensation	Metacognitive	Affective	Social
Wenden (1991)	Cognitive Strategies		Self-Management Strategies			

Note: Overview of LLS' taxonomy by authors. Taken from Shi (2017, p.29)

Knowing all the taxonomies, we can have a broader experience of how strategies have been defined and delimited thinking about their direct or indirect relationship to learning as such. In this way, we can see the usefulness of learning strategies in the instruction of fluency strategies that help learners become more independent, more self-regulated that is what ultimately all strategies (teaching and learning) are intended for.

As stated by Harris and Chamot & Harris (2019), Language Learning Strategy Instruction has acquired more importance in the last decades and this is basically as long as it favors students that are consider "good language learners" who easily use the accurate strategies to develop a proposed task. Additionally, these strategies also help less successful learners achieve

their goals smoothly since they can choose the strategies that suit their learning style the best and therefore get the sense of achievement in every step, they have in their language learning process. Hence, all the educational context and the language learning classroom is flipping so that learners assume a more active role in their own context, but they do not do it by themselves. Thus, Language Learning Strategy Instruction obtains significance bearing in mind a more student-centered education where students' linguistic process is eased as well as autonomy and other important skills that are totally necessary as a 21st century citizen.

Fluency

There have been a lot of researchers who have devoted a significant effort to provide a specific definition towards fluency. Still, it has been difficult to condensate the strands of fluency to bring about one final concept. To illustrate, on the one hand, Hartmann and Stork (1976), as cited by Yang (2014), consider that a fluent speaker is able to use the correct structures of a language at normal speed, which means speaking naturally with concentration on the content delivery, rather than focusing on the form or structure of a language (Yang, 2014. P226). Similarly, Riggenback (1989) as cited in Freed (1995), ponders that fluent speakers can assume active roles during conversations. This ability let them anticipate end-of turns in such a way that they can, somehow, manipulate the conversation by changing topics or elaborate on their ideas to produce more speech (p, 162). In addition, she emphasizes that pauses might be worthless in fluent speakers. To draw these conclusions, Riggenback based her research on six Chinese learners of English who were evaluated, in terms of speaking, by twelve ESL teachers. These "judges" were asked to classify students as "very fluent" or "very non-fluent". After this classification was done, Riggenback used 19 different variables to analyze the speeches at utterance and discourse level. On the other hand, Ejzenberg, (2000) as cited in Riggenback

(2000); & Nation (1989) have a more quantitative perspective to describe what fluency is. In their research, these authors conclude that fluency deals with the speed a message can be transmitted. Thus, for them a fluent speaker controls language features such as pausing, rhythm, pronunciation, and rate of speech. Or, as cited by Wood (2001), mentions that the speech rate is a cornerstone when measuring fluency since speech rates depict the overall fluency of speaking.

The concepts previously mentioned, can be assembled in the notion of utterance fluency proposed by Segalowitz (2010) where the temporal measures of fluency meaning speech rate, pause length, articulation rate, the number of syllables per run can be scored and quantified (Segalowitz, 2010). As for this construct, Skehan (2003) and Tavakoli and Skehan (2005) break the utterance notion into three types of fluency. Breakdown fluency, speed fluency and repair fluency.

The former one refers to the frequency speakers use false starts or make corrections. Whereas the speed fluency considers the speed rate in which a speech is delivered. Consequently, the number of syllables is used to calculate the speech rate. Finally, the breakdown fluency has to do with the number of pauses (filled and unfilled) to measure the speech.

Still, Segalowitz (2010) recognizes that the multidimensional nature of the language fluency has multiple definitions that are framed under qualitative (subjective perceptions of speech fluidity) and quantitative perspectives such as speech rate, hesitation and pausing. As for this, in his studies, he proposed the notion of perceived fluency and cognitive fluency as constructs of the fluency definition. The first one deals with the impression listeners have regarding speaker's utterance fluency. Whilst the second one refers to the ability speakers have to efficiently plan and execute their speech De Jong et al. (2011). In this sense, Fillmore et al

(1979) conceives fluency as the ability of minimizing pauses during the speech delivery.

Additionally, he mentions that fluent speakers must be able to produce correct sentences in terms of coherence and syntax. Furthermore, they should manage a wide range of expressions to be used in different contexts. Thereafter, he also points out that being creative in the language use is important to become fluent speakers.

Recontextualization

As it has been said in this monograph, content analysis is a scientific research technique that provides a better understanding of a particular phenomenon (Krippendorff, 2004). Still, Bengtsson (2016) conceives that, “there is always a risk that different researchers draw dissimilar conclusions from the same data” (p.11); hence, the large volume of texts or data should be broken into small pieces (variables), which must be spotlighted and tested in the light of the evidence of other researchers (Burnard, 1991). This analytical process provides trustworthy results that are condensed in a reliable and valid study. In that regards, researchers should exclude dross that do not correspond to the aim of the study.

Given the above, it is worth mentioning that Goh & Burns (2012) as cited by Barrios (2017) consider that English learners must develop three key features of their speaking: fluency, accuracy, and complexity as mentioned by Goh & Burns (2012) in Barrios (2017). The first one, as previously mentioned, refers to the abilities foreign speakers have to transmit a clear message with a minimum of pauses. The second one, accuracy, “consists of using vocabulary, grammar and pronunciation through some activities” Derakhshan et al. (2016. 6. p,178). Whereas accuracy deals with the usage of complex structures and advanced vocabulary.

Then, considering that learning strategies towards fluency and fluency development in EFL students are the variables case of this monograph, all documents and papers that mainly

refer to strategies EFL teachers can use to help EFL learners develop the given features, but fluency, are considered worthless. Likewise, studies that aim fluency in Learning English as a second language (ESL) are not taken as a reliable source of information.

Categorization

Giving sequence to the stages described in the methodology implemented and, taking into consideration the qualitative approach, adopted in this monograph, that frames the concept of fluency as component of the speaking skill, three main categories, with no sub-headings as suggested by Burnard (1991) are defined. In the context of this research those categories are going to be called “notions” as of this section.

