



PRINCIPLES OF COHEERENT SPEECH AND ITS PRACTICAL REFLECTIONS

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ANNOTATION

In this article dedicated principles of coherent speech and its practical reflections. Students in technical institutions who are studying for their bachelor's degree are usually with different academic backgrounds and mixed ability students in terms of language skills. In order to satisfy the needs of modern language learners we teachers have to be very inquisitive, resourceful and well aware of modern trends in language teaching. As it is known for many years Grammar translation method dominated in our ELT context which means teaching focuses were mainly linguistic awareness and competence of learners through teacher centered pedagogy. Being far away from criticism of traditional methods of language teaching I realized the urgent need for transferring to modern ways of teaching according to the educational context and its specifications.

KEY WORDS: *coherent speech, principles, reflections, developing, technical, ESP classes, mixed level.*

My target is reading comprehension skills and in particular the effect of the limiting pre-reading activities on students reading comprehension in this graduation paper, because I teach at university modules called "Coherent speech" which I chose as a target to analyze during my project work tasks. [1] I teach this university course to second year students and have gained so far certain achievements and as well as faced some challenges. While participating this teachers' professional development course even though it is online mode I started to realize the reasons and influential factors which my achievements and challenges rooted from. [2] The positive sides of my activity as a language teacher have been that I could create a "safe zone" for my learners to communicate and promoted their interaction and integration of language skills throughout the procedure while the negatives were related to preparing my learners for successful communication in the target language when in the real situation. I used to focus on teaching planned amount of reading and pre-reading activities with the help of examples definitions even in context, however, I realized now, that competences shouldn't be or cannot be developed in isolation or by segregated way, vice versa language is also social event which should be taught in relation with real world situations and conditions. As a target lesson for my project work I have chosen one class when I taught students reading skills and strategies that can help them read efficiently while reading intensively. [3] As I mentioned above during the lesson I made a great effort to make the process as communicative and student centered as possible and develop my learner reading skills where I had some challenges to teach appropriate tips which can be useful in Uzbek cultural context and interlink into my objectives pragmatic and sociolinguistic competences. [4]

Regarding to the notion of linguistic competence I have clear understanding namely linguistic competence is the knowledge or ability to understand particular language's grammar, vocabulary, phonetics, semantic and stylistic features. Linguistic competence – is knowing how to use the grammar, syntax and vocabulary of a language. [5]

When it comes to the definition of the word competence, it is the state of being adequately qualified to do something well. Competence is what you know. And when we refer competence with a language that means to be able to understand the structure of it and qualified enough to apply it in practice and be able to analyze its linguistic construction. As I mentioned in my previous task until this period of language teaching linguistic competence has had priority over other communication competences, learners were taught with much effort of the teacher just without interlinking their language skills with social context or pragmatic needs of a target language to be taught. [6]

The target lesson of mine could be enriched best with focusing on the effect of the limiting pre-reading activities on students reading comprehension and while-reading activities by exposing learners to work on the words and phrases as parts of speech and learning their functions from the perspective of syntax such as what specific words they are learning are nouns, verbs, adjectives, adverbs applying proper pre, while and post reading strategies such as scanning, skimming, reading for detail, reading between lines and contextual guessing. Another linguistic input could be through identifying synonyms, antonyms and homonyms of the chosen words and phrases for the lesson. [7] According to the poster presentations that students worked on teaching modal verbs or positive and negative imperative sentences can be applied to



highlight the linguistic focus of the lesson. Investigating vocabulary from the point of linguistic awareness has had a priority for a long time, now realizing the urgent need for integrating linguistic awareness into communication competences which is the achievement of ELT system of our community. [7]

It is not exaggeration to say that this teacher development course served as golden opportunity for me to extract deeper meaning of the communication competences, their role in language teaching, effectiveness and successful integration with other language skills, specifically pragmatic competence has been a new dimension in my experience here in teacher development course. From my personal understanding, pragmatic competence mainly focuses on the meaning of words within different contexts since many words can come with literary or figurative meanings, or develop different contexts. [8]

