


2005

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Recommended Citation

Iancu, Martha, "Seeing Fluency First Through the Kaleidoscope of Grammaring" (2005). *Faculty Publications - Department of World Languages, Sociology & Cultural Studies*. Paper 7.

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Seeing Fluency First Through the Kaleidoscope of Grammaring

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A typical criticism of whole-language instruction is that it ignores grammatical correctness, thus producing students who “can’t put together a decent paragraph or essay” (Ryan, 2002). However, best practice includes a focus on form and, in fact, accuracy is woven throughout the fabric of a good whole-language course (Dosch, 2002). This is true of the whole-language approach called Fluency First. The initial emphasis is on developing fluency, but attention then shifts to clarity and finally correctness (see Appendix A for the criteria for evaluating fluency, clarity, and correctness in writing). Note that fluency involves mastery of fundamental structural attributes of English, such as word order, so some grammar issues receive attention even in the fluency stage.

In Fluency First, to progress through stages of fluency, clarity, and correctness, students read and write massive amounts of English and use the language in a workshop atmosphere. Adele MacGowan-Gilhooly reported that ESL student passing rates at City College of New York doubled after the adoption of the Fluency First approach (1995/1991). Although the ideal is to use the Fluency First approach in a course that fully integrates reading and writing skills, Fluency First techniques can still be used effectively in a separate reading or writing course.

I was attracted to Fluency First originally because students who passed my intermediate-level reading classes did not gain the requisite skills for reading competently at the advanced level. Diagnosed from the perspective of Fluency First, my students were faced with assignments focused on clarity (negotiating academic texts) before they had developed fluency in reading.

I adopted Fluency First techniques in my intermediate level reading class (see Appendix B) and was delighted with the results. The class itself was more engaging, and the students not only improved their English reading skills but discovered pleasure in reading. Later I used a Fluency First workshop format in intermediate writing courses (see Appendix C), added a Fluency First component to the advanced level reading course, and converted the beginning level reading course to Fluency First.

I have found Fluency First techniques to be highly effective. However, adopting Fluency First is more complex than simply selecting a new textbook. It is a different way of structuring learning and classroom work. It can involve materials development and requires the expertise and flexibility to teach according to the learners’ emerging needs rather than moving systematically through a textbook. Yet I firmly believe that Fluency First offers optimal conditions for learner progress.

In November 2003, Diane Larsen-Freeman led a workshop titled “Grammaring” and presented the plenary address at the annual conference of Oregon Teachers of English to Speakers of Other Languages (ORTESOL) in Portland, Oregon. Subsequently, in the late spring of 2004, a group of ORTESOL members read and discussed Larsen-Freeman’s thought-provoking book *Teaching Language: From Grammar to Grammaring* (2003). Larsen-Freeman presented a rich, multifaceted view of current concepts related to language and language acquisition, especially focusing on strategies for addressing the *inert knowledge problem*, in which “knowledge that is gained in (formal lessons in) the classroom remains inactive or inert when put into service (in communication within and) outside the classroom”

(2003, p. 8). To this end, she introduced the concept of *grammaring* based on the definition of grammar as “one of the dynamic linguistic processes of pattern formation in language, which can be used by humans for making meaning in context-appropriate ways” (2003, p. 142). According to Larsen-Freeman, seeing grammar as a process and as a skill is the starting point on the road to improving the effectiveness of classroom instruction and overcoming the inert knowledge problem.

Participants in the book discussion group concurred that addressing the inert knowledge problem is a high priority for language teachers. As we discussed the various aspects of Larsen-Freeman’s conceptualization of language and language teaching, it struck me that if the principles and practices that she presents were a road, following it would bring us to the neighborhood of Fluency First.

