

INFORMATION AND LANGUAGE FOR EFFECTIVE COMMUNICATION

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Abstract: Information and Language for Effective Communication (ILEC) is a language teaching approach emphasizing learners' extensive exposure in different language communicative sources. In ILEC, the language learners will first receive instructions of ILEC principles and application. Afterwards, they will receive autonomous, direct, purposeful, and intensive Input Exposure in particular source/s of information. This will be followed by an Output exposure, in which language learners are engaged in classroom actual discussion in English, analyzing information they have collected before. This article investigates the gradual development of learners' speaking fluency after undergoing autonomous exposure, which the author used as an effective English teaching innovation for the multi-level second language learners.

Key words: autonomous language learning, exposure, information, communicative sources, English fluency.

The primary function of language is to communicate information. This information is in the form of comprehensible messages used to negotiate meaning with one another. Whenever we use language in speaking or in writing, we communicate by sharing or expressing our thoughts, ideas, emotions and collected facts or data with other people. Tonkin (2003) states that language allows people "to express their own personality and absorb information about the personalities and needs of others. They do not rely solely on the rules of language as a formal system, but draw equally on their knowledge of the social context, of the individual whom they are addressing, and of the topic" (Tonkin,

2003: 2). Language as a system of communication enables us to cooperate especially when meaning is clearly conveyed. This emphasizes the social functions of language.

Most of the time, we communicate information using language. Communication, language, and information are therefore interrelated. In reality, whenever we use language to communicate, we see that the information is in the language and the language is in the information. We can say that the cognitive ability of a person to acquire information continuously leads him to acquire the language attached to the information. Thus, proficiency in the language a person has to communicate is dependent on the level of information he has accumulated as a result of his level of exposure. Scarcella and Oxford (1992) regard this as, “depth of learning”, a notion which tells us that if language learners engaged themselves in a task with concentrated, meaningful and purposeful effort, their continuous exposure to language in that task helps them learn or acquire the language.

In this language pedagogic approach, emphasis is put on learners’ exposure in various Information-language communicative sources, useful to the development of English fluency, which is instrumental to effective communication. In ILEC, English language learners learn information, the subject matter and oral skill in English at the same time as they are being exposed independently in a particular communicative source.

THE ILEC FUNDAMENTAL LINGUISTIC THEORY AND PRINCIPLES

ILEC methodology does not focus on the traditional teaching and learning of the English language but on the step by step processes in the accumulation of information and ideas, during actual independent exposure of the language learners in various communicative sources. In this pedagogic approach, the development of the learner’s speaking fluency relies neither on the shoulder of the teacher, nor on how much rules the learner should know in English language; rather, it relies on how much he knows about the world in which everything is represented by language. This is based on the theory of Constructivism developed by Jean Piaget in 1920, and Bruner’s Discovery Learning Theory (inquiry-based instruction) in 1960 which suggest the idea that learners build

their own understanding of the world by experiencing and reflecting on what they have experienced in it. To apply the theories in ILEC context, language learners should ask questions, search, investigate, weigh up and reflect based on what they already have, to the new things they come to know. In the constructivist system, the language learning experience is not dominated by the teacher but focused on the learners, guiding them through interactive communication, building on what they already know, and helping them construct their own knowledge. The role of a language teacher as a facilitator is to interact with students, negotiate meaning with them using the accumulated information the learners have from their intensive exposure.

Since language acquisition and learning is a gradual process based on the learners' intellectual levels, different personalities and their commitment to develop new language behaviour, ILEC respects the learners' communicative practices, thereby, at early stage, it allows silent period, mixture of native and second language in speaking, and use of English language they learned based on certain conventional practice. It does not force the learner's early production of language since every learner has certain level of cognitive ability manifesting in his acquired language in terms of speaking and writing. In ILEC, knowledge in grammar accuracy comes later since it is a universal human experience. In language acquisition and learning process, man has innate tendency to be able to communicate information before learning the rules and structures of grammar of the language he uses (Krashen, 1982).

