



CONSCIOUSNESS RAISING TASKS TO IMPROVE FLUENCY

Teshaboyeva Nafisa Zubaydulla qizi

Jizzakh Branch of the National

University of Uzbekistan named after Mirzo Ulug'bek

The faculty of Psychology, department of Foreign languages

Phylology and foreign languages

Yo'ldoshboyeva Nozima

Student of group 102-23

Annotation. *This article is written with an aim of exploring the significant role speaking skill plays in language acquisition. In addition, there is provided enough information about how to organize a speaking lessons, with what activities, games as a teaching method of these days. Therefore this article is beneficial for both educators and learners to form a plan for developing speaking skill in a quick manner.*

Аннотация. *Эта статья написана с целью изучения той важной роли, которую навыки разговорной речи играют в овладении языком. Кроме того, в ней представлено достаточно информации о том, как организовать уроки разговорной речи, с использованием каких мероприятий, игр в качестве метода обучения в наши дни. Таким образом, эта статья полезна как преподавателям, так и учащимся для быстрого составления плана развития навыков устной речи.*

Key words: *Fluency, consciousness-raising tasks language awareness, English speaking skills, second language acquisition, noticing, grammar awareness, communicative competence, task-based learning, natural communication.*

Ключевые слова: *свободное владение языком, развивающие задания, знание английского языка, навыки владения английским языком, овладение вторым языком, внимание, знание грамматики, коммуникативная компетентность, обучение, основанное на задачах, естественная коммуникация.*

Introduction:

Fluency is one of the most important skills for learners of English to develop, as it enables them to communicate smoothly and confidently in real-life situations. It is not just about the ability to speak quickly or at length; fluency encompasses the natural, automatic use of language that allows speakers to convey their thoughts and ideas effectively without frequent hesitation or errors. Achieving fluency requires





more than just memorizing vocabulary or grammar rules; it involves understanding how to apply language structures naturally and intuitively.

Consciousness-raising tasks are essential tools in helping learners develop this fluency. These tasks focus on enhancing awareness of language forms, structures, and usage, encouraging learners to notice patterns in language use and apply them in their own speech. By actively engaging with language and reflecting on how it is used in real communication, learners can gradually internalize important language features such as grammar rules, word collocations, pronunciation patterns, and common expressions.

These activities are not about simply drilling grammar points or vocabulary lists. Instead, they encourage learners to be more conscious of the language as it is used by fluent speakers, leading to a deeper understanding and more confident use of the language. By raising learners' awareness of their own speaking habits and the language around them, consciousness-raising tasks help build the foundation for fluency.

Through regular exposure to such tasks, learners begin to recognize useful language features in authentic contexts and apply them naturally in their own conversations. This process enhances both their speaking and listening skills, making them more capable of understanding and producing language in real-time situations.

The Link Between Awareness and Fluency

Fluency in a second language is often viewed as the ability to speak quickly and smoothly. However, true fluency goes beyond speed; it includes accuracy, appropriateness, and the natural use of language in real-time communication. One of the most important factors that contributes to fluency is language awareness—the learner's conscious understanding of how the language functions in different contexts.

Awareness enables learners to notice key language features such as grammar rules, pronunciation patterns, collocations, and discourse markers. This process of noticing, described by second language acquisition theorists such as Richard Schmidt, is considered essential for language development. When learners notice specific forms in input (e.g., how questions are formed or how tenses are used), they are more likely to process and internalize them. As a result, these forms become more accessible and automatic during speaking, which contributes directly to fluency.

Consciousness-Raising Tasks: Definition and Purpose

Consciousness-raising (C-R) tasks are language learning activities designed to increase learners' awareness of how the language works. These tasks aim to help students notice, analyze, and understand grammatical structures, vocabulary use,





pronunciation patterns, and discourse features, rather than simply memorize or repeat them. The main objective is to make learners more conscious of the language forms they encounter, so they can use them more effectively and accurately in communication.

C-R tasks do not usually involve immediate production of language (like speaking or writing); instead, they focus on mental engagement with the language. Learners are encouraged to reflect on why certain forms are used, what rules apply, and how meaning is constructed. This mental process strengthens internalization of language, which later leads to more fluent use.

Conclusion

Fluency is not just about speaking more, but about speaking with confidence, accuracy, and ease. Consciousness-raising tasks help learners understand how language works by drawing their attention to important features like grammar, vocabulary, and pronunciation. This awareness supports better communication by making language use more natural and fluent. When learners notice patterns and reflect on them, they become more capable of using English effectively in real situations. Therefore, combining consciousness-raising tasks with speaking practice can lead to stronger, more lasting fluency.

References

1. Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford: Oxford University Press.
2. Thornbury, S. (1997). *Teaching Grammar: A Guide for Teachers*. Harlow: Longman.
3. Schmidt, R. (1990). The Role of Consciousness in Second Language Learning. *Applied Linguistics*, 11(2), 129–158.
4. Willis, J. (1996). *A Framework for Task-Based Learning*. Harlow: Longman.
5. Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching* (2nd ed.). Oxford: Oxford University Press.
6. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, 2(3), 1-5. Retrieved from <https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84>
7. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. *Журнал иностранных языков и лингвистики*, 5(5).



TANQIDIY NAZAR, TAHLILIY TAFAKKUR VA INNOVATSION G'OYALAR



8. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

9. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In "Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

10. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In "Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

11. Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).

12. Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.