I don’t claim that Fluency First is the only approach compatible with the principles and practices of teaching grammaring. Nevertheless, I believe that a better understanding of the principles behind Fluency First could help TESOL professionals adapt techniques for teaching grammaring more effectively in a variety of contexts. In the rest of the article I will identify Fluency First principles and point out connections to Larsen-Freeman’s principles and practices of teaching grammaring. (Unless otherwise indicated, all page numbers cited in the next section refer to Larsen-Freeman’s 2003 book.)

Fluency First Principles

1. Learners learn and acquire language by being exposed to it and using it meaningfully.

Language is a *dynamic system*. Through language use, language changes (evolutionary change of language across time), and through language use, language is acquired (the interlanguage of the learner is restructured). Karl Diller stated it this way: “The act of using language meaningfully has a way of changing the grammar in the user” (1995, p. 116, cited in Larsen-Freeman, 2003, p. 30).

Larsen-Freeman emphasized the importance of meaningful language use: “Meaningful practice of a particular type not only helps learners consolidate their understanding or their memory traces or achieve fluency, it also helps them to advance in

their grammatical development” (p. 99). She further explained that “students will best acquire the structures and patterns when they are put into situations that require them to use structures and patterns for some meaningful purpose other than decontextualized or mechanistic practice” (p. 117).

2. Learners learn and acquire language through listening, speaking, reading, and writing it a lot.

According to the language acquisition theory known as *connectionism*, as language data follow various neural paths in the brain, connections between the most-used neurons are strengthened and organize themselves into networks. These networks tend to assimilate new patterns to old patterns and analyze items of new information as variations of known information. When anomalous data are processed, a point may be reached when the system undergoes a perturbation and a new order emerges, resulting in the restructuring of the learner’s interlanguage. Active use of the language thus develops neural connections and networks. In addition, connectionism is compatible with the observation that “frequency in input is an important factor in second language acquisition” (p. 82).

3. Activities that are fun, interesting, and relevant to one’s own life are conducive to language learning and acquisition.

Learner engagement in learning activities is essential (p. 152). If attention wanes, Larsen-Freeman advised making changes in class activities (p. 153).

4. The development of language competence is a gradual process.

Learners may have periods of apparent regression and plateaus as well as periods of steady or rapid improvement. Eventually, successful learners will increase the proportion of use of correct and appropriate forms over time.

Chaos/complexity theory accounts for the fact that language learning is nonlinear, characterized by periods of apparent stagnation and bursts of progress (pp. 111-112). A complex system may assimilate data without changing, but at some point, input can result in a massive reorganization of the system. It is like looking through a kaleidoscope. If the viewer starts to turn the kaleidoscope cylinder slowly, the image

may not change. However, when the movement reaches a certain point, the colored pieces suddenly rearrange and a new image is formed. An example from language acquisition is the learner's initial correct use of irregular past tense verb forms (for example, *went*) being superseded by over-generalization of *-ed* endings (for example, *goed*) when the learner first assimilates the regular past verb pattern.

5. Learners who attain fluency are better able to improve their clarity and correctness than are learners who are not fluent.

6. Developmentally appropriate instruction and feedback promote progress toward clarity and correctness.

7. Postpone emphasis on correctness in grammatical structures that are not essential to communication of meaning until fluency has been demonstrated.

Attaining fluency entails acquisition of the fundamental patterns of a language (for example, S-V-O order), but not all structures are equally important. Larsen-Freeman asserts: "It is a myth that grammar can be learned on its own, that it need not be taught" (p. 78).

Grammar learning is not a simple aggregation process. Rather, it is characterized by *morphogenesis*, the generation of new patterns through interaction as well as instruction. According to Larsen-Freeman:

rather than viewing grammar development solely as a process of conforming to the grammar of the community, which is governed by deductive and inductive operations, [. . .] language development involves the spontaneous creation of grammatical patterns, which then, as speakers communicate with each other, adapt themselves to the overt patterns of grammars of other individuals in the community Besides [. . .] allowing for the creativity of new patterns in language, which are triggered by the input data but which are not pure imitations of it, this point of view has the added advantage of including a social dimension. (p. 112)

8. A novel is an ideal text for language learning if it has an engaging plot that motivates readers to keep turning pages.