THE MEANING OF INFORMATION

Information is a definite knowledge acquired or supplied about something or somebody. It also means collected facts or data about a specific subject (Encarta Dictionaries, 2009). Based on the definition, information is something that a person receives from, or something that a person shares to others. A person is able to receive or share information because he connects to a communicative source. A source in this context is anything providing and communicating information such as: an activity, places, events, person, behaviors, things, words, ideas, feelings, stories, history, or any printed materials (books, newspapers, magazines, almanacs, and encyclopedias) and anything under the sun. Once a person connects himself with/to any of those sources, the occur-

rence of information receiving and sharing takes place. Currently, the names, brands, terminologies, expressions, alias, jargons, and ideas attached or ascribed to the information are parts of language or language themselves. As mentioned above, the language is in the information and the information is in the language. For example, a paper is the actual thing being seen. The presence of the paper is the information received and the word paper is language attached to the information (paper). Moreover, the proper name given to the paper, the quality ascribed to the paper, the brand name of the paper, and any phrasal expression about the paper are essential aspects of information about the paper, which are language. The paper itself and all its features are information, which we receive and share through language. If a learner has understandably acquired the information, he would have something to talk about the information.

THE MEANING AND KINDS OF EXPOSURE

Exposure is defined as “the experience of coming into contact with an environmental condition or social influence that has (a harmful) or beneficial effect” (Encarta Dictionaries, 2009). Our physical and social environments are the place of our exposure.

There are two types of exposure in ILEC language learning: the input exposure and the output exposure. Input exposure is when a person comes into contact purposefully with the information or within the source of information. Although we have a direct and usual exposure everyday within an immediate environment, this type of exposure can be implemented for the purpose of experiencing something. It can also be implemented involving concentrated effort in order to achieve something. Intensively, an ILEC learner comes into contact with/within the source of information in order to learn/acquire the information from the source. The experience of learning and acquiring the information is also the experience of learning and acquiring the language attached to the information.

If a non-native speaker is in the middle of those (in) formal linguistic influences, he would eventually learn and use the language nearly in the same way the native speakers learn and use it. As the non-native speaker is being influenced in the use of the second language, at the same time he becomes ex-

posed to various information expressed in English, which he eventually communicates as the need in a communicative situation arises. In his exposure, he learns, in English, different conversational expressions, technical terms, jargons, and their distinctive speech sounds.

In addition, essential to successful input exposure is the learner's good comprehension experience of the information. Comprehending the details of the information is the key to be able to share it. There are students who cannot share and explain their teachers' questions because aside from having no information to share, they totally do not understand the information they have or the teacher asks. This happens because the student did not involve a concentrated effort and extensive inquiries, examination, exploration or discovery of the information during exposure. This lack-of-information and non-comprehension experience of language learners are common problems in some oral communication activities especially for non-native speakers of English. In other words, when we speak, we speak fluently and extensively about something that we only objectively and subjectively know and understand.

We cannot give what we do not have. What we have had during input exposure is the information we can give during output exposure. The output exposure is the essential result of input exposure. In ILEC oral communicative activities, the information to discuss to/with the class is the result of the intensive and extensive independent exposure of the language learner. The role of the language learners follows the so called sponge principle wherein it regards learners as sponges who soak up knowledge through in-depth immersion in contextual reading, observing, listening, watching, recollecting, etc., on a common subject, then pool the information he absorbed in class, or with a group, or with his teacher for discussion (Parrott, 1993). The learner has something to discuss because he has information that he fully understands. He can negotiate meaning, he can respond to feedbacks, he can ask questions to clarify whether the listeners understand him or not. In other words, the information that the learner has and his maximum comprehension of it sets up his confidence to speak up.

The development of English speaking fluency requires time, concentration, focus, and absorption in acquiring information and ideas. In other words, it does not happen overnight. The practice of English speaking fluency is a con-

tinuous experience of borrowing, listening, recalling, imitating, associating and using the language as a medium to express something.

THE MEANING OF FLUENCY

The word *fluent* is derived from Latin, *fluere*, meaning “to flow”. It connotes “to move freely from one place to another”. In language, fluency is being able to speak with ease. There is smooth flowing in communicating. A person considered as fluent has no difficulty in expressing what he wants to say. Being fluent, he makes it easier to deliver something, say something and speak about something. But how can there be smooth flowing if there’s nothing to flow to? How can ideas flow smoothly in speaking if the speaker has no ideas? How can a speaker fluently inform others if he has slight information or no information at all? Hence, fluency in the context of ILEC language teaching approach is dependent on the information a person has, as a result of his stored past and present information gained from his exposure.

