Percepts of Fluency and the Prospects in Teaching

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Abstract

Finding the best strategy or a method for improving or developing fluency seems as conflicting as framing universal grammar of languages. This paper focuses on understanding that in what way and to what extent the achievement of fluency in Language is different from the acquisition of language and proposes that the process of transformation of ideas and mental images into a language play a vital role in achieving fluency. The results of a critical analysis of the theories of generative linguistics and universal grammar, proposed by Chomsky, and of psycholinguistics are brought forth for making definitive conclusions on the achievement of fluency. In addition, it explicates the process of foregrounding the surface structures as a natural phenomenon in the process of achieving fluency and proceeds to demonstrate an improvised strategy for developing fluency in combination with the theories of Skinner and Ogden Lindsley.

Key Words: Fluency Teaching, Language Acquisition, Transformations, Generative Linguistics, Reflective Practice.

Introduction (Why Fluency?):

"A linguist that insists on talking about the Latin type of morphology as though it were necessarily the high-water mark of linguistic development is like the zoologist that sees in the organic world a huge conspiracy to evolve the race horse or the jersey cow" (Jean Aitchison, 2003, p.180, quotation from Edward Sapir).

Though pondering over the possibility of such conspiracy behind the emergence of English as the global lingua franca is not a matter of concern, mastering the competence to communicate in English is certainly a matter of concern for many reasons. Joanne Lindlay (2003) identified that fluency had its impact to the considerable extent on the earnings of ethnic minorities in Britain, with women most affected along with the incomparable differentiation and discrimination between the earnings of native and non-native speakers of Britain between 1970 and 1994 and revealed that the "non-white earnings are assimilating towards those of whites and that lower female non-white earnings are a direct result of a lack of fluency rather than ethnicity." Long back in 1988, Evelina Tainer found English language proficiency as a "relatively new variable" that was considered well and responsible for the differences in earnings among foreign-born men, as it was recorded in the Survey of Income and Education in 1976, which also revealed, "taking into account the standard human capital and personal characteristics," the most significant influence in the remunerations of many ethnic groups was found to be of English language proficiency. The records revealed that the earnings of foreign-born Hispanic and Asian men relative to foreign-born men of European ethnicity were most affected by English language proficiency. Sir Moser Claus(s.a) Committee of the Working Group on ESOL noted that many employees were professionally stunted or out of reach of their, deserved and desired positions, couldn't reap the benefits of their further education, became deprived of the social services and a vivacious community life and even were unable to give good education to their children, all just due to the deficiency of fluency in their English. These are just a few of many examples from the past records, but the similar discrimination and differentiation can still be observed all over the world. And for many other reasons of this kind, the learners of English as second language, once they find they are influent, they go panicky and keep finding quick ways to pick up fluency.

Fluency in General and Native Speaker

Almost all the ESL teachers must have had the experience of their students approaching them frequently seeking assistance in improving their fluency. Though the students are unable to express, which way there are influent, they

talk about it with an implication of the 'intuitive understanding' (Carl Binder, et.al. 2002) of their speaking influence. The exams like GRE, TOEFL, GMAT and the multinational companies all over the world filter the skilled human resource based on their performance of fluency in their specialized fields. English fluency in Listening, Reading, Writing and Speaking has become an indispensable quality of prospective specialists in any field. Fluency in English is a problem not only for non-native speakers, it is a problem equally for native speakers, and that is why all native speakers can't be fluent speakers or writers. Because English has become the global medium, there has been a lot of discussion on researching into the fluency of English, mostly in English speaking countries. Paikeday (1985), argued in length about the existence of the native speaker, and the world is pervaded with hyphenated English forms viz. American-English, British-English, Indian-English, Australian-English. Despite all this development, "something in the nature of a Copernican revolution is required in our linguistic outlook… Copernicus proposed a simpler way of explaining the same set of facts, yet it was centuries before his theory was commonly accepted – partly… because Ptolemy's explanation appealed to man's anthropocentric instinct. A similar feeling accounts for the popularity of the idea of a "native language"…Long cherished notions are often an unconscionable time a-dying." (Paul Christophersen, quoted from Paikeday). We may be on the way towards finding a universal grammar of English, which is a requirement for achieving fluency, rather than slogging for universal grammar of languages.

