

ORAL FLUENCY IN TEACHING ENGLISH AS A SECOND LANGUAGE: STATE
OF THE ART

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May 2015

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Trabajo de grado presentado como requisito parcial para optar el título de:

Licenciada en Inglés

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BA in English Program

May 2015

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Resumen

Este trabajo intenta describir diferentes investigaciones relacionadas a la fluidez oral, en donde los conceptos y teorías son presentados para determinar aspectos que pueden ser importantes y de gran ayuda para el desarrollo de la comunicación en los estudiantes de una segunda lengua con una aceptable fluidez oral en estudiantes de inglés como segunda lengua. El objetivo principal en esta investigación es caracterizar el concepto y la importancia de mejorar la fluidez oral en el proceso de aprendizaje del inglés. El método para hacer eso posible es tener en cuenta las estrategias encontradas en las investigaciones más notables acerca del tema y generar análisis sobre algunas de las mejores estrategias para mejorar la fluidez oral de los estudiantes. Así como también el estado del arte muestra importantes aspectos y herramientas que pueden ser muy útiles para repensar o diseñar estrategias y métodos para ayudar a los estudiantes a mejorar este aspecto, con confianza y creatividad.

Palabras clave: Aprendizaje, Estrategias para hablar, Enseñanza, Fluidez Oral, Mejora de comunicación de los estudiantes.

Abstract

This work intends to describe different researches related to oral fluency, in which the concepts and theories are presented while the state of the art to determinate aspects that can be important and very useful to develop communication among Colombian students, with an acceptable oral fluency in students of English as a second language.

The main objective in this research is to characterize the concept and the importance of improving the speaking fluency in the English learning process. The method to make it possible is by taking into account the strategies found in the most remarkable researches about the topic and to generate analyses about some of the best strategies to improve the oral fluency in the students. Also, the state of the art shows important aspects and tools that can be very helpful to rethink or design strategies and methods to help learners improve this aspect, as confidence and creativeness.

Finally, the conclusions include some pedagogical implications that are important elements to know and analyze how oral fluency in English learners could be analyzed and taught.

Key words: Improve Students' Communication, Learning, Oral Fluency, Speaking Strategies, Teaching.

Acknowledgements

I would like to thank God and to my family, who have always been the most important people in my life. They are my guide; my advisors and my motivation to continue making my dreams come true and to work hard to grow up every day as an excellent professional and person.

Dedication

This work is dedicated to God and my family because this research was possible thanks to them. To my teachers who taught me the great profession of being an English teacher, to demonstrate the importance and the vocation developed in this role. To my thesis tutor and seminary teacher; thank you very much for the patience and dedication during this process, for teaching and guiding me in one of the most important works at my career.

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Research Lines

Institutional research line.

Pedagogy and Education from the inclusion and the social equity.

According to the implementation of Bilingual Education, it is important and necessary to implement the inclusion of the language in all aspects related to the communication in the English classes, and of course, the inclusion of all type of learners, in order to allow higher thinking skills in them. Due to this, some strategic methods can be part of the critical thinking in which the students acquire tools to organize and analyze the language from methods interesting for them, and it is very useful in the learning process because the students can open minds to new cultures, and it is important for them to establish new learning between their contexts and some others. The inclusion of critical thinking in the English class permits to develop the students' role in their learning processes through the use of strategies that make possible the learning and language acquisition.

Primary research line.

Socio critical thinking in the significant and solidarity construction knowledge.

This project is linked to this research line because, children and teenagers will bring changes in the Colombian society, talking about their English studies and learning, they are the principal characters in the future of a good speakers and learners of the language, for that reason they should work in their learning making use of a high level of communication, critical thinking to describe and analyze any topic in their English acquisition as a second language. Also, our objective as future teachers is to promote their critical thinking, generating meaningful transformations in their professional and personal lives, leading them to a meaningful, autonomous and long-lasting learning.

A good way to get acquainted to what meaningful learning is refers to, is through (Ausubel, 1993) who states that a student learns according to the cognitive structure they build when creating relations with their knowledge and the new study object, besides, the critical and social input students receive in their learning process influence their ideas, concerns and compromise. That means, knowing the student role and the context in which the students are related.

Introduction

English involves four abilities that are so important and necessary if an English student wants to learn in the best way according to CEFR in their description of levels. This research refers to oral fluency and how it allows developing students' speaking skill as a principal goal to communicate. As, the students learn English, it is important to develop confidence and to connected with others been coherent in each situation where they want to communicate. For that reason teachers and students should develop communication continuously in the classroom in order to promote improvements according to their personal needs and learning process in their oral fluency. Due to this, the teachers should know how permanent changes and innovations in classes are important to incorporate strategies that suit the students' needs, according to their learning contexts.

Thus, the students should have motivation and been dedicated to their process. They have to learn how to create dialogues with the idea of understanding others and to be understood. However, some of them are not confident enough and cannot make it possible in a fluent way.

The knowledge that teachers have and the tools that they use are very important when teaching a language, however, it is necessary to keep in mind to be updated in regard to methods, strategies and teaching resources. Teachers are part of the learning process; nevertheless, learners must be aware of how significant it is to work hard and in accordance with tutors, in order to get the better results.

According to (Fillmore, 1976, pág. 93)who expressed that the speaking fluency is the ability to speak with pauses, to talk with coherence, and order in the sentences according to topic of domain. It means speak clear and with coherence, that is to say the relation and link about the sentences and words used in different topic, it permit to develop a good languages

level; it can be inferred that a learner must know about grammar, intonation and context, in order to create, to develop and express any idea with fluency.

Supporting that premise, this state of the art about the oral fluency, also includes some ideas based on (Gustein, 1983) who defined a fluent speaker as a person who can speak with coherence it means order and clarity about the topic and with good ideas, having the appropriate vocabulary to develop their conversations in different contexts, someone who is creative and imaginative using the language. Hereby, the learners who acquire the oral fluency in their communication can be clear and understood by others. It means, the oral communication attains a clear learning and at the same time contributes to the previously mentioned characteristics.

Then, in 2013, (Quinchiguango, 2013, pág. 6) proposed: *“The oral expression is the set of techniques that determine the general rules that should be kept on to communicate with effectiveness and to express thoughts and feelings without barriers, but without exceeding and damaging people”*. Therefore, the oral fluency concept is shown in a perspective constructed with different theories and interpretations during the research. With that in mind, the first step is to make a theoretical analysis in which the oral fluency characteristics are presented. The second step is the classification of the oral fluency characteristics according to the students learning and the use of it in the classroom.

The third step, the categorization of the theoretical analysis in which are proposed the strategies and characteristics better useful to develop it. The fourth step, is present the methodological research. The next step is showing the conclusions, and finally the pedagogical implications.

Problem Statement

After some observations in the English classes at Universidad La Gran Colombia with students from first semesters, it was possible to identify that students of a second language had difficulty to develop their oral fluency communication. This aspect could have been given because while in elementary courses, some of them had an emphasis on grammatical aspects and the time to practice the grammar learned in class is short, for that reason the practice and communication in some cases have little contents. As a result, nowadays, talking about the practice of the language and the work made at university the students have difficulties at the moment to develop a conversation with their classmates and with the teacher, it was possible to note in classes, with classmates and in the practical learning acquired in classes in the total of the career. So, it is important to acquire a level establish by CEFR between grammar and speaking in which both parts, speaking and grammatical aspects are linked in the English learning; with that, the student can learn a lot of things of the language and the most important for this case, they can develop the oral fluency in English, the importance of this work is stablish the level of the language and the process to can acquire a good level in it, it is not about the classification of students in each level stablish for the CEFR, it is about the problematics that students presented in first semesters for the short practice and teaching in the schools and then the consequences of it at university. The process that any student can acquired with good strategies before is show in any context in different course or level. On the other hand, when the students are in high school some of them do not exchange their ideas in the second language, because they do not feel enough confidence to speak in English and it caused the interruption of this learning process, because the performance lowers and in some cases the student acquires a negative position towards the language. For example: It is *difficult to speak in English, I do not like English, I do not understand*. Also, when the students learn English the motivation to continue learning is to

speaking and to create communication, it means acquire a high level show in the CEFR, to continue with their process and to know and recognize the learning in the language for speaking. But, when they are not able to do it and do not understand the language, they feel frustration because they do not develop communication with oral fluency and it is a great step in the learning process.