English language oral fluency does not happen overnight. It is a gradual process of development that depends on past and present information and ideas the person has already known or accumulated. In speaking, we tend to connect some information from the past that has to do with what we know and discuss at present. In short, the extent of what the speaker already knows also determines his fluency. We cannot expect someone to speak about something that he doesn’t know, and we cannot control someone to speak about something that he already knows, particularly when an opportunity to communicate comes contextually. In fact, whenever we speak, we just communicate something that we acquired and learned some time ago from a particular source. We only learned about them and passed them on to others. We really cannot give what we do not have.

THE STIMULUS AND RETRIEVAL OF RECORDED INFORMATION

When we talk, it is because we are just induced or stimulated to talk. This happens because of the active reaction of our sensory perception to a particular stimulus. What we see, smell, hear, taste and touch are subjects from which messages about them give us the reason to talk.

Anything serves as stimulus of acquired language. Through the five senses, our subliminal experiences of acquired language are activated. What we sense around in the context of the environment serves as stimuli in retrieving the recorded information that have been deposited in our mind in the course of time. Our mind is a depository of our experiences in the world. What we experienced in the past and at present are semantically recorded in our minds. What we think about our belief of the possibilities in the future is also recorded in our minds. The records of the number of information in our minds can be retrieved by means of appropriate stimuli represented by the only one instrument, which is psychologically and universally called as language.

In other words, one cannot absolutely retrieve something that is not in our mind, and one can easily retrieve the image-language in the mind if there is a stimulus activating it from outside. This can be explained further that an object cannot be considered stimulus if nothing about it has been stored in the mind of a person. In relation to language, since the things in this world are stimuli being represented by language and only the image-language of a stimulus is the one stored in the mind, one can easily and automatically speak the language during the process of retrieval, especially if the actual stimulus is present at the time of speaking. A word, idea, or information can be easily retrieved from our memory if it is stimulated contextually.

Fluency also depends on stored image-language mind capacity of a first or second language speaker. The longer the exposure, the greater the image-language stored in the mind. This results in fluency. This principle follows one of the concepts of schema theory which says that there is a mental framework that centers on a specific theme helping us to organize social information. Widmayer (2005) explains:

Several instructional strategies logically follow from schema theory. The most important implication of schema theory is the role of prior knowledge in processing. In order for learners to be able to effectively process information, their existing schemas related to the new content need to be activated...(Widmayer, 2005: 2).

UNDERSTANDING THE PROBLEMS IN ENGLISH SPEAKING

The problems in speaking English are due to many reasons. According to findings in classroom research where English is taught directly, the problems are as follows:

1. Student factor (Parrott, 1993)
 - a. Fear of committing mistakes.
 - b. Lack of appropriate language
 - c. The feeling of having nothing to say on the subject
 - d. Lack of exposure/practice in English speaking.
 - e. Negative previous experience
2. Teacher factor (Patil, 2010)
 - a. Lack of creativity in teaching approaches
 - b. The teacher's personality and attitude towards his students in terms of text and test.
 - c. Lack of giving motivation and incentives.
3. Social factor (Krashen, 1982)
 - a. Becoming paranoid due to criticism made by peers for the mistakes committed.
4. Language stimulus factor (Krashen, 1982)
 - a. Incomprehensible input
 - b. Inappropriate or irrelevant language materials and activity
5. Other factors (Patil, 2010)
 - a. The practice of English teaching instruction using the native language.
 - b. The limitation of English speaking opportunity.
 - c. Fear in speaking due to the presence of a person known to be good in English.

One of the reasons for the students' irregular practice of English speaking is the high affective filter they experience. One of the forms of Affective filter according to Krashen (1982) is anxiety. The filter is high when there's anxiety on the part of the learner because he is forced to make early production outside his English language limits. In other words, the language learner is anx-

ious to speak because he/she is asked or required to give something that he does not have and know. The student's having no idea of what to talk about during the discussion or a recitation and his/her lack of opportunity to use English for a long time restrain him to speak. As a result, he is anxiety-stricken when discussion comes.

Another one is the question of error correction. Krashen (1982) said:

A sure method of raising the filter is attempting to correct errors, especially in beginning stages and especially in spoken language! Error correction is, unfortunately, the profession's typical reaction to error, and in my view it has been a serious mistake (Krashen, 1982: 74).