Understanding Fluency in General

Looking at the concept of fluency and the existent methods for developing it, as they were represented from the deliberations of the much published scholars, is indubitably and desirably insightful for the analysis and refinement of a strategy. Carl Binder(2002), defines that fluency is "achieving true mastery in the learning process" and that true mastery is a combination of accuracy and useful pace or speed of performance. Fluency can be observed in any performance viz. foot ball play, chess, oration, musical recitation etc. Herbert Lin (2002) compares a native resident of a city to a person who has visited the city several times. A visitor may know only one route, that proved to be worked well in past, to a particular destination like the airport of the city. But a local resident of the city, due to the complete (fluent) knowledge of the city, may be well aware of the arterial streets and the other possible routes to the same place. And in cases of traffic jams, the local resident could quickly decide on another route and reach in time, which may not be possible for the visitor and so has to wait out a traffic jam.   In a briefing for the CSTB study committee report, Yasmin Kafai (1999) stated that "fluency connotes the ability to reformulate knowledge, to express oneself creatively and appropriately, and to produce and generate information (rather than simply to comprehend it)" (p. viii). This article confines to an elaboration and investigation into the depths of the fluency of English as a Second language and the possibility of incorporating its teaching in academics.

As we know that in spite of sea of efforts and strategies for developing fluency, only a few people could emerge as the most fluent and specialized in a particular field. And this kind of achievement is frequently attributed to practice. But imagine a right hander trying to practice writing with left hand. I tried many a time to improve my hand writing with left hand. I couldn't improve it on a par with my right hand, despite a long time practice. Think about playing badminton or any such game with your other hand. You feel that it's is not possible to be as fluent as you are with your regular hand. In the case of learning driving a car you feel it very difficult in the beginning. You use a lot of your organs and many of your mental faculties in driving. After the required practice you find that it is a cake walk and you keep driving effortlessly. At the same time, it is very difficult for you to overtake a professional driver. All of us can't become equally fluent. That means every one of us has a limit to their fluency. Once a person achieves that *saturation level* in fluency, further practice doesn't work out for the development of the skill further. Your further practice helps you in retaining your performance to the extent of your saturation level. The initial impetus is given by the practice and the later developments can be attributed to the interactions of the innate principles that may depend on the 'variable sensitivity' of the metal faculties and the cellular composition of DNA, amino acids etc., which, of course, is a different science to probe into for linguisticians.

That is why we are confined to the analysis of the observable data and we are going to deal with the kind of practice that enables the mediocre and even the inferior aspirants of fluency in English as second language. Finding the best strategy or a method for improving or developing fluency seems to be as conflicting as framing a universal grammar of languages; every framework finds some exceptions and every strategy or method entails further refinement and modification. We are going to have a discussion on the prevalent methods for training on fluency that enable the learners improve their fluency to a greater extent and the ways to improvise the existent strategies for the sake of the learners, teachers for their further refinement. The article also aims at giving a critique on the psycholinguistic theories that pose an immediate relevance to the acquisition of fluency to provide a considerable backdrop for the scholars for further innovations. Despite the voluminous work that has already been done on the concept of fluency, which led to many comprehensive definitions and propositions on strategies that could be employed in the academics, it remains a still strive with a lot of envisioned scope for development.

Fluency and Standard English

A proper language form certainly entails grammar, without which one cannot have semantic and syntactic consistency in the expressions. A language and its grammar develop over a period of time and it can be observed that

all languages have attained a standard form of their own after a lot of refinement. Though talking about a standard form in a language is conflicting, every language has its own standard form in terms of its acceptability in the elite and educated circles of the specific language communities. Just as the societies have different stages in their development languages also have undergone different stages in their development. Chomsky (1968) discussed much about the evolution of language in his *Language and mind*. The primitive societies had no perfect kingdoms and governments, but at one stage in the history all the societies all over the world had their own properly structured and planned government systems which were later refined continually that lead to the development of the present societal forms. Similarly the primitive societies might not have well structured language forms in the beginning, but at one stage all the languages must have attained some standardization without which we couldn't have the literatures of different languages. Furthermore, unless there is some standardization there wouldn't be any scope for learning or teaching and there wouldn't be any question about fluency.