Research question

Which are some the most implemented teaching strategies, used to develop the oral fluency in students of English as a second language in High Schools during the last decade?

General Objective

To identify the most implemented strategies used to develop the oral fluency in students of English as a second language in High School in the last decade.

Specific Objectives

- To identify and analyze the oral fluency characteristics in English language learning.
- To characterize the best oral fluency tools for the acquisition of English as a second language
- To suggest oral fluency learning strategies in an English language learning.

Rationale

The introduction of a good and appropriate second language teaching permits to move forward in the academic qualities in the communicative skill in the students. That is why, it is very important to know the characteristics that take the oral fluency and to improve in the second language teaching. Because of this, not all of the students have the same learning abilities and each one to acquire different roles in which it permits learn something in the classroom, making it interesting at the moment to take new goals and teach the language in different ways.

Therefore, is good for the teachers to acquire specific tools to develop it in the teaching process in the oral fluency communication. Thus, is necessary show and make different strategies to teach it, in which the teacher has clear tools to advance in the teaching process of a second language.

In addition, the teachers can teach different topics, and search the best way to do it in the class, and talking about oral fluency, they can observe a lot of things that are useful in the teaching process of a second language. With the communication they can do different activities that really are good to teach. Yet, with all activities in mind is important that teachers to know and to develop the most useful in the class.

Nevertheless, this research is very necessary in the second language learning and teaching; because, the teachers should have clear strategies at the moment to teach and the students should develop the oral fluency in their communication while it.

That is why, is relevant observe the characteristics more important to describe it and make it in the classroom to develop the English practice. At the same time, teachers and students can get excellent results in the second language developing the oral fluency in it.

Besides, the principal point of intervention will be a theoretical approach, in which the most important characteristics of a second language are present. Furthermore, the

contribution is very important because with it, the teachers can recognize the most useful characteristics to teach in class.

Also, the teachers and the students of a second language can get it and to make possible to improve the oral fluency communication in English. Better yet, the students can acquire it and be better in the communication to develop with oral fluency. And, the teachers will appropriate the characteristics and carry on it to be excellent teachers.

Then, in Colombia it is relevant to go on the National Bilingualism policy; In which is specific according to National Educational Ministry, (MEN, 2014) English as a second language: A competitive strategy express the importance to develop the competences required in English students, and the significant in the advance of new changes in the country.

Then, it is concluded in schools and universities in different contexts in the country. Also, carry on a good function as this policy need to take into account the work of English teachers, who should have the appropriation of teaching. However, should facilitate the oral fluency in the students and practice it most of the time. With this, all students can be ready to develop competences inside and outside of the country.

Notwithstanding, it is important to bear in mind the Common European Framework of Reference for Languages as it sets the parameters that the students should have when they learn a new languages developing the oral fluency.

- The student participates in a good conversation with confidence in the language and can develop a relation with people of others countries.
- The student acquires a good position to develop daily situations and to give personal points of view.

Therefore, observes possible the requirements that establish the (CEFR, 2001, pág. 9) in which the students should acquire when they learn a second language. Likewise, are

present the characteristics that the students should have to keep on a conversation with oral fluency, present in levels B1 to B2.

- The student presents clear ideas in different topics.
- The student can explain their ideas and explain different factors involving positive and negative aspects about any topic.

For this reason, it is possible to talk about big challenges to improve the oral fluency develop competence in the students of a second language. Even so, it is not an impossible goal in the classroom, as with dedication and effort in the teaching and learning it can be real. That is the reason why, this work is very important, it is a theoretical research showing the relevant characteristics of oral fluency that permit to the teachers a good and appropriate teaching of the language in the class. Also, the students are special participants in the process for that, they are part of their knowledge in the English learning.

Reference Framework

Conceptual framework.

Law 115 in our context gives a clear definition about the requirements that the schools should have, according with Colombian laws and standards.

Curriculum is the group of criteria studies plan, programs, methodologies and process that contribute to the integral formation and the construction of the cultural, national, regional and local identity (MEN). Including the human academic and physical resources to put in the practice the political and carry on the institutional educational project.

Also, one of the skills required in the English learning process is speaking in which the student can develop communication at the moment to create conversations related to different topics. Thus, oral fluency is developing inside speaking. For that reason is important to know the characteristics and qualities about it. According to (Cambridge, 2008, pág. 10)

Speaking is considered as: To learn speak in English is very important. Also, the students feel that the learning is better when they can speak in the language understanding and communicating their experiences (Richards, 2008, pág. 10)

In addition, it is necessary to know the differences about Learning and Acquisition, because the process is reflected in different way. The students learn the topic, structures and grammar rules and the study about it generated the English knowledge. Then, the students should acquire the knowledge involving it in their contexts and using it as part of their life. But, this process of acquisition needs of motivation, attitude and the work of the teachers and the students to create the appropriation of the language, related it in a way to attain the equity making part of the own learning acquiring it as part of different contexts.

However, speaking involves different aspects in which the students develop their abilities to make it possible in different context. To speak in English is not just when a person repeats a text or words that the teacher says in class, the idea is to connect the knowledge and linked it with oral fluency thinking in the students who acquire a second language with the possibility to learn and practice it in different context with different roles. The conversation is one of the principal objectives in the English learning, if the students create conversations with general topics around their life or new topics in the school, they are really learning about speaking.

In this way, it is possible to describe one important aspect about speaking and the central topic of this research. Fluency “*is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word search, etc*” (CEFR, 2001, pág. 13). Even so, the oral fluency has different determinations to classify the students who speak with the past aspects, all students have personal abilities to learn and speak in English and not all of them learn in the same way, for that reason, the teacher should

develop strategies in which the student who acquire fluency with practice and giving opportunities to make error analysis as part of their learning process.

According to the (CEFR, 2001, pág. 56) , the level of students depend on their own learning in the language, is not easy to determine each level and is more general in contexts as schools and usually in universities the level is thinking with the individual process of each student. However, the idea is to know the characteristics to develop approximations in the English learning of the students but while they learn and speak with oral fluency they develop more the process and the confidence in which they acquire and develop it in different situations and contexts.

In addition, it is possible to know some information about the learning strategies. But, firstly is important to describe the next purposes giving in conversations.

Also, Oral fluency is very important in the English learning, the teacher can teach a lot of topics and it could be in different ways, but the purpose is teach thinking not just in the result of the learning in the class, is can look beyond the learning of each student indifferent contexts, it means that the student can develop their ideas in different places with different tools.

Nevertheless, the teachers can use some of the next learning strategies in their teaching English;

- To promote the opportunities in the classroom, in which the students use the vocabulary and topics learned in the class.
- The creation of tasks, including different purposes of communication and creation of conversation.
- To give confidence and practice to generate fluency in the communication.
- To design of activities to generate speaking making useful the guide of the teacher and the topics explained in the class. (CEFR, 2001)

It is important to recognize that the strategies depend on the group of students, the time they have to learn in the class and the activities that they realize in their different classes. That is to say, the teachers have their own way to make their classes, and they should know their groups and the students to recognize their abilities and carry on strategies to develop the oral fluency through activities better in the English classes.

Nevertheless, some definitions about oral fluency are limited just in the way and the totally of words and phrases that the students say. But, in the process of the concept and develop of this work is possible to know different ideas about it, for that reason the concept is not only one and different authors have their perceptions about it.

Theoretical Framework.

The Common European Framework of Reference for Languages (CEFR, 2001, pág. 47) provides criteria to identify the ability an English speaker must have, in order to be placed in a specific level of proficiency. However, is very important to describe the three components established by the CEFR, Linguistic, Sociolinguistic and Pragmatic components there are important and necessary elements to know in order to generate English learning: Linguistic competences “*include lexical, phonological, syntactical knowledge and skills*”. The application of this competence depends on the variety of speakers and the contexts in which they are learning the language. Sociolinguistic competences “*refer to the sociocultural conditions of language use*”. And Pragmatic competences *are concerned with the functional use of linguistic resources (Production of language functions, speech acts)*.