The vocabulary and writing style in a novel tend to become familiar and the reader has an extended context for guessing vocabulary items. Also, it is not important for the reader to understand every word and every detail of a novel; it is enough to get the general development of the story.

9. Viewing a movie clip of the part of the story that learners will read can provide schemata to help learners understand what they are reading even if there are many unfamiliar vocabulary items.

Engagement and attention are essential, so "activities have to be independently motivating, seen by learners as worth doing" (p. 117). The story line of the novel and the pleasure derived from watching the movie tend to stimulate student engagement.

The use of extended texts also allows teacher and learners to benefit more fully from the fact that language has a *fractal* structure, that is, language has patterns that are self-similar at different levels of scale. The fractal structure of language is reflected in the fact that the ten most frequent words occur in the same rank order in texts of various lengths (p. 32). Another example comprises the three dimensions—form, meaning, and use—that characterize language structures at different levels of scale, from phoneme to discourse (pp. 35-36). Figure 1 on the next page represents this fractal character of language. The large triangle is composed of smaller triangles, which are in turn composed of smaller triangles. At every level of scale, each triangle (representing a language structure) is characterized by the three dimensions of form, meaning, and use.

Larsen-Freeman views language acquisition as "a gradual process involving the mapping of form, meaning, and use" (p. 87). She believes that the three dimensions of grammar are learned differently: form through repetition, meaning through associative learning, and use through consideration of the communication context (p. 42-43). Through viewing the movie and reading the novel, learners experience all three types of learning in a meaningful context.

Larsen-Freeman teaches students this *linguistic heuristic*: "A change in one dimension will cause

changes in other dimensions.” For example, a difference in form means that there is also a different meaning or use (p. 44). A novel provides a meaningful context for illustrating these changes. Similarly, working with grammar in context facilitates the application of Larsen-Freeman’s *challenge principle*: When addressing any particular grammar issue, predict which one of the three dimensions will present a greater long-term challenge to the learners and select teaching techniques that will help the learners deal effectively with the most challenging dimension (p. 45).

Working with the extended texts of the novel and movie facilitates *horizontal planning*, that is, spreading the various phases of lessons across several days (p. 147) and enables learners to explore clusters of structures that typically occur together in texts (p. 149).

10. Readers should not use a dictionary while they are reading the novel.

Readers will tend to stop frequently to look up unfamiliar words, losing the flow of the story or finding the reading makes little sense. Rather, readers should keep reading even when they meet unfamiliar words and try to guess the meaning based on what they already know (from the movie or from the way the story is developing), marking words that they want to look up later. To develop fluency, readers need to develop a tolerance for ambiguity and a readiness to use any available clues to guess meaning. Coaching learners in these strategies helps them learn how to learn (p. 153).

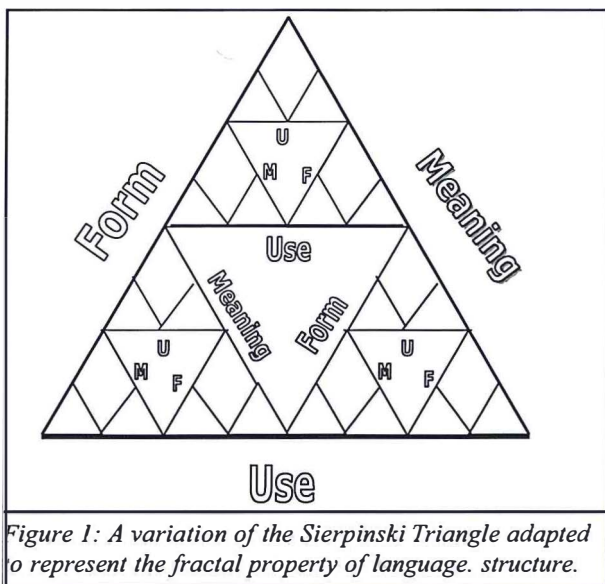


Figure 1: A variation of the Sierpinski Triangle adapted to represent the fractal property of language structure.

