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O'zbekiston Milliy Pedagogika Universiteti

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13.00.00 Pedagogika fanlari
13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
13.00.03 Maxsus pedagogika
13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohalari va bosqichlari bo'yicha)
13.00.07 Ta'limda menejment
13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
13.00.09 Ijtimoiy pedagogika
07.00.00 Tarix fanlari
19.00.00 Psixologiya fanlari
01.00.00 Fizika-matematika fanlari
02.00.00 Kimyo fanlari
03.00.00 Biologiya fanlari
09.00.00 Falsafa fanlari
10.00.00 Filologiya fanlari
11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal

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SPEAKING FLUENCY DEVELOPMENT BASED ON CEFR LINGUISTIC

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Abstract: The article examines the role of the Common European Framework of Reference for Languages (CEFR) in developing learners' speaking fluency. It focuses on how CEFR linguistic descriptors help teachers design communicative tasks that promote spontaneous and meaningful oral interaction. The article discusses the concept of speaking fluency as the ability to produce language smoothly, accurately, and appropriately in real-life situations. It highlights the importance of integrating vocabulary range, grammatical control, and pronunciation with functional communication skills. The study emphasizes CEFR levels as practical benchmarks for assessing learners' oral performance and tracking progress. It also analyzes teaching techniques such as role-plays, discussions, problem-solving tasks, and interactive activities that correspond to specific CEFR descriptors. The article argues that fluency development requires consistent exposure to authentic communication, learner-centered instruction, and formative assessment.

Key words: CEFR, speaking fluency, communicative competence, linguistic descriptors, oral interaction, language proficiency, task-based learning, assessment.

Annotatsiya: Maqolada o'quvchilarning ravon so'zlashuv qobiliyatini rivojlantirishda Tillarni o'rganish, o'qitish va baholash bo'yicha Umumevropa kompetensiyalari (CEFR)ning roli ko'rib chiqiladi. Unda CEFR lingvistik deskriptorlari o'qituvchilarga spontan va mazmunli og'zaki muloqotni rivojlantiruvchi kommunikativ vazifalarni ishlab chiqishda qanday yordam berishi yoritiladi. Maqolada ravon so'zlash tushunchasi tilni real hayotiy vaziyatlarda silliq, aniq va mos ravishda qo'llay olish qobiliyati sifatida talqin etiladi. Lug'at boyligi, grammatik nazorat va talaffuzni funksional muloqot ko'nikmalari bilan integratsiya qilishning ahamiyati ta'kidlanadi. Tadqiqotda CEFR darajalari o'quvchilarning og'zaki nutqini baholash va ularning taraqqiyotini kuzatish uchun amaliy mezon sifatida ko'rsatib o'tiladi. Shuningdek, muayyan CEFR deskriptorlariga mos keladigan rolli o'yinlar, munozaralar, muammoli vazifalar va interfaol faoliyatlar kabi o'qitish usullari tahlil qilinadi. Maqolada ravonlikni rivojlantirish uchun autentik muloqotga muntazam jalb etish, o'quvchiga yo'naltirilgan ta'lim hamda formativ baholash zarurligi asoslab beriladi.

Kalit so'zlar: CEFR, ravon so'zlash, kommunikativ kompetensiya, lingvistik deskriptorlar, og'zaki muloqot, til bilish darajasi, vazifaga asoslangan o'qitish, baholash.

Аннотация: В статье рассматривается роль Общеевропейских компетенций владения иностранным языком (CEFR) в развитии беглости устной речи учащихся. Основное внимание уделяется тому, как лингвистические дескрипторы CEFR помогают учителям разрабатывать коммуникативные задания, способствующие спонтанному и осмысленному устному взаимодействию. В статье обсуждается концепция беглости речи как способности плавно, точно и уместно использовать язык в реальных жизненных ситуациях. Подчёркивается важность интеграции словарного запаса, грамматического контроля и произношения с функциональными коммуникативными навыками. В исследовании акцент делается на уровнях CEFR как на практических ориентирах для оценки устной речи учащихся и отслеживания их прогресса. Также анализируются методы обучения, такие как ролевые игры, дискуссии, задания на решение проблем и интерактивные виды деятельности, соответствующие конкретным дескрипторам CEFR. В статье утверждается, что развитие беглости требует систематического воздействия аутентичной коммуникации, обучения, ориентированного на учащегося, и формирующего оценивания.