He said further that research in second language acquisition informs us clearly that errors are inevitable, and that they will be plentiful in early stages, so correcting errors at this stage is likely to inhibit the students instead of helping them.

Another cause for the learner's having no opportunity to speak in English is the language teacher's domination inside the classroom. Patil (2010) calls this Monotonous and Monologic Teaching Method. In his research abstract he states:

The monologic, unidirectional, and unilateral pedagogy has bred paradigms of dependence and hierarchy. It has assumed the parasitic role of the learner who is looked upon as an empty vessel to be filled and as a zero balance bank account into which the authoritarian, omnipotent and omniscient teacher deposits funds of knowledge which s/he accepts unquestioningly. This type of pedagogy has failed to nurture the learner's resourcefulness, imaginativeness and innovativeness... (Patil, 2010:2).

The teacher sidetracked from the original route of his language teaching direction, forgetting that language teaching is not a pompous display of his ability to speak in English but a responsibility to influence change on the part of his language learners. Of course, it is the teacher's responsibility to teach theories,

principles, techniques, etc., to the students. His repeated instruction of the subject matter over the years might make his explanation very well articulated. However, teaching and motivating the students to speak does not end in their learning of theories and the rests. It is an example of active monologic instruction which, with due respect to others who affect change to their students, results to passive learning on the part of the learner, that ends up in just satisfying the result of the school's periodic examination. It is true that some students have the ability to understand and write about what the teacher has said and taught, but when it comes to holding or facing a real dyadic communication or small group interactive speaking opportunity that sometimes comes by surprise, the problem in English speaking arrests the students again.

ILEC MEASURES TO ADDRESS THE PROBLEM

Developing Autonomous Learning (Autonomy-Encouraging Approach)

“That said, I would advocate the development of curricula and materials that encourage learners to move toward the fully autonomous end of the pedagogical continuum” (Nunan, 1999:12). While students traditionally believe that their learning begins inside the classroom (which may be true because the belief is reinforced by the prevailing monologic system of instruction of some language mentors that encourages dependence to them), in ILEC oral language proficiency development, learning begins at home or anywhere outside the classroom. That is, the students independently learn the theory, gain old and new information, clarify meaning and make some interpretation, implication and speculation of the subject matter he/she studies and observes outside the classroom. Of course his collecting of information is objectively supported by and referred to from the bulk of related sources gathered. Hence, the classroom and other outside settings are just places for actual discussion of what the ILEC students learned from their exposure. In ILEC, rather than adjusting the teaching materials and methodology according to the standard of the teacher, the creative and innovative teacher equips the students the skills of learning on their own and serves as a facilitator. “Rather it is a matter of educating learners so that they can gradually assume greater responsibility for their own learning”

(Nunan, 1999: 12). This approach encourages the learners' development of autonomous learning experience and skills wherein the language learner has

“the ability and willingness to take the responsibility for learning, to initiate and to take risks, and is one who take decisions with regards to active seeking of information, opportunities for practicing the language, and independent seeking of assistance from proficient language users and general resources” (Parrott, 1993: 47).

ILEC employs two techniques to make this approach conducive to learning. First, the teacher gives a very clear explanation of what students should prepare, and the discussion they are going to do inside the classroom and anywhere. Second, the teacher gives the students criteria for assessment. These criteria are explained very clearly concerning their purposes. In explaining the criteria, the teacher should be able to encourage the students to have a fruitful exposure on the subject they have chosen and tell them that the criteria will determine their grades to be given right after explaining in English the information they have learned outside. Moreover, the teacher can challenge the students, telling them that the more information they discuss, the better the grades they receive (if possible). In this language learning approach, the students do all the talking during the discussion because they have something to say, positively, motivated with a purpose, and the teacher only serves as a facilitator as Nunan states:

Learners are therefore systematically educated in the skills and knowledge they will need in order to make informed choices about what they want to learn and how they want to learn (Nunan, 1999: 12).

Motivating Learners to Learn a Language

Motivation and interest are two important factors the learners should experience to achieve more in their language learning. "Situational interest, triggered by environmental factors, may evoke or contribute to the development of long-lasting individual interests" (Krapp, Hidi, and Renninger, 1992: 18). Research findings prove that the students intrinsically act in autonomous language learning as a result of encouraging motivation. Gardner (1985) states that a

highly motivated individual will want to learn the language, enjoy learning the language, and strive to learn the language. "The extent to which the individual works or strives to learn the language is because of a desire to do so and the satisfaction experienced in this activity" (Gardner, 1985: 10).