Notion 1

A common factor found in different studies related to fluency and fluency development is the speed in which a message is transmitted. However, Fillmore et al. (1979) proposes a different perspective in this matter. He considers that a fluent speaker is a person who is able to communicate with few pauses. Under this conception, the notion 1 condensate a series of strategies that aim to booster this ability.

The 3/2/1 Strategy

This strategy consists in allowing EFL students deliver the same talk three times. Each one with a time limit. Thus, the first time the speaker has 3 minutes for his/her speech. The second time, the speaker will have only 2 minutes to repeat the speech. Finally, the same message has to be delivered in only one minute (Barriga, 2017).

Before starting, students are given a series of topics for them to choose one they want to talk about along with a few minutes for preparation. This stage consists in jotting down main ideas about the topic chosen (Barriga 2017).

After the implementation of this scaffolded process based on the principles of repetition, preparing before speaking, using familiar and motivating topics and imposing time limits proposed by Gatbonton and Segalowitz (1988), the researchers found out that learners derive fluency improvement from reducing the number of pauses during each interaction. Besides, the number of words per minute increases significantly according to De Jong and Perfetti (2011), & Nation (1989). Nonetheless, 33% of the students who participated in the implementation of this strategy mentioned that they weren't able to perform well as long as they felt nervous due to the pressure provoked by the time limit (Barriga, 2017).

Information Gap Activities

This strategy aims for getting students think, talk and use pre-learned expressions and vocabulary in a fast rate (Bailey & Savage, 1994). To implement this strategy, the EFL teacher can divide the whole class into two groups. The first one (group A) will have a set of cards about a character or scene they have to perform. These cards will also have some information written on them. The other group (group B) will also have the same set of cards but with missing information. Thus, during the interaction moment students from the group B should complete the gaps in their cards. Once they do it, students can change roles and start again (Barrios, 2017).

At the beginning of the implementation of this strategy, EFL students manifested to be worried since it was difficult to use complete sentences when speaking. Yet, after five weeks of constant practice, students started to be more fluid and use more complete sentences (Barrios, 2017). Likewise, students' motivation was increased in such a way that learners participated actively and expressed enthusiasm (Barrios, 2017)

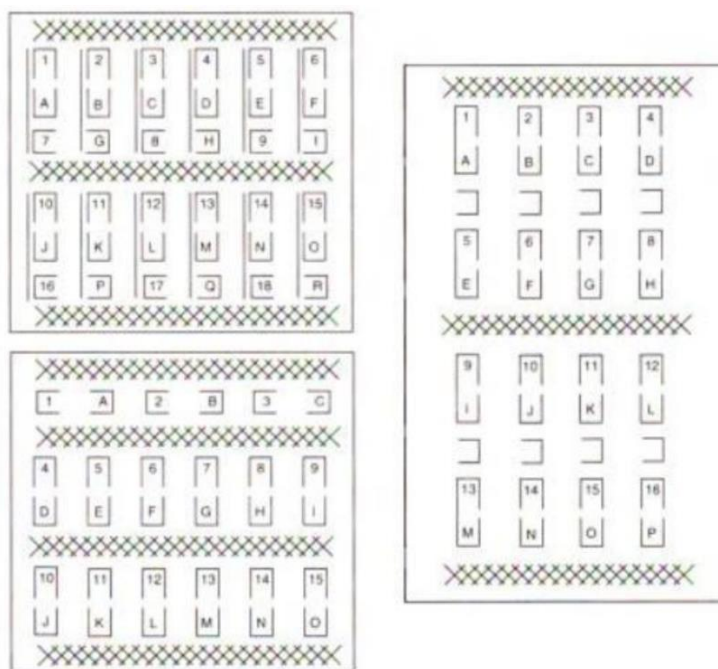
The Speaking Line

This strategy described by Bresnihan & Stoops (1996) is created to help EFL teachers control students, especially in large classes, where controlling and evaluating the interaction time is difficult. Additionally, the nature of this strategy allows learners develop fluency by means of repetition and personalization.

The speaking line consists in setting a classroom environment in such a way that EFL students are peer up and sit down one in front of the other (student 1 in front of student B and so on). As shown in the figure 2.

Figure 2.

Classroom Arrangement.



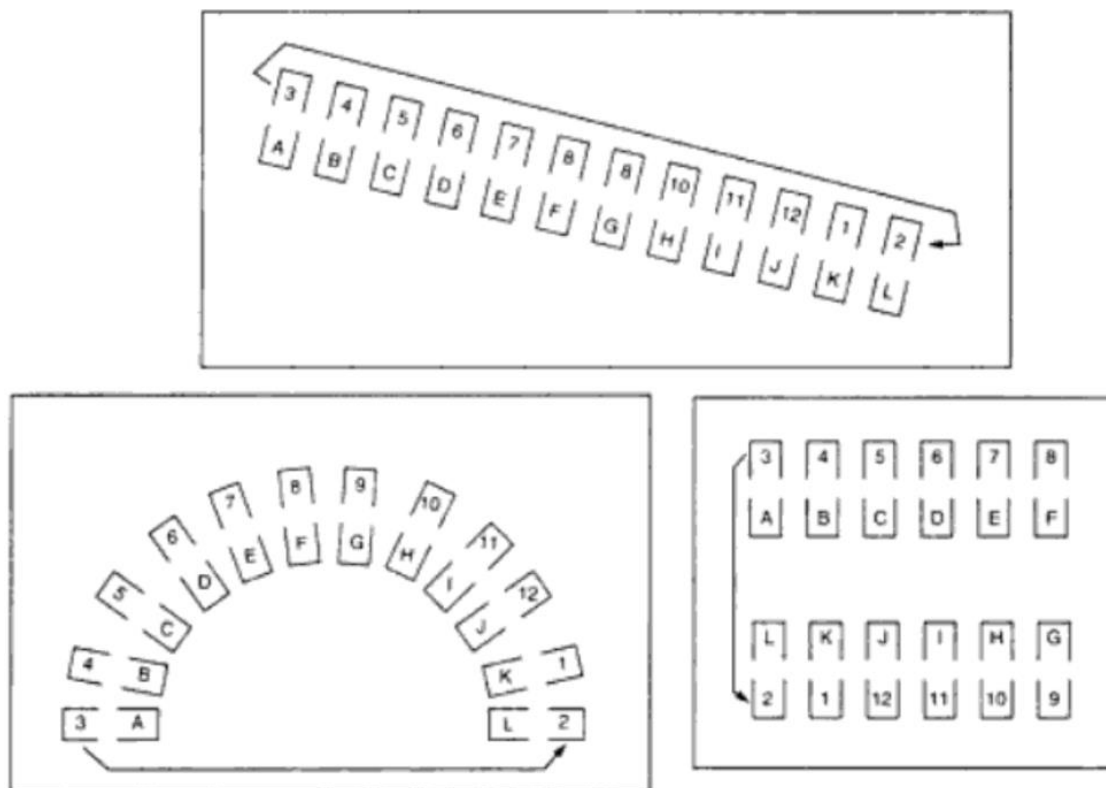
Note: Image of classroom set up taken from Bresnihan, B., & Stoops, B. (1996)