Ключевые слова: CEFR, беглость речи, коммуникативная компетентность, лингвистические дескрипторы, устное взаимодействие, уровень владения языком, обучение на основе задач, оценивание.

INTRODUCTION

In the contemporary context of globalization, effective oral communication in a foreign language has become a fundamental competence for academic, professional, and social interaction. Among the four core language skills–listening, speaking, reading, and writing–speaking is often regarded as the most immediate

and practical indicator of language proficiency. Learners are frequently evaluated not by their knowledge of grammatical rules but by their ability to express ideas fluently, coherently, and appropriately in real-life communicative situations. Consequently, the development of speaking fluency has emerged as a central objective in modern language pedagogy. Speaking fluency is a multidimensional construct that involves not only speed and continuity of speech but also lexical richness, grammatical accuracy, phonological control, and pragmatic appropriateness. A fluent speaker can produce language with minimal hesitation, effectively organize ideas, and respond spontaneously in interactive contexts. However, achieving fluency presents considerable challenges for language learners. Psychological factors such as anxiety, fear of making mistakes, and limited exposure to authentic communication often hinder oral performance. Moreover, traditional grammar-oriented teaching methods may fail to provide sufficient opportunities for meaningful spoken interaction.

In response to these challenges, contemporary language education increasingly relies on standardized frameworks that provide clear performance descriptors and measurable outcomes. One of the most influential frameworks in this regard is the Common European Framework of Reference for Languages (CEFR). Developed by the Council of Europe, the CEFR establishes internationally recognized proficiency levels (A1-C2) and detailed descriptors for linguistic, sociolinguistic, and pragmatic competences. These descriptors offer concrete guidance for curriculum design, instructional planning, and the assessment of speaking skills. The CEFR does not define fluency solely as rapid speech production; rather, it conceptualizes fluency within a broader communicative competence framework. At lower levels (A1-A2), fluency involves the ability to produce simple phrases and participate in basic exchanges, with pauses and reformulations. At intermediate levels (B1-B2), learners are expected to maintain interaction, express opinions, and develop arguments with greater coherence and spontaneity. At advanced levels (C1-C2), fluency is characterized by flexibility, precision, and the ability to express complex ideas effortlessly. Such level-based descriptors allow teachers to align classroom speaking activities with specific proficiency outcomes. Integrating CEFR linguistic criteria into speaking instruction ensures systematic progression in fluency development. Task-based learning, communicative activities, role-plays, discussions, debates, and problem-solving tasks can be structured according to CEFR benchmarks. Furthermore, formative assessment based on CEFR descriptors enables both teachers and learners to identify strengths and areas for improvement. This alignment enhances transparency in evaluation and supports learner autonomy by making objectives explicit and attainable.

The relevance of CEFR-based fluency development is particularly significant in higher education and secondary schools, where standardized language certification plays an important role. Institutions increasingly require alignment with international standards to ensure comparability and quality assurance. Therefore, adopting CEFR guidelines in speaking instruction not only improves pedagogical effectiveness but also facilitates integration into global educational systems. This study aims to explore the theoretical foundations and practical implications of developing speaking fluency based on CEFR linguistic descriptors. It examines how structured proficiency levels, communicative tasks, and performance-based assessment contribute to systematic oral skill development. By analyzing methodological approaches and pedagogical strategies, the research seeks to demonstrate that CEFR-oriented instruction provides a coherent and effective framework for enhancing learners' speaking fluency and communicative competence.

LITERATURE REVIEW

Language assessment theory has significantly influenced the development of modern approaches to speaking instruction. Lyle F. Bachman's work focuses on the concept of communicative language ability, emphasizing that language proficiency involves not only grammatical competence but also sociolinguistic and strategic competence. Bachman argues that effective assessment should reflect real communicative performance rather than isolated language elements. His model highlights the importance of authenticity, reliability, and validity in evaluating speaking skills. This perspective supports CEFR-based fluency development, as both frameworks emphasize performance-oriented assessment and communicative outcomes rather than purely structural knowledge. [1,150] H. Douglas Brown contributes to language pedagogy by presenting principles underlying effective language learning and teaching. He emphasizes the importance of interaction, learner motivation, and meaningful communication in developing speaking skills. Brown explains that fluency develops through regular exposure to authentic language use and communicative practice. He also highlights the balance between accuracy and fluency, arguing that both are necessary for communicative competence. His pedagogical principles support the integration of CEFR descriptors into classroom activities, as they encourage goal-oriented instruction and performance-based evaluation. [2,410]