11. Free writing about aspects of the novel engages the learner in freely expressing ways that the story connects to his or her own life and contributes to the development of fluency.

According to the *generation effect* described by Stevick, students remember best what they themselves construct (Larsen-Freeman, 2003, p. 122).

From the perspective of *chaos/complexity theory*, free writing engages learners in language creation. Chaos/complexity theory involves the study of complex, dynamic, nonlinear systems. In this model, not only does the state of a dynamical system change over time, but “the nature of the relations among the elements that constitute it also change, as with a developing embryo” (p. 111). Thus, Larsen-Freeman suggested that “the language system is not only restructured or reweighted as a result of use; it is created” (p. 111).

12. Learners who are shy or feel incompetent in speaking a foreign language can improve their oral skills by reading their own writing to a group of peers and discussing their ideas together.

This might be seen as a way of scaffolding oneself, using one’s own writing to support the development of oral skills. Normally the term *scaffolding* involves a knowledgeable partner interacting with a learner to enable the learner to be able to do something that he or she could not do alone (p. 88).

13. Working in small groups maximizes the opportunities for learners to use English meaningfully in the classroom.

As learners use English in meaningful interaction, they develop their language ability. As Diller put it, “language use *is* language learning” (Diller, 1990, p. 339). Interaction also promotes the process of *nucleation*, the initiation of rapid growth in a skill or knowledge (p. 149).

Using language in classroom interaction facilitates emergence. *Emergentism* describes how complexity in a dynamic system “emerges at the global level from the repetition of fairly simple processes or the actions and interactions of agents at

the local level” (p. 112). Some examples are (1) a honeycomb and (2) a flock of birds formed by the actions of individual birds. This is one way to explain how human grammars emerge: “they represent the class of possible solutions to the problem of how to map a rich set of meanings onto a limited speech channel, heavily constrained by the limits of memory, perception, and motor planning (Bates and MacWhinney, 1989, cited in Bates and Goodman, 1999)” (cited in Larsen-Freeman, 2003, p. 113).

As Menezes (n.d.) explained the ramifications:

a net is only a net because of its various interconnections that continue repeating the same pattern; [in the same way] language learning, as I see it, functions like a fractal: cognitive operations catalyzed by interconnections among the multiple parts of its system repeat themselves over and over, constructing a network of knowledge/use of the language in a continuum.

The dynamic character of language, its fractal nature, and its emergent quality are connected. Larsen-Freeman asserts,

Use, change, and acquisition are all instances of the same underlying dynamic process and are mutually constitutive. As MacWhinney (1999) observed, all three are examples of emergentism (use or real-time emergence, change or diachronic emergence, and acquisition or developmental emergence) operating in different time frames—and, I would add, at different levels of scale (p. 113).

14. A learner who is not afraid of making mistakes will develop fluency more quickly than one who is.

Thus, in responding to free writing, the teacher should react to the content of the learner’s writing; the teacher should comment directly on problems of grammar, vocabulary, or even spelling only when as a result of inappropriate forms the meaning is unclear.

15. Emphasis on correctness should be contextualized so that the learner relates the correct form to the expression of a particular meaning that he or she is already trying to express or decipher.

The best time for instruction is at “the point of need” or in “a teachable moment” when the learner needs and wants to know about a particular form or structure.

16. Appropriate feedback for writing assignments differs according to whether the focus is on fluency, clarity, or correctness.

- a. For fluency, feedback should respond to content, not form. If some content is unintelligible, seek to elicit the intended meaning from the learner and offer appropriate phrasing. This type of feedback should be provided for the first draft of higher-level assignments as well.
- b. For clarity, appropriate feedback for revision includes systematic (gradually building up over time) attention to rhetorical structure and salient grammar issues.
- c. For correctness, appropriate feedback for editing includes systematic attention to fine points of grammar, mechanics, and format.