Once the classroom has been set, students will be provided with a topic (assignment) to discuss. It can be a dialogue or an open questioner. During the speaking time, students will

repeat the same information with 2 or 3 partners. To do so, students at the beginning of the row will move to the back of the row. The others, will move forward as it is shown in the figure 4.

Figure 3.

Sketch Rotation Process During the Speaking Line Implementation.



Note: Image of classroom set up taken from Bresnihan, B., & Stoops, B. (1996)

It is recommended that during the implementation of the speaking line, students are given some time to write down their ideas before speaking.

The Daily 6

This strategy was designed based on the principles of the reading and writing strategy called “the daily 5” proposed by (Boushey & Moser, 2014) with a slight adaptation included by Cadena et al. (2019). To contextualize, the daily 5 seeks for developing independent literacy behaviors. As described by Cadena et al. (2019) the five steps defined in Boushey & Moser’s research to implement this strategy are:

- Read to Self; the best way to become a better reader is to practice each day, with books you choose, at your suitable reading level. It soon becomes a habit.
- Read to Someone; reading to someone allows more time to practice strategies, which help you to work on oral fluency and expression, to check for understanding, to hear your own voice, and to share in the learning community.
- Work on Writing; like reading, the best way to become a better writer is to practice writing each day.
- Listen to Reading; we hear examples of good literature and fluent reading. We learn more words, thus expanding our vocabulary and becoming better readers.
- Spelling/Word Work; correct spelling allows for more fluent writing, thus speeding up the ability to write and to get thinking down on paper. This is an essential foundation for writers. (Cadena et al. 2019, p.30)

The variation that engendered the daily 6 was the incorporation of a sixth step. Speaking to someone aimed to fit the Colombian context and therefore focused on fluent, effective oral communication within a communicative framework (Cadena et al. 2019, P.30).

To carry out this strategy, students should be free of choosing the topic they feel more comfortable with. Afterwards, 3 to 9 minutes should be given to learners in order to go over each step. Finally, students are invited to record their ideas about the topic chose using an online voice recorder tool like VoiceThread. It had to be acknowledged that the meaningfulness of this strategy holds up in the low levels of anxiety among learners due to the preparation time they have before speaking (sixth step).

In the study conducted by Freddy Cadena, Hernando Ortega and Albedro Cadena it is mentioned that the daily 6 had a positive impact on learners' oral fluency, although it was not at

the same level in all of them (Cadena et al. 2019). To draw this conclusion, the researchers analyzed the video recordings gathered during the implementation process. Furthermore, there was no negative report or feedback given towards the implementation of this strategy.

Notion 2

Kamonpan (2010) mentions that:

“EFL learners must have an understanding of words and sentences; that is, they must understand how words are segmented into various sounds, and how sentences are stressed in particular ways. This grammatical competence enables speakers to use and understand English language structures accurately and unhesitatingly, which contributes to their fluency, which, in turn, develops confidence in speaking” (p,1306)

Considering this point of view, the following segment of strategies have the intention of improving fluency by giving more relevance to the understanding of words pronunciation and sentence structure.

Thought Groups

To understand this strategy, it is important to acknowledge that “thought groups” are sections of words, speakers or writers create, that constitute a sentence. Gerst & Peralejo (2011). With this in mind, EFL teachers should provide students with a text for them to identify to thought groups. In class, students can use color coding or brackets to divide each thought group. Once these “chunks” are identified, teacher will model by reading out loud and pausing briefly (and breathe) between brackets (Tharpe, 2015). Then, it will be students’ turn.

In an EFL class, students can first, practice the strategy by using the transcript of a dialogue, a lecture, or any other written document. But then, after having some training based on repetition, they should be able to transmit a clear, well-organized, and fluent message to the

listener. To implement this strategy in a face-to-face class, teachers can use any mingle activity such as onion rings, in which students will use the transcript with the thought groups and then, after few practices, they can say the message with no visual reference.

Link Words

Similarly, to thought groups, linking words is a strategy that should be first introduced with a visual reference, meaning transcripts of dialogues, short readings, among others. According to the Oxford Online English Teacher (OOE Teacher), Gina, the concept of Linking refers to the process of connecting words when you speak, so that words are pronounced together. This process can be done by linking two consonants, similar consonant sounds, consonants to vowels and two vowel sounds (Gina, n.d.); so, in a face-to-face class, EFL teachers can explain and exemplify the concept of linking words. Immediately, students will be given some time to identify liaisons and read implementing the strategy (Tharpe, 2015). After this practice, students can repeat the speech with no visual reference to the class or their group works.

In a nutshell, the process of implementing the strategy would be:

1. EFT teacher explains and exemplify the concept of linking sounds.
2. Students are given a text to identify the links by marking liaisons
3. Students take time to practice by reading.
4. After few repetitions, learners should speak using the strategy with no visual references.