Because ILEC encourages and places the students to full autonomous learning practices to achieve its main goal of developing English oral fluency, one of its important tasks is to keep students' interest and motivation constant and high. This is to ensure success not only on the teacher's impartation and implementation of the ILEC methodology, strategy and techniques, but also on the part of the students as language learners, as they experience independent exposure in their chosen communicative source.

Another motivational technique I use in ILEC to encourage the students to speak is the affective climate maintained in the English speaking environment. Specifically, I always remind them that we are not Americans, British, Canadians or Australians who speak excellently fluent English as first language, but we are Filipinos learning and speaking in English as a second language. Also, that our fluency results on gradual process, that it does not happen overnight, that mistakes are inevitable and that no one around us has the right to criticize someone with the errors he committed in speaking because as second language learners and speakers, we have the same tendency and struggle in speaking.

The language teacher holds the highest responsibility of motivating the learner to press on learning English speaking. "The nature of the learning situation will influence a student's level of motivation. An interesting, devoted skilled teacher with a good command of the language, an exciting curriculum, carefully constructed lesson plan, and meaningful evaluation procedures will promote higher levels of motivation..." (Gardner, 1985: 6).

Encouraging Learner's New Behavior in the Practice of Speaking a New Language

Practicing the use of English in a communicative situation helps the learner pursue his fluency development actively. This English language involvement in a particular speech communication activity gradually becomes a way of life. How can a person speak in English if he has never been exposed to

using the language in speaking or in writing? It may be difficult at first, and it may begin in native language-English combination but the more a learner practices using English, the more he becomes used to it. Practice also sets up learners' confidence and improves their communication skills. The heart of communication among human being is behavior, and every time people communicate, they behave in certain and special ways in order to meet the requirements in communication.

Pace et al. (1979) suggested two basic requirements to improve communication skills. First, the learner must commit to change the way he communicates. The change a learner must commit to is to begin to discipline himself and "to say things differently, to put the ideas together in different ways, to think differently about what you say and how it is to be said, to use language differently, to display nonverbal action differently, and to respond to others differently" (Pace, Peterson, & Burnett, 1979: 21). Second, to acquire or develop communication skills, the learner should understand what kind of behavior he needs to change. It is necessary so that the learner is always aware that every time he communicates, he has an objective to accomplish, that is, his fluency.

Like other physical and mental activities, a second language learner can perform a new language behavior if he constantly practices it every time a communication opportunity comes. What happens is that as the new language is used continually or habitually, the nervous system is trained to react with speed and correctness. The real skill comes from repeated practice in increasingly real situation outside of the classroom (Pace, Peterson, & Burnett, 1979: 22). This results in the learner's confidence because the continuous practice of the new language behavior sets up gradual mastery as it is applied all the more in any communicative situation every day.

Creating the English Speaking Environment

The language teacher's skills in communication must be used as an instrument in creating the atmosphere of English language speaking and learning of the students. The reason is that he may be the only English speaker among his peers. His regular interaction with the students using English can help the latter becomes used to English speaking because they are given opportunities to use the language in any real communicative situation. In ILEC, the teacher

serves as the 'speech community' with whom the students practice their English speaking in real situations in/outside the classroom. It might be true that the time of the teacher with any of them is limited, but he can make an agreement with the students through organizing effective language communication strategies wrapping them to continuous English speaking practice to develop the skills. One of the strategies of ILEC is that students are required to speak in English with the teacher when an opportunity comes anywhere, anytime, and whatever communicative transaction arises. In other words, in ILEC, English speaking is not limited in simulated activities inside the classroom. It is expected, of course, that since this strategy is for English second language speakers, students will commit errors. As an ILEC language teacher, I must constantly encourage my learners that to develop and succeed in English speaking, they must become risk-takers, expect errors and remain full of confidence even in silent period. Nunan (1999) argues, "Rather than assuming that the learner comes to the learning arrangement possessing critical learning skills, the sensitive teacher accepts that many learners will only begin to develop such skills in the course of instruction" (Nunan, 1999: 12).