The philosophy behind these strategies is contained in Larsen-Freeman’s assertion:

Errors do not merely present opportunities for feedback. They can also provide helpful windows on learners’ minds, showing teachers and researchers what learners are thinking, their stage of development, and what strategies they are adopting (p. 125).

Larsen-Freeman urged teachers to

be alert to ‘teachable moments’ when [you] can focus learners’ attention on emergent forms in learners’ interlanguage. ... It is thus students’ learning that guides the teaching rather than vice versa (p. 145).

She advocated practicing a checklist process for teaching different forms rather than addressing them in a preplanned sequence. It is not necessary to teach grammar structures in a certain order (p. 146).

These strategies are compatible with Larsen-Freeman’s description of *judicious effective feedback*. Judicious effective feedback includes (1) attending to errors that show the student is ready to learn (appropriate to learner stage of development); (2) focusing on errors, not mistakes; (3) addressing

errors when students are trying to say something they don't know how to say; (4) dealing with errors that are committed when the focus of the activity is accuracy; and (5) providing feedback on errors where learners need negative evidence in order to eliminate a hypothesis (p. 131-134).

17. In providing feedback to writing with a clarity or correctness focus, use techniques that challenge the learner to identify and correct his or her own errors, but only after the class has received instruction in that particular type of error.

This means cultivating grammaring as a skill. Based on the 3-dimensional analysis and considering the dynamic character of language, Larsen-Freeman defined grammaring as "the ability to use grammar structures accurately, meaningfully, and appropriately.... [G]rammar can be productively regarded as a fifth skill, not only as an area of knowledge" (p. 143).

18. A focused, collaborative peer editing process can provide useful feedback for learners to improve their writing and editing skills.

This is a process in which scaffolding can occur in the *zone of proximal development*, Vygotsky's term for what a learner cannot do alone but can do as a result of interacting with a more knowledgeable partner (p. 88).

19. The relationship between teacher and student can be deepened and strengthened when the teacher reads and responds to the student's double-entry journal.

By interacting in writing in journals, teacher and learners often come to know each other on a different level than is possible in oral classroom interaction. This is important, according to Larsen-Freeman, because "good teaching depends on a teacher's ability to create a positive, trusting relationship with his or her students" (p. 155).

This also enables the teacher to more effectively help learners express their intended meaning, because discovering the meaning a student is trying to express, as Larson-Freeman puts it,

requires that teacher and students achieve... intersubjectivity so that the teacher is aware of what the student is trying to say. ... If a teacher fails to achieve intersubjectivity with her students, her efforts may be fruitless (p. 132).

Other Levels of Compatibility

Particular aspects of grammaring are not represented in these Fluency First principles but are compatible with the practice of Fluency First. For example, it is easy to incorporate the Three Dimensions of Language pie chart (p. 35) into mini-lessons and other interactions related to language structure. The teacher can use the context provided by the novel, movie, research, and group activities to raise learner awareness of reasons that underlie rules (p. 51) as well as to create situations in which students use certain target forms meaningfully (p. 145). Similarly, Larsen-Freeman's seven techniques for explicit teaching of form, meaning, and use (consciousness-raising activities, output production practice, feedback strategies, slow motion, zoom, wide angle, and camcorder) (p. 150-52) can be integrated into the flow of Fluency First processes.

Conclusion

Larsen-Freeman's vision of grammar as a process and a skill as opposed to a body of knowledge has profound implications for language teachers. The model of language that emerges from the concepts she presents is a constantly changing fractal network of connections that absorbs new data, generates new patterns, repeats many processes, and operates in a nonlinear fashion, undergoing periods of little apparent change and then sudden states of chaos and restructuring, like a kaleidoscope.