Start Higher end Lower

Tharpe (2015) acknowledges that part of the problem, when teaching pronunciation in EFL classrooms, is that intonation varies from one language to another, and learners have their first language intonation already programmed. Accordingly, to develop fluency in foreign

language learners, teachers must raise awareness of these intonation differences and let students analyze and synthesize them (Tharpe, 2015). Regarding this, the “start higher end lower” strategy is a great tool that can be implemented to achieve the above-named goal. It deals with the pitch used at the beginning and the end of a given utterance. “English uses an arc of pitch that begins on a high pitch, moves to mid-pitch to develop the idea, and drops to low pitch to signal finality” (Tharpe, 2015, para. 20)

Notion 3

Among all the abilities a fluent speaker should have according to Fillmore et al. (1979); producing sentences coherently at a reasonable speed, becomes a more demanding one. Mixing time pressure with language production implies creativity, well command of vocabulary and reasoning. In the context of this perspective, the notion 3 embraces a set of strategies that foster these abilities which, lead EFL students into fluency improvement.

The Talking Zone

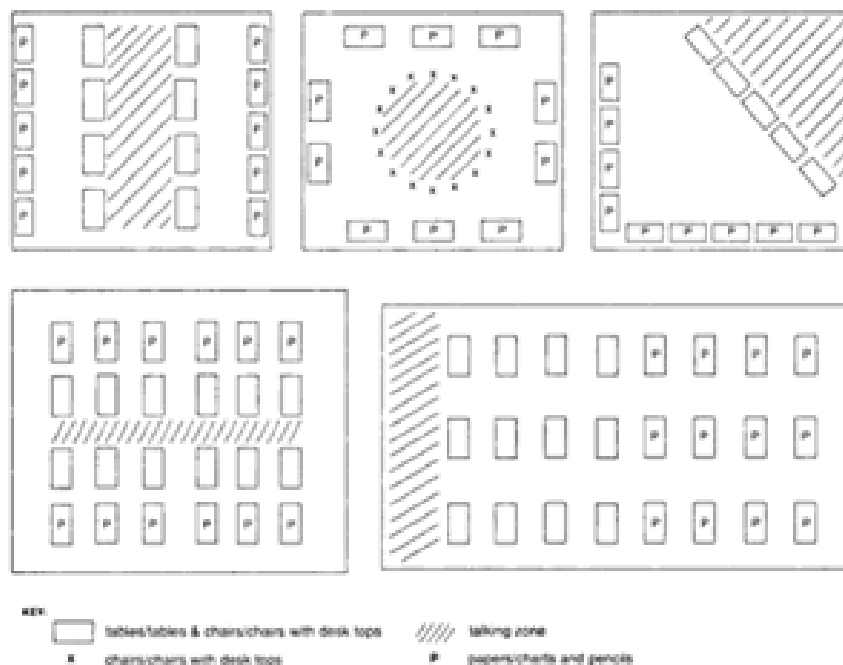
This strategy described by Bresnihan & Stoops (1996) takes advantages of classroom set up strategies, teaching materials and speaking opportunities to improve oral fluency in EFL students. These three components are, most of the time, inaccurately used in EFL classes. Hence, if teachers ask students to practice speaking with the material given for the class, they

...simply read them aloud to their partners. They will not actually be practicing speaking, and they will certainly not be having what could be called a conversation. They will just be saying words aloud, which is not the same thing as practicing speaking (Bresnihan & Stoops, 1996, p.30)

Thereupon, the authors suggest to physically separate the materials with the speaking practices. On this subject, teachers should arrange the classroom in such a way that, a place for talking (Talking zone), must be left with no chairs as shown in the figure 4.

Figure 4.

Classroom Setting in the Speaking Zone Strategy



Note: Image of classroom set up suggested for the talking zone. Taken from Bresnihan, B., & Stoops, B. (1996)

Once the classroom setting is done, teachers will allow students to work on the class assignments such as unscramble sentence, completing dialogues, answering questions, etc. While learners are doing so, they are preparing themselves for the speaking practice. After having some time for preparation, teacher will ask students to take the material over and go to the talking Zone. Since there are no chairs there, students will remain stand in pairs talking about the topic/assignment previously given. It's worth mentioning that Bresnihan & Stoops (1996) propose 3 important rules students have to follow in this zone.

1. Students can talk to only one person at a time. They choose who that person will be.
2. Students can leave the talking zone to check up for words or any piece of information they need as many times as they require to do so.
3. Students cannot take the class materials to the talking zone. They must be left on their desks.

Apart from that and considering the number of students in class and their English level, Bresnihan & Stoops (1996) propose some variables that can be implemented to make the most of this strategy. These choices are:

1. If students have a basic English level, you can ask them to answer all the questions to be discussed in the talking zone before the activity is performed. This assures all students will understand the questions asked during the interaction time.
2. Other variable teachers have, it is the possibility of giving a specific set of questions to one group of students and, other set to the rest. This will help to get students motivated and focused on the conversation.
3. If the class has an intermediate English level, students can be asked, once they leave the talking zone, to summarize the main ideas discussed. For that, they can write a summary, design a mind map or the like. Other possibility would be to get students to create more questions based on what they talked and then, go back to the talking zone.

Conversation Game

One of the biggest challenges EFL teachers have is to keep students motivated to talk in English. Besides that, the constant use of the mother tongue by students constrains the improvement in their English-speaking skill. Therefore, the development of fluency gets

adversely affected. Because of that, Bresnihan & Stoops (1996) propose the conversation game. This strategy consists in motivating EFL students to interact in English by means of a “pricing system”. For its execution, teachers must divide the whole class in groups of 4 or 5 students. Each group must receive a large number of game markers such as individual wrapped candies, poker chips, buttons or any other small object that can be used as a reference to keep track of points. 40 or 50 of these game markers will be piled in the middle of each group of students. With this logistic set, the teacher will ask students to talk in English about a topic previously covered in class or chosen by the students.

This interaction time will be framed under the following rules:

1. Students must talk in English.
2. Students will be allowed to take one of the game markers if they say something about the topic given. “It doesn’t matter whether they talk for a short time or a long time; either case they get one game marker” (Bresnihan & Stoops, 1996, p.36)
3. If students say something in their mother tongue or in other language, they have to return one of the game markers to the pile.