Related to the information present about the three components of the communication, it is important to know the context and the abilities that each student can develop. The process involves the students and the teachers’ participation to work in the production of strategies that permit it in the class. The idea is to improve the way to generate conversations with oral fluency without allow the abilities express for the students.

Also, according to the (CEFR, 2001, pág. 47) it describes important characteristics of communication, and with it is possible observe that speak in English involve different aspects in which the learners appropriate to develop in the English learning process. In other words, exist language activities purpose by the CEFR, which permit develop the competence in the learning process and it is so important because the student can learn and improve the language while this aspect. These language activities describe reception, production and interaction for students.

Each one determines some factors that are important components in different contexts in which the student acquire relation with the oral fluency communication. For that reason, the production and the reception that the students acquire in the language are necessary in their learning process. The speakers produce communication in an understandable way. The receptors appropriate it and establish conversations; they can exchange ideas, dialogues, and opinions and to develop topics that are important in their context. For that reason, talk about oral fluency is important and the competences generate in the class are bigger while this process, the student can be part of their learning.

Yet, when the students speak in English they are exposed to show their knowledge about the language and the tools that permit to create the conversations in a good way are all vocabulary, words and thinking express in conversations that the students acquire in their learning process. The public speaking developed for the student and the teacher prepare it with the activities and strategies that permit develop it in the student. For that reason in my point of view is important to develop the ability since the first time, when the student have confidence and have the position to learn a lot of things with their expression of ideas and likes about the language. Then, they can create dialogues, conversations and give opinions in the classes.

On the other hand, the interaction permits to know the production of fluency, when the students speak with others and they answer in a form that permit create long conversations. That is to say, *“Interaction at least two individuals participate in an oral exchange in which production and reception alternate and may in fact overlap in oral communication”* (CEFR, 2001, pág. 14)

The public domain is related with all the process in which the student has connection with external situations, different persons and services, it is about cultural and contexts that constantly change, for example:

- The personal domain is related with near situations, the relation with the family, friends and individual social practices.
- The occupational domains are the requirements established for the context in which the students work, the activities related with their occupation.
- The educational domain is the context in which the students acquire the knowledge and the strategies used by the learners and the teacher to generate skills in the language.

In addition, the strategies and tasks related with the English learning are linked in the next description; *“Tasks, which are not solely language tasks even though they involve language activities and make demands upon the individuals, communicate competence”* (CEFR, 2001, pág. 88).

Therefore, the CEFR, describe important classifications about the level of the learners and the abilities develop in each level. *“In order to orient learners, teachers and other users within the educational system for some practical purpose, however, a more detailed overview is likely to be necessary”*.

The descriptions of the levels are present in different purposes and it is according with the context in which the students learn since the A1 level to C2 level. And the students have the competences depending on the requirements established for the CEFR.

All contexts are so important in the developing of the language and the fluency used by the students. The most important in the beginning of the process is recognized the locations and the social groups in which they are known and speaking about specific purposes in English. For that reason, the student can move in a lot of places taking into account their knowledge in each one. If the students are involved in the acquisition of a second language and appropriating their learning, they will have a best process producing oral fluency in English in any conversation according with the level, the context and the role of each one.

In addition, the student can develop the oral fluency in different situations as we know the English teaching is free to develop the strategies to teach very well. With that, the student in their process can learn comprehension in the language, they can speak but the idea is speak with fluency and it is not about repeat texts. We should search ways to involve the student in the language and be part of their learning process making different strategies to generate love and like for speak and have confident speaking in English, without measuring the place or the topics and the way to express it.

Besides, the principal idea between the speaker and listener is transmit a message. Create conversations in which the student develops some information about different topics, with that the student creates interaction between different social groups, in the classes, with the teacher or friends. Including their family or making individual process when the students learn English and practice speak with fluency in the language and using activities given by the teacher. Thus:

Examples of interactive activities include:

- Transactions
- Casual conversation: Friends' group
- Informal discussion: Family's group
- Formal discussion: Institutional directives

- Debate: English class
- Interview: Job, Universities
- Negotiation: To perception of ideas
- Co-planning
- Practical goal-oriented co-operation: Workgroups (CEFR, 2001)

Besides, it is very important and necessary to mention the next topic including in the general context of speaking; Paralinguistic, including body language in the conversations. It is necessary in English communication because it is another way to make it understandable and be understood in the conversations. It means: “*Paralinguistic body language differs from practical actions accompanied by language in that it carries conventionalized meanings, which may well differ from one culture to another*”. (CEFR, 2001, pág. 89).

Illustrative scales are available for these two qualitative aspects:

SPOKEN FLUENCY

A1	A2	B1	B2	C1	C2
Speak express short phrases and sentences.	Construct phrases according familiar topics.	Comprehensibly good communication with grammatical and lexical vocabulary.	Interact with expression, communicate with native speakers.	Communication spontaneously and fluent.	The expression is natural, fluent and spontaneously.

Source: (CEFR, 2001, pág. 126)

With the previous information about the classification of oral fluency, it is necessary to recognize how the students learn and how the teacher can help to make it possible. It is so important to know and understand the variation in the groups and the way to learn of the students. It is not easy to create and to recognize individual strategies and analysis of each student but as teachers are clear the importance to know what about our classes, the topics

that we teach and the students who are learning a new language. With it are basically, the teaching English and the creation of the best work in this process.

National framework.

According to the legal framework of curriculum designed in Colombia, the standards of the curriculum for all of the institutions in our country are presented by Ley general de Educación 115, which has the general norms to carry on the Educational process in our country and the social needs concerning the requirements that the institutions should have around the personal duty education that the students have and the freedom of teaching in different aspect of service. (MEN, sf, pág. 1)

National Bilingualism Program (2004-2019)

The national bilingualism program is an ample element implemented in the educational context with the objective of generating better opportunities to acquire the language in order to improve the English knowledge in the students of our country. The students should have learned experiences that permit the acquisition of the language and develop it in different contexts as part of their constant education. The idea is teach and learn English with a great process in which the students can develop it to appropriate the language and express it in any context for personal and professional enrichments. (Vélez, 2006, pág. 6)

Thus, the next table shows the levels that are aimed to develop the competences in each grade of schools. Also, it is very important to know and recognize the purpose of teach and learn English the best way. The teachers and students should have great tools to be good speakers and learners.

Levels according to	Level in Colombia	Educative level to	Goals to 2019
CEFR		develop in each one	

A1	Beginner	1 to 3 Grade	
A2	Basic	4 to 7 Grade	
B1	Pre- Intermediate	8 to 11 Grade	Minimum Level to 100% of the graduated
B2	Intermediate	Higher Education	Minimum level to English teachers Minimum level to other professions
C1	Pre- Advanced		Minimum level to professionals in languages
C2	Advanced		

Source: (Vélez, 2006, pág. 6)

Nowadays, the Bilingualism program is concerned as a goal and the work is constant in the institutions. It is a work developed by teachers and the students who are focused in being part of changes and to learn the English as part of their knowledge in our country. And for that reason, the next program has a great goal because it is a constant work that link strategies and knowledge, processes in which the students are the protagonist and we the guides to accomplish it.

Colombia Very Well

The English National Program, “Colombia Very Well” is a project linked to the other programs National Educational Minister in order to work for the improvement the Education quality.

In the next table it is possible to observe the process work according to the program and elements incorporate through the time and changes in the educational context.



Source: (MEN, 2014, pág. 5)

The process had been significant and constant. But, the principal idea of teach and learn English should be biggest at the moment to recognize the learning in the classroom.

For that reason, it is necessary to continue working with the elements that permit the compilation of the idea since the MEN has already put them into practice.

Research Methodology

The process was mainly theoretical; the research is based in the search of different authors and works about oral fluency. Then, all elements related with the topic were classified into the most important concepts, researches, theories and authors in the field.

Besides, the reading of all researches and purposes of the oral fluency develop in different groups, teaching methodologies very useful in the English teaching.

With these elements, it is possible to recognize and to make use of concepts and theories about oral fluency. The compilation of oral fluency developed in the students' communication is part of knowing the principles, methodologies and perceptions involved in this topic. In addition, the process continues with the writing of the principal and more relevant concepts, perceptions and tools, useful to improve the oral fluency in the students.