To overcome the inert knowledge problem, teachers should seek ways to translate Larsen-Freeman's vision of grammaring into practice. They must involve learners in frequent and active use of language for meaningful interaction, integrating feedback from more knowledgeable partners (teachers and classmates). To take advantage of teachable moments and to better serve learner needs, desires, and readiness to express meaning through appropriate forms, teachers should use a checklist rather than a preplanned sequence of grammar topics. Teachers should seek ways to work effectively with the

nonlinear and emergent qualities of language learning and to facilitate the process of morphogenesis. Finally, teachers should take advantage of the fractal nature of language by offering insights into the three dimensions of form, meaning, and use at every level of scale.

In my view, the principles and practices of Fluency First coincide perfectly with those of grammaring, so I urge teachers who seek an approach that by its nature fosters grammaring to consider Fluency First. It is advisable to experiment by starting small—add a few Fluency First techniques to a class and evaluate their effectiveness as you decide whether and how to transform the course more fully in the future. In the beginning, you and the students will need to adjust to changes in rhythm and in your teaching role, but once procedures are in place, Fluency First activities tend to develop their own momentum. Besides being effective, Fluency First brings joy to language teaching and learning.

Here is an example of a grammar breakthrough in my reading class. Several times in a novel my students were reading this semester, the unreal conditional was used. One student copied a sentence in his double-entry journal and in his free writing asked why the form “were” was used rather than “was” or another form that agreed with the singular subject. I wrote an explanation in my response to his journal. During group work, he realized the other students were puzzled by the same question, so he showed them his journal. It was a “light bulb moment” for the group, who reacted with a murmur of delight.

Of course, this was an early step in the students’ process of competently using the unreal conditional. The following unedited examples of students’ reflections on their Fluency First reading experiences reveal the process of developing fluency and clarity.

A beginning level student told me that before he enrolled in our program he hated reading in English. After reading two books he commented, “I think my reading ability is improved and I like reading now.” He wrote about how the relationship of a main character with her father affected him:

Fly Away Home is good for me because I am not a person who perseveres, so I was affected by her. ... I worry about them every day when I read book. That was

good story. ... *Fly Away Home* teach me don’t run away if I had big problem and never give up.

An intermediate level student wrote,

When it was a very fine day, I could enjoy reading those books under the blue sky. ... It was very beautiful sight. ... I could enjoy reading books, so after I would go back to Japan, I would read some books under the sunshine. ... I could have great memories here with reading books. ... I will never forget these memories. ... Thanks to you, I became to like reading books, and I could enjoy sharing our journals. ... I want to be an English teacher.

An advanced level student in a TESOL course selected the Fluency First reading experience as an excellent example of integrating language skills. “I read the book, write a journal about that, talk about that and listen to my group mates’ opinions, so it involves all skills. Besides, I learned about American and Korean cultures and my group mates learned about Japanese culture. ... I think that this work gave me many benefits. I didn’t like to read books before, but the book was very interesting and easy to read. My reading skill was developed. I talked about my culture, American and Korean cultures, so I knew about them and compared. That’s very fun, and my speaking and listening skills were developed. There is no drawback to do this work.”

“A good reader is a good writer and a better student” according to Dulcinia Nunez, a visiting professor at the University of North Texas (Boome, 1999). Fluency First inspires second language students to become readers, a major step forward in their language and academic development. By providing meaningful content and practices that nurture all language skills in accord with the grammaring principles and practices proposed by Larsen-Freeman, Fluency First offers great promise in the struggle to overcome the inert knowledge problem.

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Appendix A

Criteria for Fluency, Clarity, and Correctness in Writing

Fluency: A fluent piece is interesting, understandable, shows ease of expression, is complete and logical. Communication is never lost. The language may not seem like a native English speaker's, but the writer shows enough control of structure and vocabulary to express his or her ideas. The vocabulary may at times be too simple or inappropriate for the topic, but in general, these weaknesses do not prevent the reader from understanding what the writer is saying. There may be errors in grammar or spelling, but not of the type that cloud meaning (for example wrong word order, missing pronouns, literal translation). The length of the piece is appropriate to the topic, and the writer maintains a central focus, with no gaps, and with a discernible beginning and ending.

