



Developing Oral Fluency of Beginner Level Learners of English

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ABSTRACT

Being able to speak in the language being learnt is the greatest motivation a student can have and one of the most crucial elements in learning a language is motivation. Indeed, when learning becomes difficult, students who have a positive attitude about English are more likely to persevere and work hard. Looking into the importance of having positive attitude, the article discusses the reasons of low oral fluency in language learners and methods of its improvement.

Keywords:

fluency, repetition, motivation, formulaic sequences, Find Someone Who..., Interview and Report, speaking activity

The best way to see fluency, which is sometimes seen as being in contradiction to correctness and complexity, is as an integral part of language. The phrase describes a component of general speaking skill. This phrase can be defined in terms of the temporal characteristics of speech, such as speech rate, pauses (including where they occur and how long they last), and the amount of time between them. There are several methods for developing fluency. For instance, some experiences, like studying abroad. (Wood, 2007). Additionally, recommended and described classroom exercises that support fluency have been included. Seven guidelines that may be drawn from this literature for creating and carrying out fluency-building exercises are as follows:

- Increase speaking time
- Incorporate repetition
- Prepare before speaking
- Use familiar and motivating topics
- Ensure appropriate level
- Impose time limits
- Teach formulaic sequences

Using the same language repeatedly is one of the greatest strategies to improve fluency. This does

not only include mimicking the teacher's words or practicing substitutions. When engaging in a repetitive activity, it is crucial to alter the target audience or objective. Several speaking exercises can use repetition. A common exercise is Find Someone Who..., where students must ask the same question to many students until someone answers affirmatively. Another technique often used is Interview and Report, where Student A interviews Student B and takes note of the answers. Student A is then required to report Student B's answers to Student C, who must take notes. Class Photo (Gatbonton and Segalowitz, 1988) is another effective activity that avoids the problem of mindless repetition. The assignment for the class is to take a class photo. The duty is divided up among the students, who take turns telling one another where to stand or how to line up for the photograph. The language used (X please go to the front, please stand next to X, sit in front of X) is necessarily repeated many times. The assignment for the class is to take a class photo. The duty is divided up among the students, who take turns telling one another where to stand or how to line up for the photograph.

One difficulty most Japanese students encounter while speaking English is how little time they really spend using it. Many speaking classes at the university level only offer one 90-minute lesson a week, and students seldom, if ever, utilize English outside of class. Here are a few ways of helping students converse as much as possible:

- Have students work in pairs or small groups
- Encourage 100% English free-conversation
- Promote English use outside of class

Placing students in pairs or small groups is an excellent method to improve conversation time in large courses. You may accomplish this in a variety of ways, including through interviews, information gaps, role plays, and group discussions. Adequate preparation is one thing that helps with better fluency and less pauses. Students at the low and intermediate levels require more time to prepare their speeches. Prior to a speaking activity, writing in silence helps retain concentration on the process of speaking and constructing meaning with an interlocutor. Taking notes on a subject for homework, preparing answers to interview questions before talking about them, and jotting down hypothetical questions that other students could ask about a subject, along with the answers, are examples of planning. Giving students a few minutes to read and reflect in silence before starting a conversation might help reduce cognitive load and increase attention to communication¹.

Taking notes on a subject for homework, preparing answers to interview questions before talking about them, and jotting down hypothetical questions that other students could ask about a subject, along with the answers, are examples of planning. Giving students a few minutes to read and reflect in silence before starting a conversation might help reduce cognitive load and increase attention to communication. Fluency is best developed when previously learned language is

actively used, which is most effectively accomplished through conversation of pertinent and well-known themes. The level should be at or slightly below where the kids are already functioning. Thus, review exercises are particularly beneficial for increasing fluency. An effective technique to repeat and reinforce vocabulary is to have students review at the start or conclusion of class.

Students require time to practice speaking without the pressure of saying everything perfectly. Every lesson, allow students a short period of free speech with a partner or small group. They must speak English; that is the sole requirement. Give them a topic to talk about, such as current events, what they did over the weekend, or a favorite TV program. They may discuss anything in this setting. They may experiment with new words or expressions, and perhaps most crucially, they can err. They will become accustomed to communicating in a foreign language without any obstacles throughout these practice sessions. They will be able to solve issues and learn how to communicate in English as a result.

Writing out a script first, then practicing it aloud, may be quite beneficial for pupils who find it difficult to speak in English. Writing offers pupils the chance to consider their arguments, review their language, and look up any unfamiliar terms. This is especially beneficial for beginners who have not yet mastered enough English to spontaneously carry on a conversation. Teachers can give them scripted speaking exercises by having a partner write out a conversation based on a predetermined topic, such as what they would say to a friend on the street, how they would speak to a waiter in a restaurant, or how they would ask a complete stranger for directions. This will boost their self-assurance when they encounter similar situations in a genuine English-speaking environment.

By having a partner write out a dialogue based on a predefined topic, such as what they would say to a person on the street, how they would address a server at a restaurant, or how they would approach a total stranger for

¹ Kellem, H. (2009). *Principles for developing oral fluency in the classroom*. The Language Teacher. Pp.9-11.

directions, you may offer them scripted speaking exercises. This will give them more confidence when they come into circumstances like this in a real English-speaking workplace. Watching an English film or television program and then discussing it is, as mentioned, a great way to enhance discussion in the language being learnt. A holiday from an English-speaking nation might be observed the way it is customarily observed. Even a simulated presidential debate during an election season is possible. Create chances for speaking that are pertinent by utilizing certain aspects of English-speaking cultures².

When fluency is especially emphasized in educational activities, precision or complexity should not be sacrificed. The ideas discussed in this paper provide a framework for creating engaging classroom activities and motivating students to effectively concentrate on their fluency improvement.

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