To realize the creation of an English speaking environment, Parrott (1993) suggests teachers to do the following: (1) organize the class so that good English speaking environment and activities can take place; (2) pursue and justify a policy of placing low priority on correctness and correction in certain activities (based on certain standards); (3) provide stimulus materials, which will allow learners to choose for themselves a communicative source of information outside or inside the classroom wherein they can expose/immerse themselves for some time to learn the language and how it is used contextually; (4) focus initially on information rather than opinion; (5) encourage and organize discussions on learning skills and objectives, teachers should try to convince the learners of the value of trying to express themselves beyond their apparent linguistics limits, encouraging them to accept that mistakes are inevitable in some activities in which the main focus is oral communication.

Further, Kristmanson (2000) gives some effective suggestions for improving the affective climate of the Second Language learning environment:

1. Encourage and support students at all times but especially when they are struggling or lacking confidence in certain areas.

2. Be energetic and enthusiastic about what you are teaching and on those days when you do not have that energy, provide activities that require the learners to put forth the majority of the energy.
3. Create an atmosphere in which students are not afraid to make mistakes and are encouraged to take risks.
4. Avoid tension-causing strategies such as surprise quizzes, overly competitive activities, putting students in front of their peers with no warning or chance for preparation, and correcting errors in a negative, accusatory fashion.
5. Allow students opportunities to talk about themselves, their interests, and their culture. Through preplanned and spontaneous activities, provide opportunities for interaction in the target language in and outside the language learning environment.
6. Encourage goal setting and a sense of dedication and continuous commitment to the language learning task through meaningful, relevant and authentic language learning activities.
7. Encourage learners to seek out opportunities in their lives that will help in the learning of the target language.
8. Create, through the presentation of attainable goals and reasonable challenges, a learning environment with a definite potential for success.
9. Recognize the "little successes", improvements and progress of all students both individually and with the entire group.

Giving a Purpose in Speaking English

When we talk, we objectively discuss, persuade, describe, explain, remember, compare, expose, predict, and or we talk with a combination of some of them. Many times in our talking, we also subjectively give our opinion, interpretation, inference, implication, assumption and evaluation of what we acquired and learned from a source. When we talk, we use a medium to communicate a message with a purpose. The most effective medium of communication is language. The key to effective fluency development and practice is speaking with a purpose and constant exposure of an oral fluency learner to the source of information and ideas he is going to talk about.

Ur (1981) states that students would never invent a sentence about a subject merely for the sake of speaking. He says that it is artificial and just imitating real conversation, “for it lacks the purpose of genuine discourse; (discussion) and from this lack of purpose comes the lack of interest and motivation to experience fluency” (Ur, 1981:6). He says further that students need a reason to speak more than they need to speak using language. The reason for a person to speak about is the information and ideas he knows that he wants to share with, which he has accumulated in the course of time.

Discussion is the most effective way in practicing freely the oral communication skill in English. But using English as a medium of communication in discussion is just a means to achieve the end. In other words, a discussion in English is only a vehicle to attain the objective in communication. Language teacher should make the second language learners understand that the reason they speak in English is not only for the sake of speaking as a requirement in discussion but also to achieve particular objectives. Without objectives in communicative discussion, we cannot expect proper use of English as a medium of communication. Harmer (1991) agrees with what Ur says stating that the students should have some kind of communicative objective (purpose) in using language because the objective is the most important part of communication. If the learners have specific objective in learning and using English language in speaking, then, their attention always is focused on the content (information) that they share, not on the accuracy of language form.

Assigning Distinct Roles to Language Teacher-Facilitators and Learners

The Language Teacher-Facilitator

The followings are the roles of language-teacher facilitator:

1. The language teacher will use the classroom for the instruction of ILEC language principles and processes of acquisition and learning.
2. He organizes and initiates simulated and actual English speaking activities inside and outside the classroom.
3. He inculcates to the learners that the ability to communicate relies on how much information they must know in/about the world using English language by which the world is represented.

4. ILEC facilitator helps increase the learners' level of comprehension by teaching them how to observe, analyze and examine the context of the event or situation, the language being used, and how it is used before they go for independent exposure.
5. He allows the learners to learn large amount of vocabulary words by learning them through the information they gathered and how they are used contextually, not directly from the dictionary or vocabulary books.
6. ILEC facilitator gives the learners more than enough time to study and prepare themselves in a place, situation, printed materials, visual sources, etc., where they have decided to expose/immerse themselves independently using the sensory details of their observed subjects.
7. He initiates the creation of English speaking environment by setting a good example to the students as an English speaker anytime, anywhere when an opportunity to speak with them comes.
8. He respects the cognitive level of the learners knowing that they have different academic, social, and intellectual level and background.