Clarity: The writing is interesting and comprehensible, and has a clear focus throughout, with no digressions or gaps. The reader doesn't have to struggle to get the meaning. Sentences and paragraphs are logically related to one another, and the piece demonstrates a hierarchy of ideas with adequate connections between those ideas. There is a clear main idea and sufficient support for that idea. The piece accomplishes its intended purpose, with an introduction and conclusion. The conclusion, however, is not unnecessarily repetitive. The piece has no consistent syntactic problems of the type that interfere with clarity (for example few tense indicators, wrong word order, missing subject pronouns, wrong word forms, insufficient sentence boundaries). There is 50% or better control over punctuation, and 75% or better control over verb forms, subject/verb agreement, negation, pluralization, and spelling.

Correctness: The writing is fluent and clear, as per the above criteria, plus the following. The essay addresses the topic adequately, has a clearly expressed thesis which is satisfactorily developed and

supported, and in general is cohesive and coherent. Each paragraph talks about only one subtopic, and supports that subtopic with appropriate examples. Sentence structure displays almost native like sophistication, and there is at least 90% accuracy in verb usage, punctuation, subject/verb agreement, negation, and spelling. There are no errors in word order, pluralization, or pronoun usage. Errors in the use of articles and prepositions are tolerated.

Note. From *Fluency First: A Whole Language Approach: A Resource for Teachers of ESL and Basic Writing* (4th ed., p. 14), by A. MacGowan-Gilhooly, 2001, Dubuque, IA: Kendall/Hunt. Copyright 2001 by Adele MacGowan-Gilhooly. Adapted with permission.

Appendix B

Fluency First in a Reading Class

The focus of my intermediate reading class is to develop fluency in reading. Fluent reading is “reading at a normal pace and understanding most of what you read without relying on a dictionary” (MacGowan-Gilhooly, 1996b). Learners read novels and popular nonfiction at a rate of about 10 pages per day (about 4000 words). Students choose short passages that particularly interest them and, in double-entry journals, copy them and freewrite a reaction to each passage.

In class, students discuss their journal entries in small groups and do group tasks to help each other grasp the most significant aspects of the plot and characters. They view related movies to help them cope with challenging texts, to increase their motivation, and to engage them visually and aurally as well as through the written word. More formal writing and oral assignments round out the activities for each book.

The reading activities in my intermediate level reading class include the following. For more details, see Iancu (2000).

Reading Activities

- A. Pre-reading Movie Clip
- B. Novel Reading
- C. Double-Entry Journals
- D. Small Group Discussions
- E. Small and Large Group Activities

- F. Quizzes
- G. Projects and Presentations
- H. Exam

Appendix C

Fluency First in a Writing Class

In my intermediate Fluency First–inspired writing workshop, each student writes about 10,000 words: freewriting totaling about 2400 words, a personal book of about 3000 words, and a research project of about 4600 words. Students go through a multi-step process of freewriting, composing, revising, and editing with a small group of peers in a workshop atmosphere.

When learners achieve fluency, they begin working consciously to improve the clarity (rhetorical and general grammatical accuracy) of their writing; then they focus on correctness at a more sophisticated level. Grammar and vocabulary are learned at the point of need, as much as possible through student initiative and taking into account each student’s readiness to relate to various grammatical structures or patterns. Throughout the process, the teacher provides feedback and guidance regarding each student’s progress and needs.

The elements in the research project for my intermediate level writing class (based on MacGowan-Gilhooly, 1996a) include:

Research Project

- A. Position Paper
- B. Point-of-View Pieces
- C. Bibliography
- D. Library Process Report
- E. Double-Entry Journals
- F. Research Reports
- G. Interview
 - Interview Questions
 - Transcription
 - Analysis
- H. Research Summary
- I. Other Possible Elements
 - Book Report/Review
 - Site Report
 - Survey or other original research project