Laura Wright (2000) identified that

> "There is no single ancestor for Standard English, be it a dialect, a single text type, a single place, or a single point in time. Standard English has gradually emerged over the centuries, and the rise of the ideology of the Standard arose only when many of its linguistic features were already in place (and others have yet to be standardized: consider the variants I don't have any V. I have none, Or the book which I lent you v. the book that I lent you). Standardization is a continuous and changing process. (p.6)

Once a language is given a standard form it undergoes a lot of experimentation for further sophistication, as part of the efforts in their effective use and these experimentations can be looked at as the tailoring to the specific needs of different contexts, against the backdrop of the standard form that remains implied even in the tailored expressions. Just as the advanced technology is to minimize the human efforts and time in different activities the advancements in language are also aimed at conveying a lot of information in the possibly shortest time and simplest effort. Let us call these sophisticated language forms as 'deviations' from the standard forms. A good understanding of the basal standard form is thus necessary for getting the drift of advanced and deviated expressions. Over a period of time it looks as if the basal standard form has been completely replaced by the modern chunky expressions. But in fact learning the chunky forms directly, without referring to the standard form, becomes difficult because of its lack of logicality. It is like, unless a student is made aware of the developments in the history one cannot straightaway impart them with the knowledge about the modern societies, cultures, cities and the conflicting issues involved in them in such way that the students could well address to the problems they face in the societies they live.

After an investigation into the World Standard English (WSE), David Crystal (1994) identified the existence of such standard that can be conspicuously seen, unifying the world, in the English used in news papers and in that used by the news readers all over the world, in spite of a sea of varying English forms. However, at present, one can't point at a particular English form as the one that has been accepted universally as a WSE, due to the linguistic identities of different English speaking countries. No country likes to lose its linguistic identity.

> New Zealanders do not want to be Australians; Canadians do not want to be 'Americans', and American is perceived as a danger signal by usage guardians everywhere (except in the USA). All other countries can be grouped into those which follow American English, those which follow British English, and those (such as Canada) where there is a mixture of influences…The notion of a 'standard pronunciation' is useful in the international setting of English as a second or foreign language, but here too there is more than one teaching model – chiefly, British Received Pronunciation and US General American."

Theoretical Backdrop for Learning Fluency

Mary Damer (1997) identifies four stages in a student's learning; Acquisition, Fluency, Maintenance and Generalization. Eric C. Haughton (1981) used the acronym REAPS (Retention, Endurance, Application and Performance Standards) to indicate the effects of fluency (Lindsley, 1995). Damer's ideas of Maintenance and Generalization and the way she defined were quite identical to the Retention, Endurance and Application. But Haughton, Lindsley and Binder associates didn't deal much with study of acquisition. Without proper strategies for acquisition one can't think of fluency. The first act a child does in the process of learning is listening. The acquisition of language in children starts with listening. And even in the case adults learning their second language, unless they have appropriate listening opportunities to the target language, acquisition can't be proper. The children first listen to what the others say before they start saying. However, Children don't simply imitate what the people around them say, as if they were parrots. Learning has been considered in many ways far more complex. "From the moment they begin to talk, children seem to be aware that language is rule-governed" (Jean Aitchison, 2003, p.134) In the process of learning their mother tongue children, apart from having a strong urge to learn language for their immediate purposes, find no confusion of differences in the dialectical forms or accent forms. Their focus finds consistency on one language form. On the contrary, the second language learners, especially English learners, become exposed to different English language forms with syntactic, semantic, phonological, and grammatical variations. When they listen to one form of English at one place, within no time they come across with another English form at another place. In the beginning, at the acquisition stage, this creates a lot of confusion that lead to the overlapping of the expression of one kind with the other, when they try to speak. They find the variations among the different English

forms quiet confusing to decide on one particular form and so couldn't focus their attention on particular English 'style'. This is one deviation, which hampers and delays the fluency of the learners of English as their second language or foreign language.