State of the art

In this chapter it is possible to show the most important theories and researches about oral fluency. According to (Harris, 1969, pág. 89) who explained the concept of fluency and (Roa, 2013, pág. 45) who also suggested important aspects about this field. At the same time, the topic is addressed from the linguistic, psychological and sociolinguistic perspective. Thus, showing theory is important because it allows addressing the specific theme in the research in a structured context of important information and it is relevant in the continuous work that you can observe them. Through, the topic is addressed in different perspectives; it permits the calcification and definition of each one. First of all, (Harris, 1969, pág. 89) defines fluency as “the ease and speed and flow of speech.” That means that the students can be understandable in a correct way when they speak with confidence and fluency.

Then, (Beardsmore, 1972, pág. 5) defined oral fluency in the next words: "*Oral fluency requires the ready availability of this communicative competence for the formulation of appropriate utterances in real time, involving a strategy for the elaboration of sentence structures, as well as the selection and insertion of lexical items. Individual sentences must be integrated into connected discourses*". It was a big definition and it is clear when the teacher creates tools to evaluate and teach it in the classroom, at the same time, the students can acquire the main purpose of being fluent talking about second language learning and in the communicative aspect.

As for (Sajavaara, 1978, pág. 55), presents a list in which the oral fluency students develop the next aspects: *Linguistic factors (phonological and phonetic, syntactic, semantic, lexical, and textual factors.)* There are the topics related with the speaker way and it is very important to know about the concepts that exist in each one of them. Phonetics is “*a system for describing and recording the sounds of language objectively*”. Phonology “*concerns itself with the ways in which languages make use of sounds to distinguish words from each other*”.

Psychological factors, in which involve the behavior of the students in different learning contexts. And *Sociolinguistic factors*, the elements between the language and society and the way to acquire it in the students.

On the other hand, (Sajavaara, 1978, pág. 21) talked about the requirements that teacher should keep in mind to evaluate.

Organization of the message (length, false starts, imprecision, lexical density, and lexical variation)

Continuity factors (sentence length, clause length, subordination index, number of pauses, incomplete phrases, revisions and repetitions, extraneous words and phrases, broken words, prolonged sounds.

Thus, oral fluency is more than repeating texts and words; it has a big topic with strength, with logical and coherent when the students speak and develop is with communication and is understanding in the acquisition of a foreign language.

Although, the students have the capacity to improve the pronunciation and vocabulary, making use of grammar and different perspectives that are linked in their context. It permits develop the language and factors in which the teacher can evaluate the oral fluency in the student.

Then, (Shapson, 1987, pág. 242) defined fluency as: "*the ease and flow of the student's speech in comparison with native speakers*". In other words, the students that develop oral fluency can speak and develop it in an easy way in a new language with the idea to understand and interpret dialogues in comprehensive and fluency way. In addition, (Shapson, 1987, pág. 242) presented five important characteristics about oral fluency. There are:

- *Halting, slow speech, noticeable breaks between words, seems to require much effort.*
- *Speech is uneven, some noticeable breaks between words, seems to require effort,*
- *Occasionally halting, tend to but not necessarily have slower speech rate than level three*

- *Relatively smooth and effortless speech but rate of speech is slower than native or perceptibly non-native*
- *Relatively smooth, native-like rate of speech.*

The previous characteristics to permit highlight the importance of handling the levels and the breaks that the student should make when they communicate something with fluency. It is not easy, because the interaction with other language requires dedication and it is different when the students learn and then develop conversations with native people.

Although it is a complicated topic to talk with fluency and be understood, it is necessary understand the differences between native and non-native.

Besides it is significant taking into account that a foreign language implies the adequacy in listening and speaking to understand the communicative speech. At the same time, being fluent is not just speak memorizing texts and words in a short time, the students should develop coherence, they should understand and have the capacity to generate dialogues.

Then, (Marguerite, 1993, pág. 6)purpose “*This study provides a list of requirements and factors that will help to promote oral fluency in a second language*”. Therefore, this research shows the intention to define the concept of oral fluency and the characteristics relevant in her work through questions and approaches with second language students. In addition, the author wants to give fourth steps to relate it to the principal purpose of her research. These were:

- *Selection of a definition of oral fluency and an appropriate device to circumscribe and evaluate it.*
- *Interview of selected students.*
- *Interview analysis and determination of the preponderant factors or conditions contributing to oral fluency.*

- *Listing of the most productive conditions promoting oral fluency.*

Nevertheless, this research shows two steps in which the students are involved and the researcher. All of them with the main idea; know about oral fluency and the relationships with teachers and students in the process of learning a second language. Also, according to: (Hieke, sf) "*it is not yet tested with objectivity and efficiency in the classroom*" and it permits create a different relation with the idea of the students in their second language learning and the purpose of the students; can being fluent in conversations with property and knowledge.

Then, (Mizera, 2006, pág. 36) wanted to test the hypothesis of the relation between working memory and speakers of a second language. The principal in this work linked the idea of the working memory process and connect it with the production of second language fluency. Mizera developed a test to prove the level of people with the working memory, and he made a test to know the level in a second language. The results of the tests were linked and the hypothesis leads to the result of others researches. Finally, Mizera showed the concepts of working memory and factors that are important in their researcher and in other works related to the topic.

According to the principal topic; Oral fluency, Mizera showed two concepts in which are related the definition. One of them was a holistic definition in which oral fluency is about pronunciation, vocabulary and morph syntactic accuracy. The other concept develops just the action to express something it is more about the student expression and it should being separate of test or evaluations. However, some institutions as the Foreign Service Institute, Modern Language Association and American Council on the Teaching of Foreign Languages give some aspects to divide groups of speakers depend on their level. For example, some of them who their vocabulary is short, their pronunciation is so basic and other aspects relevant to be fluent in a second language.

Besides, in this work Mizera showed an important factor to explain oral fluency, qualitative approach fluency and it is possible according to (Fillmore, 1979/2006) who identified four characteristics:

- *The ability to talk at length with few pauses, the ability to fill time with talk*
- *The ability to talk in coherent, reasoned, and 'semantically dense' sentences*
- *The ability to have appropriate things to say in a wide range of contexts*
- *The ability some people have to be creative and imaginative in their language use*

The characteristics previously presented, are important because it permit identified some aspects related to the students who speak fluent. The idea of speak in this way is not just make a lot of productions without sense, and repeat words and sentences. The idea is to develop abilities with competence and with different dimensions in which the students create communication understanding and be understandable speaking and generating conversations.

Another important aspect according to (Fillmore, 1979/2006) is when the speaker develops expressions that are relevant in a specific context, in specific communicative situations. The competence distinction is like the knowledge that the speaker should have in order to be fluent, but obviously should have a variety of different contexts including all factors to speak in a second language. The importance of acquiring a lot of vocabulary permits develop communication between the learners and different groups, create dialogues and conversations are aspects which lead to develop fluency. According to (Fillmore, 2000) "*approach to fluency is largely communicative in nature, emphasizing as it does creativity, coherence and social appropriateness*"

On the other hand, (Genara, 2008, pág. 17) wanted to purpose the use of interesting methods to teach and strengthen the second language teaching. The use of songs, newspapers, movies and plays are very useful at the moment of teach a second language. This study improves the oral expression and helps to improve the use of these materials. And it is

combined with the conversation in the classroom, thus the students can use different and good tools and interchange the form to learn and to acquire a second language. In addition, the oral fluency in communication is use as evaluation criterion of the oral production. It is an important aspect related to the evaluation components developed by each student in the acquisition of a second language.

Besides, it is not just spontaneous communication, speak in English to required intonation, pronunciation, attention and expression. According to CEFR “*Oral fluency is the capacity to continue and develop in the best way when all are closed in the communicative process*” Fluency has the process ability in the production and reception. With that, it is necessary to know the reasons to speak and to communicate different situations, because as speakers we should express ideas and opinions, resolve problems, maintain and establish social and personal relations.