Bresnihan & Stoops (1996) acknowledge that some students will be tempted to use expressions like: “really?”, “Oh” or, simple answers such as: “yes” in order to get more game markers and skyrocket their scores. To avoid this to happen; teacher can add a new rule that require students say minimum three words consecutively to win a game marker.

Last but not least, during the conversation game, teachers can set a time limit so that students are “pushed” to interact effectively in a high rate of speed. Every time this time gets to the end, students can be mingled to start the activity again. Nonetheless, it is important, for future assessment, to get them keep track of the game markers collected in each speaking moment.

Storytelling with Pictures

Barrios (2017) conceives storytelling as a strategy where students have to create short stories based on pictures presented in class. For that reason, it demands time management, creativity and a good command of language and vocabulary. Conversely to other strategies, where EFL learners must have a moment to prepare ideas in order to perform well during the speaking activity, storytelling demands students be creative enough to produce English coherently, fluently and efficiently with no preparation. Instead, EFL learners can recall expressions learned previously or other grammar features that help them succeed during the interaction time.

To execute the storytelling with pictures, Barrios (2017) proposes to divide the class into groups of four students. In each group, one student will perform the role of “note taker” whereas the others will have responsibility of creating the story. To do so, the teacher will give a set of cards or pictures for each group. The student who wants to start the story will choose one of the cards and then, he/she will dictate the sentence to the note taker. Immediately, the next student will do the same and so on, until the time gets to the end. At that point, the note taker will read the story built to the class. At the end, the teacher can use the stories for assessment and give meaningful feedback.

Fluency Circle

This strategy looks for fluency enhancement by means of repetition Barrios (2017). For its implementation in face-to-face classes, the teacher must divide the whole class into two groups. The group number one is going to make a circle in the middle of the classroom, while the group number two will do the same but surrounding the students from the group one. Before the interaction starts, each student from the second group must face a student from the first group.

Once all students have identified their partner, teacher will provide a pre-established dialogue.

The part “A” from that conversation will be given to the students in the inner circle. The part “B” will be for the second group (outer circle). Once the students have performed the dialogue, teacher will ask outer circle to move to the left and do the activity again. Ideally, at the end of the speaking practice, students will try to say the dialogue looking at their partners.

In her study, Barrios (2007) reported that after four weeks of training and practice of this strategy “the time they took to return to the initial place of the circle was less, which indicated that the rate speech increased” (p, 43)

CHAPTER III

Methodology

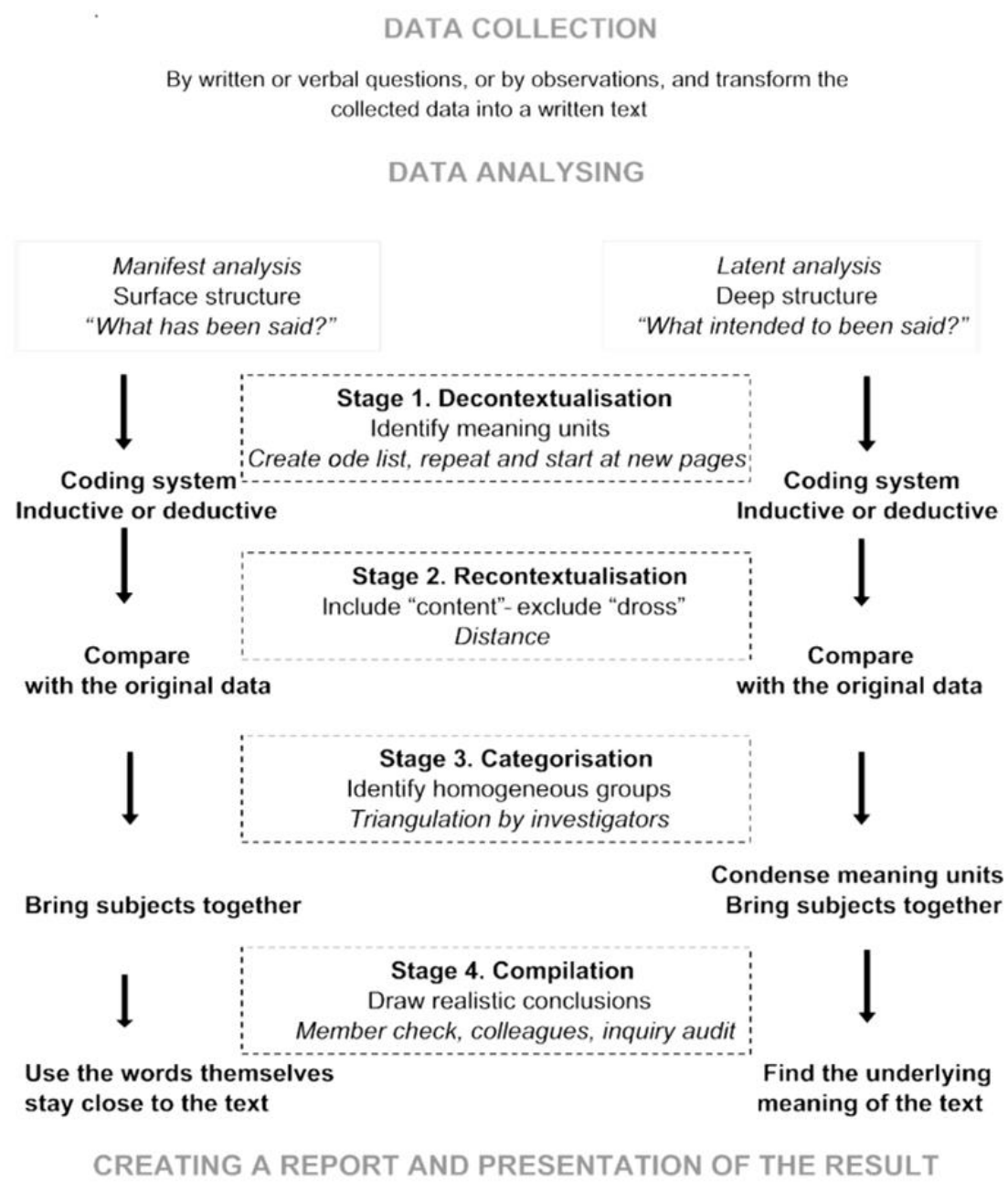
The present study is mapped out under the concept of a monograph given by Case (2009) as cited by Snijder (2013) who defines it as “a large, specialized work of scholarship that treats a narrow topic in great detail” (p.2); in addition, it follows the guidelines established by the Universidad Abierta y a Distancia (UNAD) in partial fulfillment of the requirements for the degree of Licenciado en Inglés como Lengua Extranjera. In terms of form, this monograph contains the components of a qualitative research described by Zacharias (2012) and it relies on the collection of data through content analysis.