Writing about maturationally controlled behavior, Jean Aitchison (2003, p.133) mentions that the required behaviors keep developing 'naturally' and automatically by the time the individuals become matured for the acquisition of those behaviors, provided they are surrounded by the suitable environment. With the suitable environment around them become "biologically triggered and conversely, the biological trigger could not be activated if there was nobody around from whom they could learn the behavior." In the case of children, during their acquisition of L1, they have their mothers or guardians to help them acquire the language. More over "children are social beings who have a great need to interact with those around them" (ibid). But in the case of second language learners though they find an adequate environment and are biologically triggered well, it's difficult for them to learn language for the reasons still to be discovered. Till then, we can assume that the environment for them is not so suitable because they can't find the people as patiently as the mothers do or that their mental language faculties have some constraints that make their learning difficult and couldn't accommodate the new data for processing or they may not have the required immensity of motivation for learning the target language.

In spite of a lot of argument, on the acquisition of L1, between the most influential schools of learning theories, the behaviorists and the mentalists, there was no plausible account for the fluency of a language or any other art. While Chomsky and the other cognitive revolutionaries attribute the acquisition of a language to the genetically endowed principles and biological systems, Skinner and his school of behavioral psychologists associate the knowledge and acquisition of language with the external stimuli and consequent responses. Though Chomsky's school wasn't in harmony with the structural linguists, they assumed there must be some innate structure or genetically endowed frame of language that help the children produce creative usage of language. They disregarded the Bloomfieldian Linguistics by preferring the advocacy of unraveling the innate universal rules that are internalized by every language learner. Chomsky's basis for these condemnations has been the creativity, which is impossible if there are any prescriptions and constraints to a language. On the contrary, it seems, it is equally plausible to think about the existence of an innate universal frame work, which must have a standard frame of principles or rules that may not make the creativity possible. Chomsky (2006) mentions that "the child must somehow select the I-language from the flux of experience" (Preface), which carries the connotation that the acquisition of language is the result of the interaction with the outside world and not the innate principles. Most of his exposition on the *principles and parameters* is restricted to the acquisition of the first language. And he assumes that 'creativity' can be the result of the interaction of the internal cognitive organs, that explores the internalized "integrated system of rules and principles from which the expressions of the language can be derived" (ibid). He didn't discuss much on the second language acquisition and the creativity in the second language. This way the ESL teachers may think that according to Cognitive champions, there wouldn't be much to think about teaching fluency as the mind has the capacity and power to generate within itself.

On the other hand, Skinner's *associationism* renders a lot of hope for ESL teachers to think about developing strategies for teaching second language acquisition and fluency. Psychological behaviorism and its theory of 'associationism' hold, the formation of new associations as responsible for the behavioral changes that are reflected in the forms like, the acquisition of knowledge and language, and we all know that "conditioning" is the most frequently used term to indicate the process of the formation. In the case of the acquisition of language the 'reinforced stimuli' of words and expressions that can be taken as the lexical or structural repertoire from which the further processes can develop. The teachers of ESL are helping their learners for the creation of the basic store of expressions which can be associated further with the other expressions required in different contexts or environmental conditions that will lead to the development of fluency. Jerry Fodor (2006) notified well by stating that "thoughts are chains of associated concepts, sentences are chains of associated words, and brain processes are chains of associated neuron firings".

> "Over the centuries human behavior has grown steadily more complex as it has come under the control of more complex environments. The number and complexity of the bodily conditions felt or introspectively observed have grown accordingly, and with them has grown the vocabulary of cognitive thinking." (B.F.Skinner, (1989).

Understanding Fluency in Light of Transformations

After the acquisition of the basic expressions of a language, one thinks of fluency in order to express the ideas as clearly as possible, as faster as possible and by exerting as minimum energy as possible. Creativity in the language brings a specific identity for the user, in addition to the gains a language user is benefited from the fluency. Both these concepts reflect a good command over the language, which automatically refers to the bank of reinforced stimuli. Creativity is thus associated with fluency. One can also observe that fluency and creativity are the products of transformations. In other words, transformations make the fluency and creativity in the language possible. By transformations we mean the modifications; mostly the shortening of a grammatically well formulated sentence, to the possible extent without changing the meaning suitable to the communication context. By transformations, here,

we don't refer and deal with the rules of Transformational Grammar (TG). We use 'transformations' loosely to refer to the modification of a grammatically complete sentence, that can be considered the 'deep structure', into its shortened form, which can be considered the 'surface structure' with the deletion of as many functional words as possible in such a way that the expression can retain its grammatical implications and carry the original meaning to the hearer. As fluency is followed by acquisition, a second language learner should be free from the confusion of the syntactically and phonologically varying expressions. When a second language learner is given a proper input or exposed to an environment that doesn't change frequently, he/she can be properly conditioned for acquisition, comprehension, production and for later performances. This requires a standardization of the rules of the target language, specifically at the learning stage.