Moreover, the teaching strategies are important to create and develop in the classroom, the conversation and oral expression are involved with oral fluency and there are parts of teaching speaking. The conversation and the fluency have requirements to improve it: The tools used in the class, the receptive competence, the role of the teacher, group works and constantly English practice.

Without a doubt, the student and the teacher have different and important roles, the English teacher advised, to observe and to help as a guide in the English teaching process, gives opinions and purposes a lot of methods and topics to create learning in the classroom. The students acquire an active role, participate and are a protagonist of their learning.

Therefore, the learning strategies are tools used to mobilize, adjust resources, practice and promote skills and process with the purpose of develop English communication and learning depending on the context and the finality of each student and the facility to acquire the language. (Oxford, 2000, pág. 4) The learning strategies are steps in which the student

can appropriate the language acquisition with the use of elements that permit the facility to learn and practice English.

Besides, the student acquires the necessary elements and tools to generate the information, the work is constantly and the idea to use the strategies in the teaching English is create contexts and learning more comfortable for all students. But also, there are direct and indirect strategies.

Direct strategies: There are directly related with

- Memorization: Use of images, mental plays
- Cognitive: Practice, analyze, input and output creation
- Compensatory: Guess, oral expression, constant works

Indirect strategies: There are according with the teaching purpose and the role develop for the students

- Metacognitive: Focus learning, organization of the student learning and evaluation
- Affective: Reduce anxiety, encouraged and managing emotions
- Social: Create questions, cooperate with others and good relations in groups

To know different strategies permit develop the abilities of the students in their English learning, we have different tools to teach but is a great job develop it with the students having the most important role in their learning. Then, according to (Genara, 2008, pág. 44) who purposed fourth strategies very interesting and not common for all in the learning of a second language. There are:

- Newspapers
- Movies
- Plays
- Songs

These strategies have easy comprehension when the teacher and student work together with the same mean, in order to create new methods to carry on the English classes, we as English teachers can acquire it to have new ideas that can use in classes and have in it a great develop.

The newspapers: It is very important the reading in the pedagogical process, the newspaper is outside of the general tools including in the classes, it could be an interesting element in the communication process, the students are in constant change and the world aspects are very relevant in this process, they should know about social, politic, cultural, economic, sports, etc, to develop likes and dislikes and obviously comment it with their partners and teachers. It is a good learning strategy because it develops skills, shared opinions and global comprehension; finally, it can actualize their general knowledge. The students start with basic concepts and topics to create communication and the oral fluency in the classroom about it.

Movies: It creates positive changes in order to strengthen the learning; we have a lot of ways to explore this tool, we just to have imagination. The movies are a good and great way to teach and learn English. It develops comprehension, and it is useful according with the ages, the groups and the English topics.

Plays: As teachers we know that plays are ever a good way to teach something, but it depends on the ideas and the purpose of the teaching. The recreational activities provide a suitable space to develop creativity, expression, personal and collective growth in the students of different level. Maybe, some plays are not established with the context and principal idea to do it, and the results express just giving free time in the class and the knowledge is not really acquired. But, as an important tool the teachers should adapt the topics with the methodology and the student should know the importance to play acquiring knowledge. The advantages are related with the good use of this tool in the teaching English:

- The plays create understanding and pleasure when the students acquire and create different things with a different language
- The students are in constant movement, are protagonist in their learning process
- Develop creativity, curiosity, imagination and active thinking
- It is a great help in the communicative process, the students speak and ask, shared ideas and know new topics.
- The socialization and coexistence grow and create learning relations; the students have confidence and motivation working by groups
- When the students learn and remember topics and the activities are related with the knowledge is a great tool, remembering the principal idea to understand and speak in English, free and sure of their abilities.

One of the most important plays according with the strategies used in the English teaching of all grades is the role play. It is so useful because the students acquire roles and practice different situation in English, they work by groups or individual representing English topics, characters and great roles in which the student learn and develop confidence.

Songs: To teach English with different tools is a great challenge; some teachers are involved in the past methodologies in which teach with papers and dialogues and the students memorize and repeat and it is all. Yet, is necessary acquire different tools, to change the expression and the knowledge according to speak in English with oral fluency, to make use of songs to wake up interest and curiosity about English, develop the comprehension, the student search, to find and to practice new vocabulary.

Moreover, the students can create songs and practice it in English, it develops likes and dislikes according with their ages and interests, to work by groups and usually they can represent the songs, and each one can develop it with different learning diversity, uses and oral expression. With that, the oral fluency will biggest.

The conclusions of this work is to improve the oral fluency since the use of learning strategies according to (Genara, 2008, pág. 53) who purposes the use of tools that are not used in class as a strategy acquired for the students. The idea is to improve the oral fluency in the fundamental teaching and learning language.

On the other hand, (Lorenzo, 2009, pág. 68) who purposed new findings about fluency measures since three learning contexts:

The concept of fluency is related to the process in which the students speak in real time and develop their vocabulary in order to produce communication.

- Fluency as production in a specific time according with the evaluation standard, production of words, sentences and phrases
- The language study in different contexts. At home and schools, with friends, teachers and study groups.
- The language study by time and words produces in different topics and contexts

This research expresses the topic in order to know the time and the quantity of words produced. But the production of words is not the main factor of teach English and develop oral fluency in the students.

Nevertheless, (Moreno, 2009, pág. 8) in the developing of their research introduced the topic with the importance of applied linguistics. The use of DVDS in the English teaching process is very useful and it develop a lot of competences in the students. This tool gives the students' elements to improve their knowledge, competences and steps to strengthen the language according to the oral fluency in a constant communication.

The purpose is construct teaching conversation in which it is possible to observe and review the vocabulary acquired, improving the oral communication and comprehension in the conversational process. Most of the time, the students should understand and with the teacher

to make different reviews each one expressing the idea or the basic concepts given in the DVDS. As a rule, the oral interaction is so important and is part of the learning process.

The elements given by the use of DVDS involve the comprehension of the films, the texts acquired in it, and the relation with the oral fluency knowing the factors showed before. The selection of activities depends on the before analysis in class and the comprehension shared in the English classes. The promotion of the conversation and the oral communication is related to the process in class, in the autonomy learning and group learning. Finally, the advantages of the use DVDS is generally with the idea to improve the access to oral communication.

Also, (Chiaiza, 2011-2012) created the use of children's literature and develop incidence in the oral expression, the base of this research is the use of literature in children who learn and express oral communication and it is so useful because they are in a previously learning of the language and in this age they can acquire a lot of knowledge expressed while the literature.

Furthermore, (Malik, 2012, pág. 101) considered that is important to know the language used as a new learning, and to know it for specific purposes. The idea to learn and to express communication with fluency is learn to practice. The role of the students should link with the language and the communication of it. It is important the use of the knowledge learning and the oral particular communication given for the topics acquired in the English classes. To speak and to communicate with fluency to learn the language in all sense of word. With that, the students can communicate something since the culture learned and the oral fluency is based on the before learning also teach and learn in the basic production of it.

On the order hand, (Vallsfener, 2012) developed a study involving the learning contexts, we can observe the purpose of (Malik, 2012, pág. 101) who considered the learning of the language in all aspects related with it. It is important to know, the authors made

emphasize the oral fluency since the learning a context, in which is relevant to know the groups of students and the contexts in which they learn and what they learn? It is not easy because as teachers we have a lot of students but, is necessary adapting the contexts to teach and to know the students and their abilities to learn and to speak in English.

Likewise, these processes permit the oral production skills, the students express their production of conversations and the teacher can know the teaching process carry on the class and promoting the oral fluency with the knowledge of their tolls and English students.

Besides, (Vizcaino, 2013), purposed activities and strategies guides in order to adequate methodology, the tools created are useful as didactic support the teachers and they can apply it to enrich the progressive develop of the students communication. Also, the study determines causes in which the students do not develop communication and oral fluency, the research is useful because the elements to help the students and they will develop communication with confidence.

The good develop of communication in the students permit the use of oral fluency in the communicative process, and for the English students is so great and positive for the adaptation in the language and in the social context, to promote the motivation and the auto evaluation in their personalities. (Dominguez, 2007, pág. 13)

According to (Ausubel, 1993) the pedagogy required a great effort directed to improving the language teaching. And the meaningful learning involves the students' knowledge and they improve their learning.

