

IMPROVING NATIVE-LIKE FLUENCY IN EFL LEARNERS

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Abstract. This study investigates the concept of native-like fluency in learners of English as a Foreign Language (EFL) and examines the main factors influencing the development of fluent spoken communication. Native-like fluency is commonly associated with smooth and spontaneous speech, appropriate pronunciation and intonation, lexical richness, and pragmatic competence. However, achieving full native-like fluency in EFL contexts remains a challenging and debatable goal.

The paper focuses on key components of spoken fluency, including speech rate, vocabulary use, grammatical control, and discourse organization. It also highlights the role of learner motivation, exposure to authentic input, interaction opportunities, and communicative teaching approaches in enhancing fluency. In addition, common challenges such as first language interference and limited access to natural language environments are discussed.

The study concludes that although complete native-like fluency may be difficult to attain, EFL learners can achieve a high level of communicative competence through consistent practice and meaningful language use. Emphasis should therefore be placed on effective and intelligible communication rather than perfect imitation of native speakers.

Keywords: *Native-like fluency, EFL learners, spoken communication, communicative competence, language learning.*

Annotatsiya. Ushbu tadqiqot ingliz tilini chet tili sifatida o‘rganuvchi (EFL) o‘quvchilarda native-like ravonlik tushunchasini o‘rganadi hamda ravon og‘zaki nutqni rivojlantirishga ta’sir etuvchi asosiy omillarni tahlil qiladi. Native-like ravonlik nutqning silliqligi, spontanligi, to‘g‘ri talaffuz va mos intonatsiya bilan bog‘liq bo‘lsa-da, EFL sharoitida bunday darajaga erishish murakkab masala hisoblanadi.

Maqolada og‘zaki nutq ravonligining asosiy jihatlari — nutq tezligi, lug‘at boyligi, grammatik nazorat va diskursni tashkil etish — yoritiladi. Shuningdek, motivatsiya, autentik materiallardan foydalanish va kommunikativ ta’lim yondashuvining ahamiyati ko‘rib chiqiladi.

Xulosa qilib aytganda, to‘liq native-like ravonlikka erishish qiyin bo‘lsa-da, EFL o‘quvchilari samarali va tushunarli muloqot qila olish darajasiga yetishlari mumkin.

Kalit so‘zlar: *tabiiy nutq ravonligi, EFL o‘quvchilari, og‘zaki nutq, kommunikativ kompetensiya, til o‘rganish.*

Аннотация. В работе рассматривается понятие нативной беглости у изучающих английский язык как иностранный (EFL) и анализируются основные факторы, влияющие на развитие беглой устной речи. Нативная беглость связана с плавностью, спонтанностью речи, правильным произношением и интонацией, однако в условиях EFL достижение такого уровня является сложной задачей.

Исследование фокусируется на ключевых компонентах устной речи, включая скорость речи, использование лексики, грамматический контроль и организацию дискурса. Также подчеркивается роль мотивации, аутентичного языкового материала и коммуникативных методов обучения.

В результате делается вывод, что хотя полная нативная беглость редко достижима, изучающие EFL могут сформировать высокий уровень коммуникативной компетенции и эффективно использовать язык в реальных ситуациях.

Ключевые слова: *Нативная беглость, EFL, устная речь, коммуникативная компетенция, изучение языка*

In recent years, the concept of native-like fluency has become a central topic in the field of English as a Foreign Language (EFL) learning and teaching. Fluency is often regarded as one of the most important indicators of successful language acquisition, especially in spoken communication. Traditionally, native-like fluency has been viewed as the ultimate goal for EFL learners; however, this assumption has been increasingly questioned in applied linguistics. Native-like fluency generally refers to the ability to produce speech that is smooth, spontaneous, and natural, with appropriate pronunciation, intonation, grammatical accuracy, lexical richness, and pragmatic competence. Unlike accuracy, which focuses on correct language forms, fluency emphasizes the flow and effectiveness of communication. Therefore, fluency should be understood as a multidimensional construct influenced by various linguistic, cognitive, psychological, and sociocultural factors. One of the key components of spoken fluency is speech rate, which reflects how quickly and smoothly learners can produce language without excessive pauses or hesitation. Vocabulary range and automatic access to lexical items also play a significant role in fluency development. In addition, grammatical control and discourse organization contribute to the clarity and coherence of spoken language. The belief that native-

speaking teachers contribute more to good language learning prevails in many EFL countries to the point that without a careful examination, parents and school administrators perceive them as more qualified and efficient language teachers than their non-native counterparts. Prosodic features such as stress, rhythm, and intonation further enhance the naturalness of speech.

Several factors influence the development of native-like fluency in EFL learners. Motivation and confidence are crucial, as learners with high motivation are more willing to engage in communication. Exposure to authentic input, including real-life conversations, media, and interaction with proficient speakers, significantly supports fluency growth. Teaching approaches such as communicative language teaching and task-based learning provide learners with meaningful opportunities to use language in realistic contexts. Most of the times FL Learners fail to recognize figurative usage of phrases. According to the study conducted by Cieslicka's (2006), despite the fact that the L2 learners knew the idiomatic usage and where the phrases are made available in figurative contexts, yet it was observed that they activated the literal meanings of idioms. And in cases where even they succeed in recognizing that the expression has been used figuratively, L2 learners, as compared to native speakers, do not possess the skills to demystify the meaning of an idiom by processing the contextual clues, due to their limited vocabulary and weak proficiency. Despite these opportunities, EFL learners face a number of challenges. Limited access to native-speaking environments, first language interference, fossilization of errors, and language anxiety often hinder fluency development. As a result, achieving fully native-like fluency may be unrealistic for many learners in foreign language contexts.

This study argues that the primary goal of EFL education should not be the perfect imitation of native speakers, but the development of effective communicative competence. EFL learners can achieve a high level of spoken fluency that allows them to communicate confidently, appropriately, and intelligibly in various situations. Thus, native-like fluency should be redefined as successful communication rather than linguistic perfection.

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O‘QUVCHILARNING KREATIV QOBILIYATLAINI RIVOJLANTIRISHDA GOOGLE CLASSROOM, MOODLE VA BOSHQA PLATFORMALARNING O‘RNI

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Annotatsiya: Ushbu maqolada o‘quvchilarning kreativ qobiliyatlarini rivojlantirishda raqamli ta’lim platformalarining, xususan Google Classroom va Moodle’ning samarali qo‘llanilishi tahlil qilinadi. Platformalar interaktiv vazifalar, onlayn testlar va hamkorlikdagi loyihalar orqali o‘quvchilarning fikrlash, ijodiy yechimlar topish va muammolarni hal qilish qobiliyatlarini oshirishga yordam beradi.

Kalit so‘zlar: kreativ qobiliyat, raqamli platforma, Google Classroom, Moodle interaktiv darslar, onlayn hamkorlik

РОЛЬ GOOGLE CLASSROOM, MOODLE И ДРУГИХ ПЛАТФОРМ В РАЗВИТИИ ТВОРЧЕСКИХ СПОСОБНОСТЕЙ УЧАЩИХСЯ

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Аннотация: В статье рассматривается роль цифровых образовательных платформ, особенно Google Classroom и Moodle, в развитии творческих способностей учащихся. Платформы способствуют развитию мышления, креативного решения проблем и навыков сотрудничества через интерактивные задания, онлайн-тесты и совместные проекты.