For example, let us look at the following sentences.

    a.   John said that he was tired of the eight hours continuous work.
    b.   John said he was tired of continuous work.
    c.   John said tired of work.
    d.   John said tired.
    e.   He says tired.
    f.   Tired.
    g.   Says exhausted.
    h.   He drooped.

In a given communication context a fluent speaker prefers sentence [f] to sentence [a]. By doing so the speaker is foregrounding [a] against the backdrop [f]. The choice of the other sentences depends on the necessity of the context that is based on the information backdrop shared by the participants in the communication. The creative users may prefer [g] or [h] to [f] in the same context. In a specific context, from the speakers point of view [f] is a complete sentence in the form a word. [f] is the surface structure of the deep structure [a]. The transformation is context specific. Since language is creative and context specific, no single rule can be worked out for a set of transformations. Fluency and Creativity in language can be looked at as products in association with a wide evolutionary backdrop that is shared by the speaker as well as the listener in order to be understood well. In other words, fluency is also a product of the technique of foregrounding the surface structures against the backdrop of the deep structures.

Language is "modular" (as it depends on what is perceived and stored), "interactive" (in the sense, that the reinforced data interacts to decide on a particular response) and "probabilistic and frequency" based (J.A.Fodor, 1983) . And in particular, fluency is the result of confidence that develops with the positive reinforcement due to the frequent exposure to words and conventional structures. The conventional structures are the associations of conventional phrases. Phrases are the associations of concepts, thoughts, and images. The mental representations of what the modules perceive need to be decoded and produced in the form of sounds and words that are conventional, and so the communication process involves the interaction of different systems internally and externally, and the frequency of encounters makes the process easier. Dan Jurafsky (2002), makes an emphasis on the probabilistic nature of the language processing and notes that the high-probability words and structures can be accessed faster and more easily than the low-probability words and the structures from the mental lexicon or grammar. Even disambiguation and faster decisions in the choice of the linguistic units depend on the probability of interpretation and the frequency of words and linguistic units. The high-frequency words and structures can be identified and decided on faster as the frequency reinforces the probability of the linguistic unit to be produced and develops the confidence of the language user. In the teaching of ESL, ambiguity can be considered an important element that should be dealt with diligence. The probable ambiguity can be overcome by the maintenance of a standard grammar or structural units, at the learning stage. Frequency of exposure facilitates the reinforcement of the standard structures or principles leads to the internalization of them, which later can interact in order to produce creative language with fluency.

Existent Fluency Teaching Methods

Tracing a brief history of Fluency, Maryanne Wolf (s.a) expressed that the "efforts to address fluency must start at the beginning of the… acquisition process", but not after the acquisition. Much of the research has gone on *reading fluency* for children, about which William MacKeen Cattell (1886) maintained that reading would become virtually 'automatic' and without thinking in human beings, faster than speaking, with frequencies of encounters. David LaBerge and Jay Samuels (1974) win the credit of constructing the first model for the acquisition of reading fluency with their model based on the frequent exposition to the phonological, semantic and syntactic units as the basis for further refined skills for comprehending complex texts. The *Repeated Reading Technique* was developed by Dahl (1974) and Samuels (1985) with a view of developing comprehension through fluency, by which, a student reads a text repeatedly until he attains the targeted fluency rate. A similar model with a slight variation called *assisted repeated reading* was designed by Pat Bowers and Young associates for developing fluency and prosody among children. Griffith & Rasinski (2004), experimented with a reading fluency intervention in their reading curriculum and reported successful outputs by introducing the strategies like "Readers Theatre, partner reading, and one-minute practice readings". After conducting a meta-analysis William J. Therrien (2004), identified that repeated reading strategy works out well for developing the fluency of both the normal and disabled children. He also pointed out that

the strategies of "assisted reading, reading while listening, and paired reading" are the result of neurological impress method. Judie Haynes (2009) suggests that teachers create models for asking questions and for making inferences from the text while reading, as "good readers always ask themselves questions before, during, and after reading", and tend to "read between the lines."