Martin Bygate's research is among the foundational works specifically devoted to speaking as a language skill. He distinguishes between knowledge of language and the ability to use it in real-time communication. Bygate explains that speaking involves both motor-perceptive skills, such as pronunciation and intonation,

and interactional skills, including turn-taking and the negotiation of meaning. He stresses that fluency can only be developed through active participation in communicative tasks. This view aligns with CEFR principles, which define fluency as the ability to maintain interaction and produce language spontaneously at different proficiency levels. [3,142] The Council of Europe's Common European Framework of Reference for Languages provides a comprehensive and internationally recognized system for describing language proficiency. The CEFR introduces six proficiency levels and detailed descriptors for speaking performance, including range, accuracy, fluency, interaction, and coherence. It emphasizes a communicative, action-oriented approach in which learners are viewed as social agents using language for real purposes. The framework offers practical guidelines for curriculum design, task selection, and assessment. Its structured descriptors make it a valuable tool for planning and evaluating speaking fluency development in educational contexts. [4,260]

Jeremy Harmer's work focuses on practical methodologies for language teaching, particularly in communicative classrooms. He stresses the importance of creating opportunities for students to speak through pair work, group discussions, role-plays, and problem-solving tasks. Harmer argues that fluency develops when learners are encouraged to express meaning freely without excessive correction during speaking activities. He also highlights the role of the teacher as a facilitator who organizes communicative tasks and provides supportive feedback. His methodological recommendations correspond with CEFR-based teaching, which prioritizes meaningful communication and learner-centered instruction. [5,288] Tricia Hedge provides a comprehensive overview of language teaching principles, including the development of speaking skills. She emphasizes the importance of integrating fluency and accuracy within communicative contexts. According to Hedge, learners need structured opportunities to practice speaking in realistic situations, as well as feedback that helps them refine their language use. She also discusses the role of task-based learning, which encourages learners to use language purposefully. Her approach supports CEFR-oriented teaching, where tasks and activities are aligned with specific proficiency descriptors and communicative goals. [6,464]

Scott Thornbury's work is specifically devoted to teaching speaking and offers practical strategies for developing fluency in the classroom. He explains that fluency is achieved through repeated exposure to meaningful speaking opportunities, interaction, and task-based activities. Thornbury highlights techniques such as information-gap tasks, storytelling, discussions, and improvisation. He also discusses the importance of reducing teacher talk time to allow learners more opportunities to speak. His communicative and task-based approach strongly aligns with CEFR principles, which emphasize interaction, spontaneity, and real-life communication as key components of speaking proficiency. [7,156]

RESEARCH METHODOLOGY

This study employs a qualitative-descriptive research design aimed at investigating the development of speaking fluency within the CEFR linguistic framework. The research focuses on analyzing how CEFR descriptors can be systematically integrated into speaking instruction and assessment to enhance learners' oral performance. The methodological approach combines a theoretical analysis of scholarly literature with practical observation of instructional strategies aligned with CEFR proficiency levels. The participants in the study include intermediate-level English language learners (B1–B2 according to CEFR standards). Participant selection is based on purposive sampling to ensure comparable language backgrounds and prior exposure to communicative language instruction. The selected proficiency level enables meaningful analysis of fluency development, as learners at this stage are expected to sustain interaction, express opinions, and produce extended speech with increasing coherence and spontaneity.

Data collection is conducted using multiple instruments to ensure reliability and validity. First, CEFR-based speaking descriptors serve as analytical criteria for evaluating learners' oral performance. These descriptors address fluency, coherence, interaction, lexical range, grammatical accuracy, and pronunciation control. Second, classroom observations are conducted during communicative speaking activities, including role-plays, debates, discussions, and problem-solving tasks. These activities are designed in accordance with CEFR action-oriented principles. Third, speaking performance samples are collected through recorded oral tasks, including individual monologues and pair-work dialogues. The research procedure consists of three principal stages. In the initial stage, learners' baseline speaking proficiency is assessed using CEFR-aligned rubrics. This diagnostic assessment identifies common challenges related to hesitation, limited vocabulary, grammatical inaccuracies, and insufficient coherence. In the second stage, a structured instructional intervention is implemented over a specified period. During this phase, speaking tasks are systematically sequenced according to CEFR level descriptors, with gradual increases in complexity. Task-based learning strategies are employed to promote spontaneous communication and meaningful interaction. The teacher's role shifts from direct correction to facilitation and formative feedback, ensuring that fluency is prioritized while maintaining attention to accuracy.