To contextualize the previous concept, it is worth mentioning that, according to Krippendorff (2004) content analysis is “a research technique for making replicable and valid inferences from texts” (p.18). Downe-Wamblot (1992) defines it as a “research method that provides a systematic and objective means to make valid inferences from verbal, visual, or written data in order to describe and quantify specific phenomena” (p. 314). These definitions head us for discovering that this methodology aims the interpretation of text data by means of classification and identification of patterns (Hsieh & Shannon, 2005). In addition, this research method brings forth new outlooks regarding the phenomenon under study as well as, increases the understanding of it (Krippendorff, 2004).

Thus, through this monograph the problem most EFL learners have in regards fluency is tackled by gathering speaking strategies EFL teachers can use to enhance fluency in EFL students in face-to-face environments. To do so, the author of this monograph is going to follow the process of a qualitative content analysis shown in Figure 5.

Figure 5.

Overview of the Process of a Qualitative Content Analysis.



Note: Image of a flowing chart going from Stage 1 to Stage 4 taken from Bengtsson (2016).

As it is represented in Figure 5 the process of analyzing data through Direct Content Analysis is divided in four main stages: decontextualization, recontextualization, categorization and compilation (Bengtsson, 2016). During the “the decontextualization stage” which implies that researchers must read thoroughly the texts in order to become acquainted beforehand with the data and, to have a sense of understanding “what is going on?” (Bengtsson, 2016). Numerous books, articles and videos about fluency, fluency developing in EFL learners, learning and teaching strategies, instructional strategies and strategies implemented in learning English as a foreign language were reviewed to get a deep understanding of the topic and as stated by Hsieh and Shannon (2005), identifying important variables that contain information that might be related to the question aim. Once these meaning units have been identified, as mentioned by Berg (2001) in (Bengtsson, 2016), an open coding process had to be carried out. This implied that each variable or meaning unit was labeled with a code that helped identify concepts or patterns (Catanzaro, 1988) such as fluency, strategy, skill, EFL learners and EFL teachers. These codes were registered in an excel file to be documented.

Straightaway, Bengtsson (2016) suggests the recontextualization stage. On it, the researcher must proceed to identify dross that have to be excluded of the research and add new content variables that might answer the research question (Bengtsson, 2016). To do so, a color-coding strategy was used as long as it provides a visual reference for the scholar to relate concepts to variables by their relevance to the aim of this study. This strategy also facilitated triangulation of information so that worthless data related to accuracy in fluency as sub-speaking skill and strategies that seek for improvement of fluency in ESL students was easily identified.

After this step, themes and categories are identified in the categorization stage. Hence, “the material can be divided on the basis of the questions used when the data were collected”

(Bengtsson, 2016, p,12). So, in this monograph two main categories were established and documented. Fluency in EFL students and strategies. The former was related to strategies teachers can use to enhance fluency in EFL students.

Finally, the compilation stage, that allows the researcher to transform the experiences gathered from texts, videos or audios into clear conclusions or results by analyzing the information gathered, was carried out. To do so, Bengtsson (2016) comments that “the researcher can present a summary of themes, categories/subthemes and sub-categories/sub-headings as a table to allow the reader to get a quick overview of the results” (p, 12). Consequently, a bank of speaking strategies for enhancing fluency in foreign language learners in face-to-face environments was designed for a better understanding of the results obtained.

CHAPTER IV

Results and Discussion (Compilation stage)

In this chapter, the author of the present monograph analyses the information gathered towards speaking strategies EFL teachers can implement to tackle the lack of fluency in their students during face-to-face classes. To do so, the experiences documented by different researchers that achieved fluency development in EFL learners during the implementation of their studies are here figured out. This, in compliance with the compilation stage mentioned in the process of a direct content analysis described in the methodology (Chapter III).

Taking into consideration the plethora of authors studied, whose research contributed to build up the theoretical background of this monograph. It was found that fluency improvement is a path whereby EFL learners must pass through accompanied by their EFL mentors. To do so, there are two important aspects that must be considered, mainly. First and foremost, Foreign language teachers must have adopted a clear position towards what fluency means before looking for strategies they can implement in their EFL classes.

Although, the discussion about the definition of fluency seems to be limitless. Perspectives about this concept are based on qualitative and quantitative premises that, being equally valid, tend to bias the teacher's mind. In the studies analyzed there was a common trend in the research process. All authors identified a clear need in the group of students target of their research that allowed them to decipher the best approach, qualitative or quantitative, for their research. Once this approach was clearly identified, those researchers were able to define the concept of fluency used in their studies and, consequently, propose and implement strategies to boost fluency based on the students' needs. To illustrate, if in an EFL class it is required that students, with extremely basic English level, produce sentences coherently at a reasonable speed,

the teacher might consider strategies under the qualitative approach that, through repetition, lead his/her pupils to boost fluency. Whereas, with intermediate, upper-intermediate, or advanced students the teacher may need to adopt strategies that help them understand the English language and its differences with their mother tongue in terms of pronunciation. Considering that, the understanding of these language features will aim at fluency improvement at a different level. This decision-making process can only become accurate if the teacher acknowledges a definition of fluency. Then, it is worth mentioning that having a clear understanding of what fluency means and adopting a posture towards its approaches become relevant as long as they are the fuel to start the process of enhancing fluency in EFL students.

