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ABSTRACT

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Title

Developing oral skills by combining fluency- with accuracy-focused tasks: A case study in China

Keywords: Second language acquisition: communication strategies: English as a Foreign Language (EFL) learners: lexical problems: Faculty of Education, Monash University: allo-repetition in the EFL learners' conversations: intonation pattern: cross-cultural conversations

Authors

Pedro Luis Luchini

Bio Data

Formerly, Shanghai Normal University. Currently, a professor at Universidad Nacional de Mar del Plata, Argentina

Abstract

This paper reports an evaluative case study in which the researcher working as facilitator, assessor and evaluator critically analyzed the value of his contribution to a Spoken English program offered at Shanghai Normal University in China. The subjects who participated in this research were 268 Chinese third-year college students pursuing different majors excluding English. In this study the data were systematically collated using a range of qualitative elicitation methods and the results obtained were interpreted and explored in depth. Finally, some avenues for further research were highlighted.

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Over the last 30 years, a growing number of studies have concentrated on the correlation between second language teachers' beliefs and their pedagogical practices.

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Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners. Zhiqin Wang¹ School of Foreign Languages, China West Normal University, China. Correspondence: Zhiqin Wang, School of Foreign Languages, China West Normal University, No. 1 Shi Da Road, Nanchong 637009, Sichuan, China. Tel: 86-180-3047-2313. E-mail: wzq76@163.com. With the aim to improve Chinese EFL learners' speaking competence, this paper first explores three factors affecting students' speaking competence, then elaborates three effective models of teaching English speaking, and finally puts forward a four-step pedagogical method in which activities can be carried out stage by stage: Pre-speaking, while-speaking, post-speaking and extension practice. oral task's goals. The primary goal of the present review was to provide readers with the interesting materials, impressive activities, and procedures to improve their speaking ability. Some studies have been done to manifest significance of developing speaking abilities. For example, Farooqui. (2007) postulates that due to the extreme demand for good and native-like English-speaking skills especially in the job market, Bangladesh puts a great emphasis on the teaching of English speaking skills. The evidence shows. Ur's model had an effective role in achieving both fluency and accuracy of EFL learners. The outcomes of the present study supported a model of empirical evidence that is found by Ur (2009). Ur's model directed attention. Accuracy and Fluency. If you speak English with a high level of accuracy it means you speak correctly, with very few mistakes. If you speak fluently it means you speak easily, quickly and with few pauses. The ideal is obviously to speak accurately and fluently but that will come after years of practice! This section will give you some tips on how to become a more accurate and fluent speaker, the important thing is to create a balance between the two. Accuracy. Do you think you speak with more fluency or more accuracy? How about your friends or family? Is it the same for them, too? Do your school lessons focus on accuracy, like Natalija's, or fluency? Or both? If a student's accuracy is not so good, what's the best way to improve it? I'm interested in your competition too. Accuracy and fluency are two key components of second language acquisition. In today's world, it seems that learning the usage of grammar and focusing on accuracy are emphasized by many language students over fluency. Th. In today's world, it seems that learning the usage of grammar and focusing on accuracy are emphasized by many language students over fluency. This topic of accuracy and fluency has been a controversial issue that has been discussed for many years. Although some formalists argue that learning a language means learning forms and rules, some activists take a different view and claim that learning a language means learning how to use a language [1, p. 12].