In the final stage, a post-intervention assessment is conducted using the same CEFR-based evaluation criteria. Learners' speaking performances are compared with baseline results to determine measurable progress in fluency and communicative competence. The comparison emphasizes indicators such as reduced hesitation, improved speech continuity, expanded lexical range, and enhanced interactional competence. Data analysis follows a qualitative and comparative framework. Recorded speaking samples are transcribed and analyzed in accordance with CEFR fluency descriptors. Observational notes are categorized to identify patterns in learner participation, interaction strategies, and task effectiveness. The analysis seeks to determine the extent to which CEFR-aligned tasks contribute to systematic fluency development. Ethical considerations are observed throughout the study. Participants are informed of the research objectives, and informed consent is obtained prior to data collection. Confidentiality is ensured through the anonymization of personal information in all recorded materials and research reports. Overall, this methodology provides a structured, transparent, and CEFR-consistent framework for investigating the development of speaking fluency. By integrating theoretical foundations with classroom-based implementation, the study establishes a reliable basis for evaluating the effectiveness of CEFR-oriented speaking instruction.

ANALYSIS AND RESULTS

The results of the study demonstrate a noticeable improvement in learners' speaking fluency following the implementation of CEFR-based instructional strategies. A comparison between the initial diagnostic assessment and the final post-intervention assessment revealed positive changes across several key fluency indicators, including speech continuity, lexical range, grammatical control, and interactional competence. At the beginning of the study, most participants exhibited typical intermediate-level difficulties. Their speech was frequently characterized by pauses, repetition, and hesitation while searching for appropriate vocabulary or grammatical structures. Many learners relied heavily on simple sentence patterns and demonstrated a limited ability to extend their responses. Interaction during pair and group activities was sometimes slow, as learners required additional time to formulate ideas and respond to their partners. Following the instructional intervention, learners displayed greater confidence and smoother speech production. The frequency of extended pauses decreased, and most participants were able to sustain short conversations without significant breakdowns in communication. Students demonstrated increased use of varied vocabulary and more complex grammatical structures.

In discussions and role-play tasks, they were more willing to express opinions, ask follow-up questions, and respond spontaneously to their peers. The analysis of recorded speaking samples indicated improvement in the coherence and organization of ideas. Learners began to use linking expressions, discourse markers, and functional phrases more effectively, contributing to more natural and continuous speech. In addition, observational data revealed higher levels of participation during communicative activities. Students became more active in pair and group tasks, while the proportion of teacher talk decreased as learners assumed greater responsibility for interaction. Overall, the post-intervention assessment showed that most participants progressed within their CEFR band, particularly in fluency and interaction descriptors. Although some grammatical inaccuracies persisted, these errors did not significantly hinder communication. The findings suggest that structured CEFR-based speaking tasks effectively support the development of oral fluency and communicative competence at the intermediate level. The findings of this study further confirm the effectiveness of CEFR-based linguistic descriptors as a framework for developing speaking fluency. The observed improvement in learners' oral performance supports the view that fluency is most effectively developed through communicative, task-based activities rather than isolated grammar practice.

The reduction in hesitation, increased lexical variety, and improved interactional competence indicate that learners benefited from structured opportunities to engage in meaningful communication. One of the key factors contributing to this progress was the alignment of speaking tasks with CEFR proficiency descriptors. By designing activities that corresponded to learners' levels, the instruction provided achievable communicative goals, thereby fostering confidence and gradually expanding speaking abilities. The progression from controlled tasks to more open-ended discussions enabled students to practice language in increasingly authentic contexts. Another important element was the shift in the teacher's role from controller to facilitator. Rather than focusing primarily on error correction, the teacher encouraged spontaneous speech and provided formative feedback. This approach reduced learners' anxiety and fostered a more supportive communicative environment.