The active learning is according to the constant student learning. Related with their specific materials, motivation and good spaces to teach and learn a new language. (Vigotsky, sf, pág. 9), is based in the relations created between the individual person and the society, "*the memory, thinking and play*". The humans have a natural line related with their own knowledge and then they are complement with the society and the environment. The human

is active and constructivist of their own learning, they can recognize and create different concepts helping to other and analyzing a lot of topics and movements in any context.

As well, the concept of fluency in linguistic is the student capacity to speak and express correctly, with facility and spontaneously in contexts appropriating the language. Some factor that prevent acquire the oral fluency are the low vocabulary and shyness of the students. And it is different if the teachers and students create the suitable the English methods and their learning process.

Yet, oral expression is the production of general guidelines directs to develop of communication with effective and different practice of language. The production of sentences, conversations and expression involved in the practice and constant activities, the teacher should show the principal purpose of teach something and the final purpose to speak and learn English. Also, the aspects are linked to message and function of the teacher and students, the age, cognitive develop, intellectual and social develop are change acquired for the students. In addition, the oral expressions techniques are depending on the context and students groups; some of them can use debates, representations, expression plays and comprehension.

On the other hand, the radio as pedagogical strategy is a different tool used to teach and develop potential increase in the English oral and comprehension competences (Ortiz, 2013, pág. 45) this tool linked the teaching and learning English in a specific educative environments.

The use of the radio, develop the communicative competences and involve other abilities according to the pedagogical strategy. It develops interpretation, comprehension and facilities to acquire the language, the knowledge of the language and the articulation of it. In our context we can find strategies organized in television, web, radio, movies, etc. some students have a little concentration in a long time of teaching, and they lost their

concentration, the use of different tools in the English teaching process is strengthen the use of new tools and develop the students competences in English.

Nevertheless, the conversational club is great strategy according to (López, sf) who purposed the implementation of this strategy in the teaching English with the purpose to use it as a methodological tool into the program curriculum. The practice of different exercises in the oral communication and the actions should be prepared before to begin with the activity.

The importance begins with the quality of teachers and the idea of optimize their learning process and aspects as autonomy, abilities develop and the oral production.

In general, the conversational club is a place with specific purposes in which the students have the practice and learn English, the students acquire speaking and listening in the language study, and they can share experiences and learn about different topics of the language in different environments. The activities to make in the conversational club should make with time and proposal before the activity, and the teacher develop the role of guide in most of cases, with the help of native speakers to coordinate and know the idea of it in the English teaching and learning.

And the same time, the activities carry on in the conversational club should have time according to the topic and the methodologies established for the teacher, in the activities is necessary to link the integration and work between teachers and students. With that, the students make the communicative competence stronger making use of essays, evaluation and support of it. Also, the autonomy learning, the confidence and motivation are part of the students learning and it complements in a great way the use of the language.

The strategy purposed for the author is call “Talk about” and it is implementing as a pedagogical space. And it is introduced as an affective factor related with the students confidence and the oral fluency communication increase with great results. As well as, the creation of activities that promotes the students participation, the constant learning in natural

contexts with new learning spaces. Moreover, the conversational club gives a better language comprehension and acquisition and it is useful when the objective and use of this strategy is appropriated.

Furthermore, according to (Jona, sf) fluency is related to the extern of speaker's linguistic knowledge, the purpose of the fluency is link with the practice. Oral fluency is develops according to contexts, uses, tasks and production of the language. For that reason, some of the errors in the teaching English are according to the limitations of the tools used in the class and the close space acquired for the students.

Also, the effects of oral repetition are related to the practice improving oral fluency in the second language acquisition. The results are link with the total of production and the practice developed in the language. Also, the technologies use promotes the fluency acquisition and the major methods to improve fluency.

Besides, (Fangyuan, 2003) studied the impacts positively on language production and the effects of pre-task and on-line planning on second language oral production. The results show the complexity in the learning process, making use of the tools and the function of both, the pre- task produced fluency and the on- line the complementation of the student needs.

On the other hand, (Barroso, 2008, pág. 45) who showed some purposes to develop the oral communication in the classes, the students develop needs and interest. According to the oral integration and the elements purposed by the author.

In addition, the teaching English is focus just in the grammatical sentences and forget the teaching communication to develop oral fluency in the English process. It is showed by (Bañuelos, sf), who made a study about the oral production in English. The student role is limited into the language interaction; the class time is used to teach grammar and the oral communication is limited for that reason, the students do not develop communication in their

process. The student role is passive and the oral practice is just asking questions and read sentences, also the use of limited vocabulary.

Then, (Tsou, sf) purpose the *“Improving speaking skills through instruction in oral classroom participation”* it is necessary implement the interaction in the classroom between the students while their oral participation. In addition, the use of strategies can introduce participation develop by the students skills and the work that is complexity with the teachers and students.

Furthermore, (Bernal, 2010, pág. 34) mentioned the use of TPR as develop of oral production and the oral fluency. These toll permits know and adapts didactic steps to the teaching language. *“It’s a powerful alternative for a foreign language”* and is related with the context in which the teacher make the teaching process, the method is useful with the methods establish in the class, and the comprehension should develop in any context. The advantages are significant between the oral production and fluency improvement.

Besides, any student can learn with this learning tool and the classes can be better. The improvement of this tool strengthens the language with body movements. The expression permit advanced in the learning process and in the language use. The teacher is a guide and a great help in this process, but is not necessary to force the use of the language, the students should have confidence and adequate process, and then they advanced and insist speaking with fluency in the language.

Also, with body movements, it is easier to remember the movements, events, stories and realize a description of it. Then, it facilitates the learning English and is possible develop fluency. Another aspect is the way to realize the activities, with that for example if the class was good and they learn, the students acquire and remember the language better and they will use it for a long time, because it is interesting the teaching process.

Better yet, TPR develops the ability to speak with the free expression of the topics and the learning, according to the research it is fluency, it permits use the imagination and broke the rules of the same method to teach and learn, with that the students use creativity and confidence at the moment to speak and appropriate the language.

Analysis of the data

Oral fluency is considered in different perspectives; each author mentioned in this research has an implementation given depending on the use and the purpose of it in the language. The studies about the topic had influences in the way of the oral fluency use in the English learning. Some of the authors showed the concept of fluency and the requirements to being fluent, the construction of ideas in which a fluent student is just when he speaks fast and repeat words in a specific time. But, for other authors and researches is more important the use that the students can give to the language at the moment to create conversations and the acquisition of it in any context. That it is implementing this project, the articulation of the language use in different situations and the strategies uses that are not usual but in which the results can link with the progress of the student in their English learning.

The theory about the topic is bigger, oral fluency has different purposes since specific topics, the method used to teach and generated conversations between the students and the teacher really is an important aspect that the teachers should keep in mind. The expression develops for the students involve the strategies used to generate it in the classroom and in any educative context. The central point to improve the fluency in the students had emphasis in the methods and in the form to create the language appropriation. The teacher is a guide in the learning process; the students are the protagonist in achieve the goal to speak in English in the best way. The work is for both and it is a continuous work. The teacher is totally present in the process, but the interaction is bigger between the students. The strategies are consider and are implemented in the English classes, the teacher should recognize the most

appropriate and take it in the teaching process to finally to develop the oral fluency in the language.

The concept is developed and studied many years ago, with proposals that recently are advancing in the classes. The methods searched are sometimes used by the teachers; the strategies are familiar and clear to work in the English classes, the students speak English and some of them have higher levels, the students to develop oral presentations and it is good. But the students generate fluency communication in any context and create conversations with oral fluency? In some cases it is not possible, the students and the teachers are not working in the creation of communicative spaces, the time is short to generate it in the classes and the interest to speak in English in some students is short and it is because, the traditional method is the same for all. The students do not practice the language, do not ask in English and are limiting their abilities to improve it. For that reason, this research has a great help to the teacher and students, because the strategies mentioned and the concepts gathered for all the oral fluency works gives a result to analyze the topic and think in resume some strategies to improve the communication in our students, know what are the interests students to promote the teaching English and incorporate the oral fluency communication. Allow and work in the acquisition of methods that are great to implement in the teaching and have a higher purpose and English speakers with the learning of this language.