The analysis of the previous pattern found in the studies collected, allows the author of this monograph identify underlying factors to the implementation of strategies described in this monograph. Hence, the strategies chosen in this research have been categorized into notions with the purpose of facilitating, to EFL teachers, the decision-making process towards the type of strategy they want to implement in their face-to-face classes. These strategies were clearly described in the literature review and summarized in the Table 1.

The second important aspect to help learners improve on fluency is making them aware of the relevance of Language Learning Strategies (LLS) in their learning process. The literature in these regards is boundless. Therefore, the researcher organized the information in such a way that the reader will find definitions, categories, subcategories, and main authors who investigated about this topic easily. The discussion carried out concerning LLS advocates that strategies used by teachers or learners have been and will have been present in learning environments. Nonetheless, not all of them can be implemented for the sake of fluency improvement. Strategies, as it was described in the literature review, are as different as the learners who

implement them. Then, the result obtained after the deep study made has shown two important assumptions in regards strategies.

On the one hand, first authors who studied this component of the teaching-learning process were able to identify only three categories to classify strategies. They were metacognitive strategies, cognitive strategies, and socio-affective strategies. Admittedly, the following researchers could develop a more specific taxonomy where direct and indirect strategies with their sub-groups were clearly described. The identification of these new categories bloomed the research in relation to the student's learning styles, learning needs and teaching approaches. As a result, communicative strategies were raised as a cornerstone to tackle the dearth of communicative competence.

On the other hand, speaking strategies that are implemented to improve fluency in face-to-face environments really work. All the studies analyzed in this monograph concluded that EFL students, who participated in the implementation of the strategies proposed by each author, became better communicators in English. Although, they all did not get the same level of communication proficiency. The assumption of efficacy of all the strategies mentioned in the bank created in this monograph suggests that EFL teachers have to provide scaffolded steps, enough training and variations (considering students' learning needs) to succeed in the process of boosting fluency.

Having said this and, taking into consideration the theoretical foundation of this monograph, the author has compiled a series of effective strategies EFL teachers can implement in their face-to-face classes with the purpose of enhancing fluency in their EFL students. Table 3 depicts the most relevant strategies found after studying 22 authors who devoted their effort to analyze the case of fluency in EFL students. On it, the reader will be able to identify 3 notions

(group of strategies that aim fluency under a specific area). It is worth mentioning that these notions were created considering the qualitative approach of fluency adopted for the present monograph. Moreover, the table summarizes a general description of each strategy along with, different steps EFL teachers can follow to implement them in their face two face classes.

Table 3.

Speaking Strategies EFL Teachers Can Use to Enhance Fluency in EFL Students in Face-to-Face Environments.

NOTION	STRATEGY	DESCRIPTION	STEPS
<i>Notion 1: Based on the concept that a fluent speaker is a person who is able to communicate with few pauses.</i>	The 3/2/1 Strategy	This strategy consists in the presentation of a three-minute speech. Which must be repeated in two minutes and then, in one minute. It is important that the speaker maintain the same message, in terms of content and length, during the three presentations.	<ol style="list-style-type: none"> 1. Give a series of topics for students to choose the one the like the most. 2. Devote some time to let students jot down important information about the topic. 3. Let students have their first speech. 3 minutes are allotted. 4. Students will repeat the same speech in 2 minutes. 5. Students will repeat the speech in only one minute.
	Information Gap activities (role plays)	This strategy implements repetition to promote fluency in the speakers. During its implementation, students will use sets of cards with full/missing	<ol style="list-style-type: none"> 1. Divide the class in two groups. 2. Give a card with information about a character to the first group.

		<p>information that they will have to complete by asking questions to their classmates.</p>	<ol style="list-style-type: none"> 3. Give the same card with missing information to the second group. 4. Students from the second group will interview students from the first group to complete the information missing. 5. When they finish, provide new cards. After repeating the conversation several times, let them change roles.
	<p>Speaking line</p>	<p>This strategy consists in setting a classroom environment in such a way that students are peer up and sit down one in front of the other. The objective is to let students talk several times about a topic given or chosen by them. It is recommended to let students have some time to write down their ideas before speaking,</p>	<ol style="list-style-type: none"> 1. Rearrange the classroom by creating two lines of chairs that face among them. Make sure isles are free you to move around 2. Give students the topic or whatever you want them to talk. 3. Give them some time to prepare ideas (speech). 4. Remind students they can only talk to the person who is in front of them in English 5. Pair up students. For instance, student 1 with student A, student 2 with B and so on. 6. Ask students to move forward one place.

	The Daily 6	It is a strategy that considers learners need to read and write before they speak. This strategy is based on the principles of the daily 5 which was mainly created for developing reading and writing skills. However, the author of the daily 6 added a new component that was called "speak to someone".	<ol style="list-style-type: none"> 1. Let students choose a topic they want to talk about. 2. Allow them to read about it for themselves. 3. Tell them to read to someone. 4. Give them some time to write about what they read. 5. Ask them to look for a fluent speaker who read what they wrote. 6. Ask them to correct spelling. 7. let them speak to someone.
<i>Notion 2: Based on the understanding of language features that aim on fluency enhancement</i>	Thought Groups	It is a strategy that help learners divide the speech into small parts in order to produce a more comprehensible message for the listener.	<ol style="list-style-type: none"> 1. Give the transcript of a dialogue or a short lecture. 2. Tell students to divide the text into thought groups by identifying content words (use bracket for those divisions). 3. Teacher models by reading out loud and pausing between brackets. 4. Let students practice by reading. 5. Let students practice the strategy in a free speech or a dialogue.