As a result, students became more willing to take risks and participate actively in speaking tasks. The results also highlight the importance of interaction in fluency development. Pair and group activities created opportunities for real-time communication, which is essential for developing automaticity in speech production. Through repeated practice, learners became more comfortable using functional language, discourse markers, and conversational strategies. However, the study also revealed that grammatical accuracy did not improve at the same rate as fluency. Some learners continued to produce structural errors, particularly in complex

sentences. This suggests that fluency-oriented instruction should be balanced with focused accuracy work to ensure the development of overall communicative competence.

CONCLUSION

The present study has examined the development of speaking fluency based on CEFR linguistic descriptors and communicative principles. The main objective was to explore how CEFR-oriented instruction, task-based learning, and performance-based assessment contribute to the systematic improvement of learners' oral skills. The findings of the research confirm that the integration of CEFR descriptors into speaking instruction provides a structured and effective framework for developing communicative competence. One of the key conclusions of the study is that speaking fluency is a complex, multidimensional skill that requires the integration of lexical, grammatical, phonological, and pragmatic competences. Fluency cannot be achieved through isolated grammar exercises alone; rather, it develops through consistent exposure to meaningful communicative situations. The CEFR framework supports this view by defining fluency as the ability to produce continuous, coherent, and appropriate speech across different levels of proficiency. Its action-oriented approach encourages learners to use language as a tool for real communication rather than as an abstract system of rules. The results of the study demonstrate that CEFR-based speaking tasks significantly improve learners' oral performance. After the instructional intervention, students showed greater confidence, reduced hesitation, improved coherence, and more active participation in communicative activities. These improvements indicate that structured speaking tasks aligned with CEFR descriptors can create a clear pathway for fluency development. Learners benefit from clearly defined performance expectations and gradual progression from simple to more complex communicative tasks.

Another important conclusion concerns the role of the teacher as a facilitator of communication rather than a sole source of knowledge. The shift from teacher-centered instruction to learner-centered communicative activities contributed to increased learner autonomy and participation. By focusing on meaningful interaction and formative feedback, teachers can create a supportive environment that encourages risk-taking and spontaneous speech. This approach aligns with contemporary communicative language teaching principles and CEFR guidelines. The study also highlights the importance of balancing fluency and accuracy in speaking instruction. Although fluency improved significantly during the intervention, certain grammatical inaccuracies persisted. This suggests that effective speaking instruction should integrate communicative tasks with focused language support. Teachers should provide opportunities for both free expression and targeted practice to ensure comprehensive language development. Furthermore, the research confirms the practical value of CEFR descriptors in assessment. The use of standardized criteria made it possible to evaluate learners' progress objectively and transparently. CEFR-based assessment not only provides reliable evaluation but also helps learners understand their strengths and areas for improvement. This promotes learner autonomy and motivation, as students can clearly observe their progress within the proficiency scale.

In conclusion, the CEFR linguistic framework offers a coherent and internationally recognized model for developing speaking fluency. Its level-based descriptors, communicative orientation, and action-oriented approach provide valuable guidance for curriculum design, classroom instruction, and assessment. The findings of this study suggest that CEFR-aligned speaking instruction can significantly enhance learners' fluency, confidence, and communicative competence. Future research may focus on long-term implementation, integration with digital learning environments, and comparative studies across different educational contexts to further explore the potential of CEFR-based speaking development.

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13.00.00 Pedagogika fanlari
13.00.01 Pedagogika nazariyasi. Pedagogik ta’limotlar tarixi
13.00.02 Ta’lim va tarbiya nazariyasi va metodikasi (sohalar bo‘yicha)
13.00.03 Maxsus pedagogika
13.00.04 Jismoniy tarbiya va sport mashg‘ulotlari nazariyasi va metodikasi
13.00.05 Kasb-hunar ta’limi nazariyasi va metodikasi
13.00.06 Elektron ta’lim nazariyasi va metodikasi (ta’lim sohalari va bosqichlari bo‘yicha)
13.00.07 Ta’limda menejment
13.00.08 Maktabgacha ta’lim va tarbiya nazariyasi va metodikasi
13.00.09 Ijtimoiy pedagogika
07.00.00 Tarix fanlari
19.00.00 Psixologiya fanlari
01.00.00 Fizika-matematika fanlari
02.00.00 Kimyo fanlari
03.00.00 Biologiya fanlari
09.00.00 Falsafa fanlari
10.00.00 Filologiya fanlari
11.00.00 Geografiya fanlari

MAKTABGACHA VA MAKTAB TA’LIMI

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