Findings

In this research is possible to find different perceptions about oral fluency. We can note the importance and the significance in the teaching process. There are definitions that express the idea to teach fluency just in the way of use time to know the number of words and sentences said by the students. But with the researches and the steps given in this theoretical research we can recognize that oral fluency is more than express words in English. The oral fluency in our context is when the students can speak in English making use of their

learning and vocabulary in any context and acquiring different situations to improve their communication. And the teachers can be part of this, taking the tools and strategies mentioned and review the way to teach something in English with the idea to teach improving the speaking in the students in all time, because the teaching at the time and in a future will need speakers, students with the confidence and the purpose to develop oral fluency communication and we as teachers should promote it to acquire good results and learners in the language and in the competences in our students.

Conclusions

Oral fluency incorporates different ways to develop the language according to the communication and the expression of knowledge. In this form, it is necessary to know the purpose and the characteristics developed for the students and the teaching developed for the teachers at the moment to Learn English.

- The teachers can have a lot of tools to teach English communication and develop oral fluency in the students.
- The comprehension of a new language needs methods to appropriate and understand the language, without a doubt the use of different tools permit the use and understanding of it.
- To know strategies found in this theoretical research, it is possible have different perspectives about the oral fluency teaching. At the same time, the construction of possible methods use in the classroom and in the student's context.
- Speaking is a great learning skill for the students, and the oral fluency communication is the complement of the excellent learning in the language.
- The students construct knowledge, confidence, and vocabulary and develop communication with the use of strategies and methods teaching for the teachers and acquire for the speakers.

- The teachers are guides who teach and prepare the best in their classes to create and give a lot of knowledge. But, it is important to have new and different strategies to continue with the English learning process.
- The authors suggested concepts and strategies to carry on in their works, with that, it is possible to acquire some of it and prepare the classes according to the level and the context in the teaching English.

Oral fluency communication is very important at the moment to acquire any language, the idea to speak in English is to communicate and understand something, is not just the capacity to generate words in a specific time, it is more than read and repeat. Oral fluency communication is the ability to generate conversations and opinions of different topics, in different contexts and with the facility to express ideas, develop the language in a great form and are understandable to communicate in English

Pedagogical Implications

National stakeholders.

The English teaching process in our country should have better methods to implement it in the Educational context as a great part of teaching from the students. Since the MEN as a principal producer of norms that govern in the educational context to different studies and projects that should be part of the English teaching and learning process. The educational law can do a lot of good things as for example the creation of new places for the students in which they can practice the English knowledge learned in the classes, in which the law and the norm determine requirements to acquire the language as an important objective in all institutions in the country. The implementation of extra- time in the schedule of each institution and the participation of native people in some classes, as the job that we can find in places as “International house” a place in which people interest in learn and practice English can acquire this method as tool of their own learning. The state and the government

can implement rulers from all schools in which teach English have a practical emphasis mandatory in the hours of classes and the real importance to learn it since small grades. In addition the participation of all students in creative methods of English learning, producing great works as for example, theater, role presentations in which the speakers develop their knowledge as protagonist of it. And not just possible from Bilingual or expensive schools, the idea is open minds of the use and importance to speak English in any context.

Also, the education in general has to recognize the importance of learn English and at the same time the importance to practice it and be fluent in the language. The state should pass the regular lines implement as futures projects, and Colombia Very Well is possible but with the work of all in the Educative context. And one of the tools to make it possible is the implementation of strategies that are not usual used for the teachers, but the significant of this can improve the practice of the language with oral fluency.

Institutions.

The implementation of extracurricular activities from all students in which they are involve with different students in different ages. It is important as part of socialization in the school and obviously in the language. Acquire roles of speakers and promote the interaction in the language, make presentations, present news, have conversation places in different moments of the year. Each month adequate some classes to interact with others and create communication with simple conversations up to have long conversations between students and teachers.

On the other hand, institutions such SENA should have programs to higher students but with a specific purpose. Conversational English, in which just speak English all the time and the students can practice and know important factors of countries to interact with the language.

All Universities should present studies in other country promoting scholarship for the best students and the participation of Universities in which the students know other cultures and studies outside. Also, spaces of interaction but with significant importance to generate awareness in the importance of speak English and make it with fluency. Since the first semester promote the oral fluency in all classes, increment the English classes in programs as BA in English or Languages, and make inclusion of different students of other universities to socialize knowledge and interact the most part of the time in English.

Teachers.

In the English teaching, the use of strategies and the participation of the students in all classes promote the learning process in the language. The teachers are guides with constantly learning about the language and methods to use in order to transmit different knowledge. For that reason, is important to make use of strategies according to the grades, ages and learning. It is not easy but it is possible. The great and bigger job that the teachers can give to each student is significant when they can create fluent conversations using all tools implement by the teacher. Also, the creation and implementation of different tools make better the learning process. Because, with it is possible the learning advanced in the teaching improvement.

Students.

The students need to change the learning perspective. In the classroom the process should be different and outside it they should acquire autonomous learning. In this order of ideas the process is possible with the implementation of new methods, the students' participation and the use of resources implemented in the teaching context. Working in order to enrich the knowledge and using strategies, the teachers and the students can be a great team linked to be part of their academic growth in the language.

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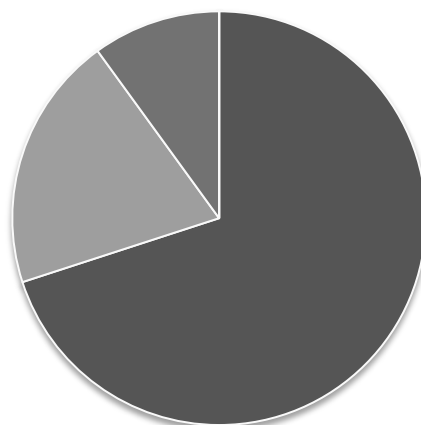
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Annexed**Inquest.**

Please answer the next question with all possible true

Mark with an X the next questions

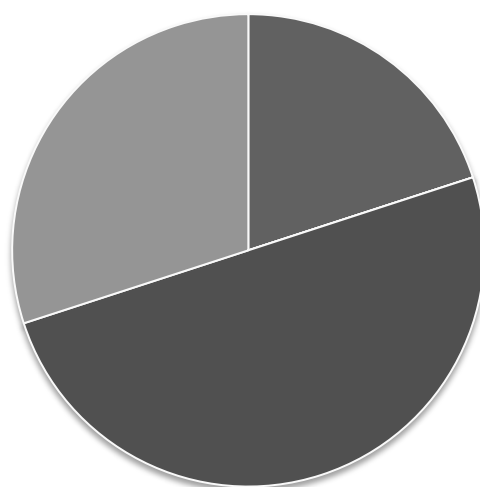
1. What was your English level when you started studying BA in English at Universidad La Gran Colombia?



- A1
- A2
- B1
- B2
- C1
- C2

A1 7 A2 2 B1 1 B2 0 C1 0 C2 0

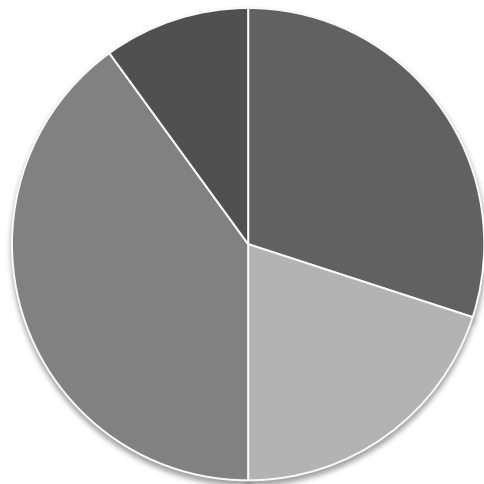
2. How was your confidence when speaking in English in that time?



- Good
- Very good
- Excellent
- Bad
- Terrible

Good 2 Very good 0 Excellent 0 Bad 5 Terrible 3 Why?