The Language Learners

The followings include the roles of language learners:

1. The learners understand that the development of language competence is in their hands not on the teachers' knowing that the latter are just facilitators and that the ability to communicate are gradually developed through their purposeful autonomous exposure in the environment where specific information is found. In ILEC, the provider/supplier of language for the learners' development is the world, not the teacher.
2. The learners understand the relationship of language and social context thereby facilitating the acquisition of language communicative ability.
3. The learners also understand that they are responsible for the step by step development of their English language proficiency knowing that the amount of time in their actual independent exposure determines their contextual acquisition of language. The more exposure to the information-language source, the more information-language to share.

Providing Various Sources of Information for Discussion that Leads to English Speaking Practice: The Input Exposure

In ILEEC English speaking fluency development, a learner should, over a period of time, be exposed in any of the following sources of information before doing his discussion inside the classroom and anywhere. These tasks enable the learners to use the language contextually while fully absorbing the language attached to the information.

Observing Exposure

Observing exposure is indispensable to good speaking. We discover and learn more about the things around us. Our conscious or direct observation helps us understand our environment. Eventually, we tend to share what we have learned with others to help them learn as well. This observing task helps our listener see what we saw as we share them the details of the result of our observation.

Observing is not only seeing. It involves other senses: smell, touch, taste, and hearing. The key to effective observing is showing the specific details of the subject of our observation to our listeners in a very clear presentation. ‘Specific details’ means that in speaking, we recreate our experience in observing so that the listeners will also see what we have objectively seen, touched, felt, tasted, or heard and our subjective reaction to the subject, and not just giving them conclusions or generalizations. Adding to specific details in speaking is the speaker’s narrowing or limiting the scope of his observation by only speaking from a distinct point of view of his subject. For example, in speaking about the biographical account of a person, we can discuss only about his high school life, love life, or his career, as a son or daughter, a husband, a wife, as a leader, etc. Every perspective of a person’s life gives us a lot of detailed information which are essential to communicating for fluency development.

Recollecting Exposure

Most of the time, people speak about something that already happened. They discuss something from the past because they just want to clarify, con-

firm, make something clear, learn lesson from an event or situation, or be entertained through recollecting some events in the past. Reminiscing the memory of the past can help the students in their recollecting exposure. An event, a place, a person or a thing purposefully remembered from the past can take the person say something about it at present.

Reading Exposure

Reading is identifying and understanding the meaning of printed words. While having extensive reading, we go through the experience of absorbing what we read. This print exposure which gives us content knowledge and language skills transfer results to increase language abilities in reading, writing, listening and speaking (Elley, 1991).

The best guide for language skills transfer from books is the comprehension questions prepared by authors of books in literature. Comprehension guides direct the reader to search for the answers to questions related to the different elements of a literary piece he reads. The more the learner searches for the answers, the greater his/her comprehension of the narrative is.

Watching Exposure

It is keeping attention on something or somebody over a period of time. Researchers have proven that continuous exposure to watching English films, television programs, and news castings, etc. help viewers become acquainted with the English language the former contextually used to communicate information. This visual exposure helps the students gradually develop their skills in English speaking.

Listening Exposure

When we listen, we concentrate on hearing somebody or something. The information being discussed by an anchorman/announcer concerning current issues can be taken for further discussion inside the classroom. In this fluency practice, language learners can join in lively discussions, especially if they are individually aware of the subject they are discussing. This is very effective

since one of the facts about informative speaking is that we just discuss something that we already know, we just borrow what others have said, we just store in our minds what we have read or heard and when a communicative opportunity comes, we only pass on or impart to others the details of what we have heard.

Interview Exposure

ILEC learner can immerse (spend time) himself with a person to collect information and ideas. The subject person discusses certain perspective of his/her life (for example, political, marriage, study, love life, childhood, job, conflict, personality, etc.) as he/she desires, through the series of questions prepared by the interviewer. The information can be one of the best topics to discuss inside the classroom. Of course the ILEC learner-interviewer should ask permission to the interviewee concerning the purpose of the interview. Well-known personalities of the community or anyone whose exemplary life or achievement are known to public can be chosen for discussion.