Teaching Fluency

In my classes, I tried with an intervention of fluency teaching for thirty minutes every day during the class hours with the strategy of listening, reading and model questioning in a sequence by using the same text. I worked with this strategy for two years at our college for our students of English as a second language in India and currently for more than a year for my students of English as a Foreign Language in Libya. My general strategy is that I divide my class into groups of two or four and use a text that has both the audio and print versions. I prefer to use, to the possible extent, an easy to go with text like the short stories with familiar characters and if possible culturally suitable to our students. Sometimes I also use the commercial texts for a change. A thirty minute intervention has been a familiar one, but in my trial the difference in the operation is I build some model questions and subject my students to a drill on those questions. After giving enough time for students to first listen and then read the text loudly alone, with a partner and along with the audio, in such a way that their reading reveals the meaning of the expressions and to the extent possible on the lines of the audio. The strategy could prove to be effective in the improvement of their fluency in three ways. First the students' comprehension progressed from easy texts to complex texts with more than 80% comprehension of the texts. Second, from loud, paired or associated reading to silent reading. Third, their speaking and listening fluencies displayed observable and drastic progressions. Thus, the strategy worked out well for an overall improvement of reading, listening and speaking fluencies. As I used the audios with General American accent style mostly, the students slowly improved their accent that is akin to GA, though they couldn't exactly imitate, and were able to understand the American accent easily. My classes thus helped my students understand the American news channels and movies and showed a way to improve their fluency further. I use even the audios with British and other accent form in order to make them be habituated to differences in the accent styles.

For example, in one class I used the text *Lessons from a Pony* by Lincoln Steffins (s.a). The audio and the story were downloaded from net. I demonstrate the fluency intervention with a small extract from the story.

> "One day our neighbor, Colonel Carter, rode his horse over to our house. He had another horse with him. He rode to me and said, "You've helped me a lot during the year. You've been a good boy. Now, here is the horse I promised. It is yours."

The students first listen to the audio of this text. Listening to the audio supports their understanding of the dialectical form and the intonation after the theoretical classes on phonology and intonation. Then they try to imitate the audio, first practicing along with audio and then individually. Then the teacher helps them frame questions and answers like,

Where did Colonel Carter ride his horse? Colonel Carter rode his horse to the author's house.

Who did the Colonel ride to? The Colonel rode to the author/author of the story.

What did the Colonel tell the author? Colonel told that the author helped him a lot during the year.

Colonel told what? Colonel told that.

Told what? That the author helped him a lot.

Helped him when? During the year.

So what did the colonel tell the author? Colonel told the author helped him a lot during the year.

After framing the questions the students in the groups take their turn to practice, first slowly trying to reflect the accent in the audio and then fast with a focus on the structure of the question and answer form. Then the teacher assigns them to construct similar questions based on the same model and practice them. The student practice by taking turns till they are comfortably fluent and this fluency has become observably automatic, later in their everyday conversations also.

Additionally the teacher can also ask the students to analyze sentences in the text and identify the 'core unit' and the 'subunits' in a sentence. For example, in the sentence

"One day our neighbor, Colonel Carter, rode his horse over to our house."

The 'core unit' in this sentence is "Neighbor rode". It is a complete sentence. You can't divide it further.

In order to find out the 'subunits', I ask the students to think about the questions like

"who was the neighbor?" -- Colonel Carter

"who was Colonel Carter? – Our neighbor

"who this 'our' refer to?" – the author

"Where did the neighbor rode?" – to our house

The answers to these questions are the sub units. For speaking practice the student take these questions and play roles in turns. The similar strategy works out well even for complex texts. Let us look at the following sentence.

> "The bodily condition associated with a high probability that we shall behave or do
>
> something is harder to pin down and we resort to metaphor."