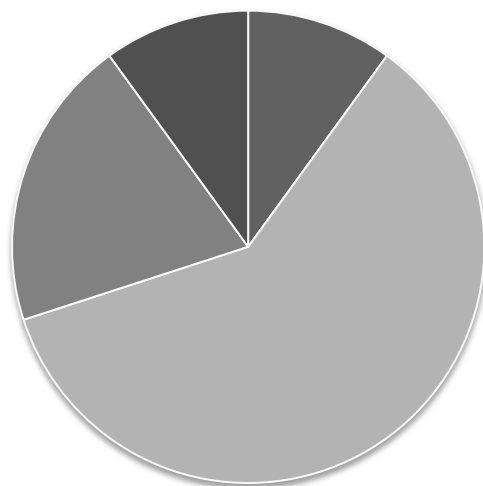
3. What do you think about your English learning process at university in this time?



- • It was good, but the teaching was emphasized in grammar
- • I never spoke in English.
- • My bases at school were not good
- • My bases were really good so I spoke fluently

- It was good, but the teaching was emphasized in grammar 3
- I never spoke in English. 2
- My bases at school were not good, for that reason my confidence and knowledge were poor. 5
- My bases were really good so I spoke fluently. 1

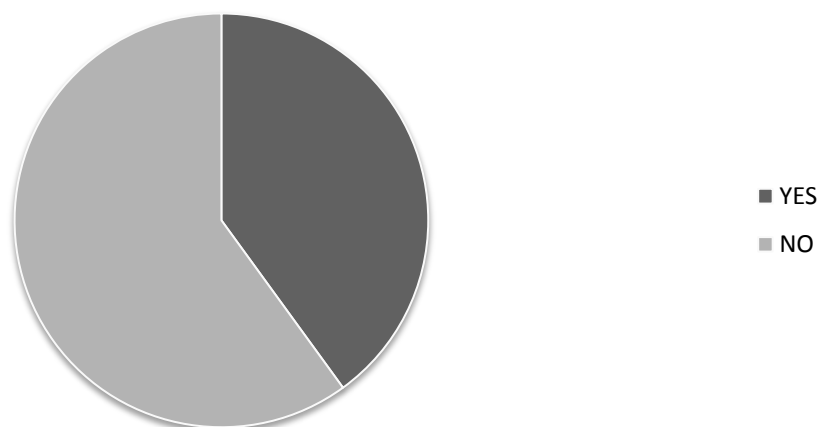
4. Was it necessary to communicate in English during classes?



- • It was not necessary if I got to learn grammatical aspects about the language
- • It was really important in the English learning process
- • I had different perceptions about English learning

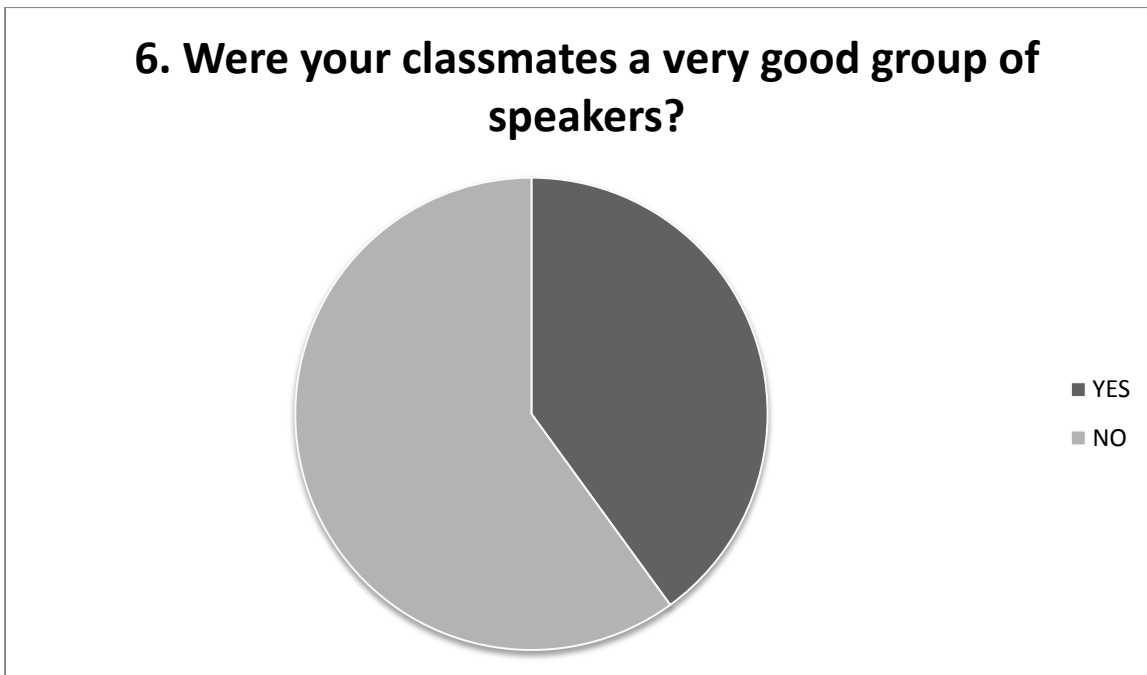
- It was not necessary if I got to learn grammatical aspects about the language 3
- It was really important in the English learning process. 5
- I had different perceptions about English learning and the speaking skill was not a priority 1
- The English language learning process involved all the communicative skills, emphasizing the speaking ability 1

5. Did you have confidence, knowledge and enthusiasm when you spoke in English with your teacher and classmates?



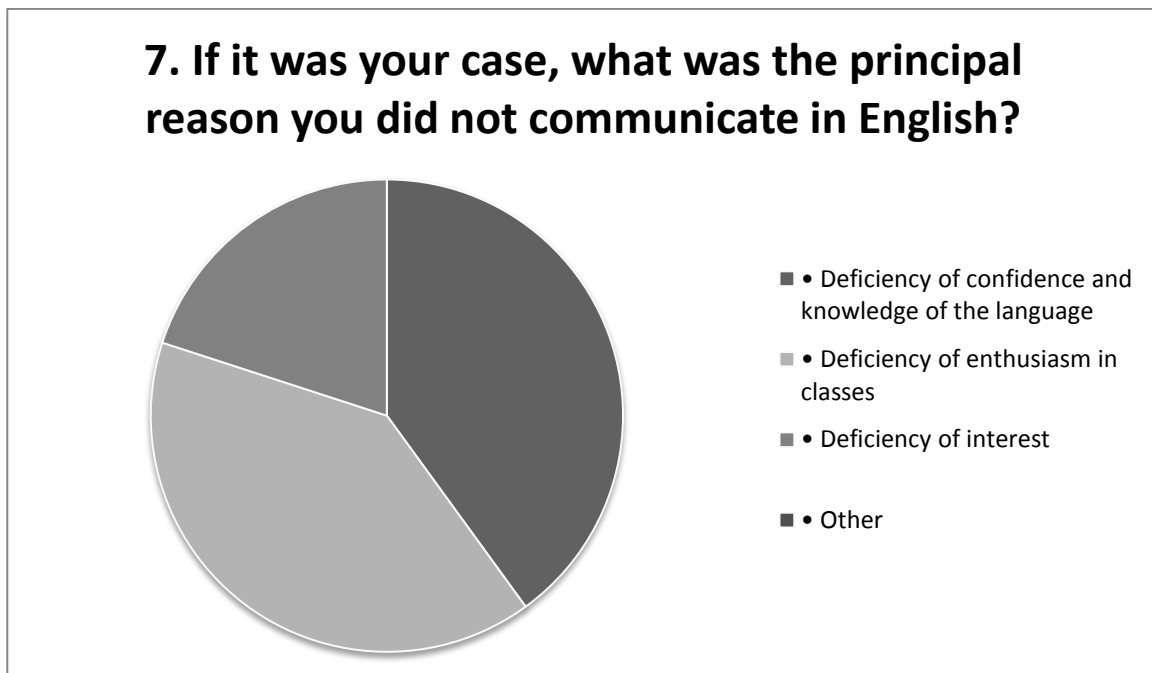
YES 4

NO 6



YES 4

NO 6



- Deficiency of confidence and knowledge of the language 7
- Deficiency of enthusiasm in classes 2
- Deficiency of interest 1
- Other 0

○ Which? _____