	Link Words	It is a strategy that makes students aware of pronunciation phenomena. During its implementation, EFL students will be able to understand how native English speakers link words together to speak more fluently.	<ol style="list-style-type: none"> 1. EFL teacher explains and exemplify the concept of linking sounds. 2. Students are given a text to identify the links by marking liaisons 3. Students take time to practice by reading. 4. Allow students implement the strategy in other free speaking activity such as a free speech in front of the class or a conversation in groups.
	Start higher; end lower	It is a strategy where the language features such as rising and falling intonation must be clarified. To do so, Learners have to acknowledge the pattern fluent speakers follow when speaking.	<ol style="list-style-type: none"> 1. Provide students with a short text or dialogue. 2. Explain the rising and falling rules. 3. Let students practice by means of reading or role-playing conversations.
<i>Notion 3: It relies on language production, creativity and well command of vocabulary to boost</i>	The talking Zone	It is a space created in the classroom only for interaction. The objective is to get students to stand up and talk to a classmate based on the lesson content or activity the Teacher wants to carry out. To do	<ol style="list-style-type: none"> 1. Arrange the classroom by leaving a free space for the talking zone. 2. Let students sit down in the chairs and work on the class assignments using the material needed. 3 Tell students to turn the material over and go to the

		<p>so, EFL students must follow some rules: 1. Students cannot take class materials to the talking zone. 2. Students can leave the talking zone as many times as they need to look for vocabulary or check for information. 3. Students can talk to one person at a time.</p>	<p>talking zone. No material should be taken there.</p> <ol style="list-style-type: none"> 4. Students choose the partner they want to talk to. 5. Let students interact based on the class assignment.
	<p>Conversation Game</p>	<p>This strategy consists in grouping students (four or five each group) for them to talk about a topic chosen by themselves or suggested by the teacher. The objective is motivating students to talk in English refraining them to use their mother tongue. To do so, an award system, where students can win game markers, will be implemented. This strategy can be adjusted to the students level by setting some new rules</p>	<ol style="list-style-type: none"> 1. Group students (4 or 5 each). 2. Provide students with a lot of game markers (poker chips, buttons, individually wrapped candies, etc.). 3. Give students a topic to talk or they can choose it by themselves. 4. Tell students they will get a game marker every time they say something in English. No matter if they talk for a short or long time. However, if they say a word in another language, they have to return one game marker to the pile. 5. Set a time limit. 6. Let students keep track of their scores.

		<p>such as giving one complete sentence minimum to get the prize (game markers) or using a specific type of grammar.</p>	<p>7 mingle them and start the activity again.</p>
	<p>Storytelling with pictures</p>	<p>This strategy consists in creating a story based on some pictures shown to the group. To do so, students will be grouped (4 or 5 each). One of them will assume the role of writer. Consequently, the others will be the story tellers. During the activity, one of the students in each group will take a card with a picture, he/she will dictate the introduction of the story to the writer. The next student will also take a picture and continue the</p>	<ol style="list-style-type: none"> 1. Divide the class into groups of four or five students. 2. Provide them with different pictures. 3. Set a time limit and assign roles (writer - story tellers) 4. Each student has to pick one picture from the pile. 5. Student one starts to create the story. The writer will take notes about it. 6. Read the story created.

		story. When the time gets to the end, the writer will read the story created by the group.	
	Fluency Circle	<p>The fluency circle consists of practicing dialogues or performing short speeches in an active way. For its implementation, the whole class will be divided into two groups. The first one will create a circle in the middle of the classroom. The second group will create an outer circle surrounding the inner group. Once students are face to face, they will role play the dialogue or speech in the time limit set by the teacher. After that, students will rotate to have a new partner and start the activity again.</p>	<ol style="list-style-type: none"> 1. Give students a pre-established dialogue. 2. Divide the class in two groups. 3. Let students create two circles an inner one and the outer one. 4. place students face to face to a partner. 5. Explain that inner part of the circle will play the role of the A character of the dialogue, and the students in the outer part of the circle will play the role of the B character of the dialogue. 6. Set a time limit. 7. When they finish, outer circle will move to the left so that new pairs are created. 8 Let students repeat the conversation different times with different people. 9. Challenge students to personalize the dialogue using a similar conversation.

Note: The strategies gathered in the literature review of the present research have been categorized into three notions according to the effect they have in fluency enhancement by Rueda, (2021).

CHAPTER V

Conclusions and Recommendations

Fluency has gained relevance in EFL environments because clear and coherent messages facilitate communication. Thus, teachers have the responsibility of instructing EFL learners on how to enhance this sub-speaking skill. Shifting the main role, from former classrooms that focused on teacher as the main voice of the class to students, is a significant step in face-to-face education nowadays. That is why Language Learning Strategies Instruction is key. Through their implementation, we are giving a more active role to the language learner without disregarding the EFL teacher's guidance and by doing so, we are empowering the two parties. Under the frame of this panorama, one of the broad implications of this study is that the research method used to develop the present monograph (direct content analysis) was accurate and effective; it allowed the identification of meaningful strategies that can be implemented by EFL teachers to enhance fluency in their EFL students in face-to-face environments.

Additionally, the present findings confirm that there is a wide range of strategies that has been designed to make more efficient the acquisition of a foreign language. Nonetheless, only a selected number of strategies are meaningful enough to build up fluency in EFL students. Furthermore, to make the most of these strategies EFL teachers must give wise moves to introduce them in their classes. This, since students must be able to understand how the strategy works. Besides that, teachers must devote sufficient class time to model, practice and evaluate the strategies carried through.

Another aspect of this research suggests that categorizing strategies by means of charts facilitates the labor of EFL teachers to recognize the type of strategy and the strategy he/she wants to execute in class. Thus, by identifying the kind of strategy (Notions One, Two or Three),

the EFL teacher will be able to foresee the possible results in the oral proficiency of his/her students. Similarly, having a visual reference of strategies will help EFL teachers identify the one that suits best the students' likes and preferences. For instance, if the teacher has students who like to perform competences and challenges in class, he/she can consider implementing the conversation game strategy. This, owing to the type of interaction and the prizing system it is based on.

Finally, this monograph can encourage further research in EFL class designs where the strategies here mentioned become a core area considering their relevance in the development of speaking competences. Additionally, this study can also motivate another former teacher from the Universidad Nacional Abierta y a Distancia (UNAD) to use the bank of strategies provided in order to develop a quantitative research to measure the effectiveness of them in a university context.

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