<center>(Sentence taken from B.F.Skinner, 1989)</center>

Students can identify the 'core unit', "condition is harder". Once they identify the core unit the teacher can ask them to identify the subunits by questioning like

which condition is harder? – the bodily condition

What kind of bodily condition is it? – the condition associated with a high probability

High probability of what? – of 'that'

What is 'that'? – that we shall behave or do

Why/what for it is harder? – to pin down

Once the analysis of one core unit is over, they can easily go for the other part of the compound sentence, "we resort to metaphor".

When I introduced an intervention for these activities, in the beginning it was a bit hard for me and slowly with-in weeks of time students understood the importance of it and became confident in reading complex texts. I went with the same strategy for training the students for IELTS preparation. Though this training is for thirty days, the students displayed drastic improvement in comprehending the passages completely. Once a student is habituated to identify the core unit and sub units in a sentence the comprehension becomes totally accurate and fluency becomes automatic. In another way, we can say that we are operationally conditioning the students for reading through reinforcement. The practice of reading in this way helps in developing writing also.

In addition to it, teachers dealing with fluency can think of 'precision teaching' that is 'basing educational decisions on changes in continuous self-monitored performance frequencies displayed on "standard Celeration charts" (Ogden Lindsley, 1992). The works of Skinner, Ogden and their associates led to the development of the Precision Teaching that was adapted and proved successful, in developing fluency, at many of the schools only in the English speaking countries. Recording and evaluating the performance progress is easy with this strategy. The students get encouraged day by day and they can be more introspective about their progression. However, when the 'Celeration' charts are considered for displaying the progression, the teachers must be careful in grouping the students. The students of a group must be homogeneous. Otherwise, the students with low frequency rates when they go to their comparisons with those of high frequencies, they may go depressed, thinking that they may not reach the levels of their colleagues. And their participation levels get hampered. Even without Celeration charts a teacher can develop a classroom culture of recording the frequency rates on a day and can provide regular feed backs, just to encourage the student's active involvement in the activity. But one certain thing is, as I noted before, every student has their own 'saturation level' of fluency. Once a student reaches that saturation, you can't find further improvement though you try as many strategies possible to you.

Final Statement

One can see a lot of creative users of their second language and we can also observe that they become creative only after becoming fluent. One can't expect creative expressions from an influent user of a language and so creativity can be the byproduct of fluency. In spite of a lot of confusion with a number of assumptions, suppositions, and propositions, the fact seems to be that the process of language acquisition and fluency involves the combined effects of all the theories and the other discoveries still to be unraveled. The ESL teachers, when they consider the 'theoretical linguistics' for developing their teaching strategies for fluency can give due regard to three things. First thing, that the teachers can certainly assume that any language is rule based without which, one can't imagine the teaching and learning. At the same time there is the element of creativity, which looks unruly and disobedient to rules, which hasn't been accounted for, till now, by any models of language acquisition or comprehension or production. The question of the generation of creativity is still an issue being researched into, not only by the scholars of psycholinguistics and philosophy but also by the scholars of the biological, physiological and neurological sciences. The second thing, the teachers need not suppose that the standard rules must be reflected by their students at every stage of learning and they can also observe that the most learned people violate rules so acceptably and creatively. Being punctilious to rules at the learning stage may dwindle down the motivation levels and at the same time an ESL teacher should deal in a balanced way in order to reinforce the linguistic elements that conform to rules, otherwise the learning may lead to erratic expressions, which require further reinforcement for reparation. And the third thing, the teaching strategies are variable and the same strategies may not prove to be successful in all the cases. An experience that is rewarding to one may prove detrimental to another (Dewey, 1938), because all the minds are not equally sensitive and similarly responsive. May be that depends on the biological and mental sensitivity of an individual, which can also be considered for explaining creativity and fluency. By being reflective or thinking like

"Quist" (Donald Shon, 1983), a teacher can understand which strategy suits to whom. "Good teachers are necessarily autonomous in professional judgment. They do not need to be told what to do." (Ruddick & Hopkins, 1985, p. 104)." And instead of thinking about the basic principles of language that are innate, it may be easier for settling on the universal grammar of English that may, in fact, be akin to the Latin type of grammar for both teaching and learning.

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