

Introduction Fluency in the ELT Classroom

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Abstract: Speaking English is undoubtedly very important today as it is a globally recognized language in almost all fields. So, if we want English language learners to speak fluently and well, we must first encourage them to practice more in order to improve. Second, we need to raise students' awareness and explain the importance of speaking skills in their language development. In this, the issues of revealing the essence of the subject being studied, as well as organization of educational processes carried out on the example of interactive methods used in teaching the subject, and comprehensive theoretical-practical study of the problem are highlighted. Examples of some innovative pedagogical technologies have been developed in teaching the subject, conclusions and methodological recommendations are presented. It was prepared in accordance with the requirement to introduce new modern pedagogical technologies and innovative methods of teaching foreign language.

Keywords: speaking, abilities, skill, exercise system, activities, oral speech, development, grammar, communicative, approach, individuality, motivation, task, formation

Introduction

In ELT classrooms, students are taught reading, writing, listening and speaking, but these 4 skills are not enough, nor are they broadly defined. Effective language users, whether NESTs or NNESTs, have a much wider range of tools available: pronunciation, conversational grammar, and lexis (broadly defined). Yet we cannot forget aspects of communication that are not spoken words (paralinguistic features), the interpretation of body motion communication (kinesic language features), and the illocutionary force of an utterance (the intention of the speaker in producing that utterance). Pragmatics is directly related to the particular contexts and social situations in which the language is being used. It encompasses the ever so feeble intersection between real world knowledge (especially of speech-community conventions) and the language being used in a specific context. Thus, the effective interlocutor communication in that context would be an important aspect of pragmatics, including issues like face-threatening acts, politeness and cognitive empathy.

Let's have a look at pronunciation. We usually focus on phonemes and leave prosodic features and reduced forms aside, to the detriment of real spoken English. Experts label these suprasegmental features of English as stress, intonation, and properties of syllables and larger units of speech. Prosody is crucial for both interlocutor identity and for a true sense of community and commonality to be reached amongst users, whilst not leaving out the own ‘self’ image of the speaker. Let’s consider the fact that an utterance like "Hey, you look great today!" can be said in many ways: you can sound as if you were bored, or convey the same message ironically, sarcastically, sexily and probably in many other ways, depending on how these prosodic features come into play at the time of the utterance.

Another hotly debated topic that I wanted to shed light on is ellipsis and connected speech: elision, liaison, and so on and so forth. There are so many subcategories that orbit these aspects that it would take us forever to cover them all and I only have 45 minutes today, but we could talk about linking, assimilation, weak forms, metathesis, epenthesis and many others. I really don't agree with people who say that slurred speech and the use of contractions and reduced forms show signs of careless or lazy English. There is ample evidence that reduced forms are used in all kinds of "world Englishes", from Obama speeches to Snoop Dog rap lyrics. Why is it that we do not teach conversational grammar, then? Instead, many teachers seem to prefer to cover course book written language and assume that students will automatically be able to understand and produce the spoken language that's appropriate for the context.

But spoken English is a beast in its own right! Students have a hard time separating sounds, puffs and hisses into words because they haven't been exposed to situations that are conducive to that sort of learning. Utterances like *whatduyawannado?* (What do you want to do?) are tricky for non-native students during a binge-watching session on Netflix because they're heard as one big pack of sounds and not as isolated, neatly uttered words like the ones you hear on a Class Audio CD. Teachers are usually eager to teach minimal pairs and phonemes in general. However, important generalizations about real spoken English are forgotten in the midst of such an approach to teaching. A very important feature that cannot be stressed enough (no pun intended!) is the fact that unstressed vowels in English become the famous "schwa" (ə) in many environments, which makes it the most common vowel in American English.

There are so many other important features that could be potentially featured in this session, but if we somehow start promoting this type of awareness it will already be a huge leap for learners. Brazilian students can also benefit a great deal, since they often have trouble speaking English because it is largely a stress-timed language, as opposed to Portuguese, which is syllable-timed.

Conclusion

Learning a foreign language requires much time and effort. In brief, it is hard work. It is the teacher's job to create such a learning environment in which the students are provided with opportunities to participate in all that contributes to the final goal while feeling the hard work to be enjoyable and worthwhile. Advanced learners often feel the need to make further progress and at the same time are deeply aware of the lack of direction on the plateau they have reached. For many of them, the enjoyment might be gained through the feeling of ongoing progress. This can only be guaranteed by teachers who are aware of the specific language needs these learners have. Learner corpus linguistics offers a vast number of opportunities to inform the work of teachers with the precise knowledge of what these needs are. It is the onus of the teacher to become familiar with the research results, as much as it is the onus of the research community to present their findings to the teacher in clear terms. Only if these two communities cooperate in this way can learner corpus research find its links to pedagogical realizations. I believe this is one of the areas in which lies the hope of future advanced learners waiting to make further progress. Uzbek like the rest of the whole world witnessed a wide spread of English language especially at the educational level. Yet, EFL learners suffer from difficulties in learning English which hinder their process. These obstacles are originated from deficiency in real use of language at the level of oral performance. That is, the difficulty in oral production and lack of fluency. Speaking skill is believed to be a difficult task since it requires special abilities to be mastered and generally success is shown through the speaking ability. That's why psychological basics are indeed demanded in learning speaking. Due to this fact, some prime activities were proposed on behalf of reinforcing the speaking skill inside and outside the classroom for further competence. These activities were suggested for oral

expression achievement and to approach knowledge with more energetic and motivated students who will certainly trust their own abilities and become positive.

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