Providing Organization in the Practice of English Speaking Inside the Classroom: The Output Exposure

Sponge-squeezing

Learners can use any of the four forms of discourse or a combination of them (narration, exposition, description, or argumentation) to discuss a subject (an idea, a person, thing, a place, or an event) they have chosen for input exposure. They discuss their objective information and subjective reactions to it. To do this, each learner stands in front of the class by schedule. While speaking, the learner receives feedback that means that he/she could be interrupted with clarifying questions either by the teacher or by the students without arguing him/her. Of course, questions and answers should be done in English since fluency practice based on the information shared by the student is the main purpose of the activity. The speaking time is from 20 - 30 minutes.

Dyadic

The students individually speak with the teacher in front of the class (Dyadic communication). Pace, Peterson, and Burnett (1979) tell us the three types of communication that occur in dyads: conversation, dialogue and interview.

The teacher-facilitator explains the distinct differences of the three dyads. This is done for the students to choose which type of dyad they would want to use in speaking with the teacher. This technique digs up what the student already knows (as a result of his/her input exposure) by speaking about it informally (conversation), entrusting oneself to another by being open in sharing or revealing serious matters (dialogue), or by thinking in advance what has purposely to be accomplished as the two parties talk one at a time (interview). For example, the topic chosen for dyadic discussion is abortion, then the student and the teacher's flow of discussion should contextually focus on the objective information and subjective reactions of the topic. While the discussion between them is going on, the students listening can ask questions, or give additional information to the topic, which is addressed to the discussant. The discussion time is from 15 -20 minutes.

Small Groups

The students are grouped, each with five or six members to discuss with one another a particular social controversial topic or a popular issue that they have read or heard from. In this group English speaking practice, members of the group are given the autonomy to decide for the subject they are going to discuss. They will gather information in advance about the same subject which they will get from printed materials, social condition, interview, or visual sources. This approach is similar to a 'talk show' we watch on television. The facilitating teacher will fill in the gap whenever the group members experience silent period. This ensures speaking because everyone has read the same topic so that they gather the same information from the same sources. The teacher-facilitator in this technique has prepared a tally sheet to record the frequency of speaking of each of the member. Their frequency of question and answer as the discussion goes on determines how much exposure each one of them has been,

in which it also determines his/her comprehension of the input. The discussion time is from 30 to 40 minutes.

Providing Outdoor Fluency Practice: Classroom Extension

The English language learners will go with the teacher-facilitator somewhere. The students, having been given clear instructions, will go and scatter all over the place to collect some/all information available. Then after the time allotted, they return to discuss as many information they gathered with the teacher. The teacher then, asks the language learners questions provoking their objective information and subjective reactions. This is, according to Patil (2010), language teaching innovation with the teacher exploring “newer avenues and think of fresh approaches, methodologies and strategies which nourish dialogic pedagogy which is by its nature interactive and participatory, result into paradigms of equality and interdependence, and encourages a spirit of involvement, participation and critical questioning...” (Patil, 2010: 2).

CONCLUSIONS AND SUGGESTIONS

This approach emphasizes that full autonomous learning of information through exposure is essential to the student’s development of fluency. The continuous exposure of a learner reinforces his cognitive and affective experience of the environment comprising its various social constructs, which eventually affects his communication skill in a developmental process. This accumulated information is intended to be transmitted to others through written or oral communication using language. I also stress that language is contextually attached to the information and that whoever has come to be exposed in the same information, that person objectively learns the same language and as expected, with different subjective reaction to it. Therefore, if someone effectively wants to experience fluency development in English, he must have exposure and consciously focus on the information most especially the one introduced in English. Universally true, learners have multi-level cognitive capacity, which means that their psychological ability to catch and store information and their commitment to exposure from sources of information vary. Thus, it affects their development in English fluency. Inevitably, we cannot deny the fact that

at the end of each fluency practice activity, every learner will not have the same performance. So instead of getting discouraged and irritated, we just accept the fact that learners and learning experiences are not the same. There is no perfect learner as there is no perfect teaching methodology. But there is one thing that will keep us encouraged to teach—the fact that learning is a cooperative process and is subjective to development on the passing of time as the learner experiences something consciously or unconsciously in his exposure in a communicative source.

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