Concerning the matter of implementation of pragmatic competence into Reading and writing classes, I can say from my experience that this approach helped me and my students to interact and working out the proper meanings while reading, communicate with others with a clear view of the meanings in social, real-life situations. In linguistics, *pragmatic competence* is the ability to use language effectively in a contextually appropriate situation. [9] Pragmatic competence is a fundamental aspect of a more general communicative competence which is understood as the knowledge of the linguistic resources available in a given language for realizing particular illocutions, knowledge of the sequential aspects of speech acts, and finally, knowledge of the appropriate contextual use of the particular language's linguistic resources. [10] For the reason that I am a language teacher and really enthusiastic about preparing my learner for successful communication in the real setting and feel responsible before my students for getting them ready to be interpreted appropriately and be able to interpret others appropriately, avoiding any misunderstandings and cultural clash with the help of my instruction. I never intend my learners to appear impolite, uncaring or unfriendly, so pragmatic instruction has to become an integral part of the lessons in all educational establishments. In the classroom I want my students to learn how to interpret language in the same way they have learnt to render the rules of their mother tongue. [11]

In terms of pragmatic focus into my reading lesson I considered to add some activities focusing on extracting deeper and appropriate meanings of the words and chunks according to context. [12]

As the name of the competence suggests its meaning one can work out the definition for the concept of sociolinguistic competence which means to understand cultural and traditional variables. As I figured out the notion in the way of my thinking sociolinguistic competence is the process when the speaker's utterance is understandable for the hearers. [13] Culture and attitude may impact on hearers' acquisition. For example, the same phrase can be interpreted differently. Not all of teachers are able to connect culture with language. In Uzbek culture the power is in assessments, source of knowledge is a teacher, the distance between student and teacher is high. In European culture the power is in criteria's,

the teacher is a guide, and the distance between teacher and student is low. Because of sociolinguistic competence it is normal that not all the words have the same meaning within cultures, or represent different meanings and notions in various situations. Based on my speaking classes, I would apply sociolinguistic competence by getting my students to read or listen to jokes on target language, do storytelling. So that they recognize sociocultural words differentiate between experiences and practices. [14] I choose words that will help my students to develop their skills, ability to recognize different words with different meaning in different culture. That's why we should teach students that the speaker has to pay attention to the context while making some speech, whether his speech is understandable for the listener (if the listener has another culture and traditions). [15]

Concerning the matter of sociolinguistic input in order to enrich my lesson plan and broaden the focus I would expose my learners to investigate reading strategies in order to raise their effectiveness in reading comprehension competence, develop useful tips for efficient reading habits in Uzbek culture and in European culture later to discuss the specifications, similarities and differences to be successful readers in two contexts. [16]

From my personal perspective I would define the notion of strategic competence as the knowledge how to use the language to communicate in order to deliver intended meaning. Communicative competence has key components which are grammatical, pragmatic, socio-linguistic and strategic competence. Students can improve their competence in each of these areas at various rates, but all of them are important in improving communicative competence. [17] Communicative activities should address both the learners' overall skills in successfully conveying information and their ability to use communication strategies when the process of conveying information meets a problem. [18] Teachers can encourage students to use these strategies by providing both opportunities for practice and actual instruction in their use. Instructions can be direct or indirect and should be based on classroom activities. When we teach English we come across with some problems. Any person who is not a native speaker or a true bilingual must rely on some incomplete and imperfect competence. [19] As for teaching effective reading strategies to develop, reading comprehension can be a segregated skills to develop, vice versa it should be in integrated way with other language skills and aspects, students might be limited to identify dictionary meaning of the delivered words and phrases of the lesson. Learner may confuse to choose the appropriate contextual strategy to convey the meaning in both oral and written speeches. In this case using authentic materials and their usage in the classes can be a useful tip in order to form students' strategic competence. [20]

We said that strategic competence is the ability to cope with unexpected problems when no readymade solutions are available. If we meet a problem, we have two basic choices to solve i.e. can avoid the problem by adopting a reduction strategy. On the other hand, we solve it by achievement strategy. We take the risk and expand our communicative resources. [21]



I would like to outline my gained understanding and realization of all notions and statements regarding teaching, with the help of new experiences pursued through this online professional development course and existing foundation knowledge that new ones build upon makes me a teacher I am now. [22] My own language teaching statement mainly comprise of principles such as meaningful learning, communicative competence and intrinsic motivation. [23]

My teaching philosophy is mostly based these three major values, because I think, I need these three objectives most during the lessons in order to achieve my students' proficiency and fluency in speaking classes, to develop comprehension competence by applying appropriate reading activities and strategies. [24] I will describe these three principles below and explain my own way of teaching considerably more broadly. [25]

For me, the purpose of teaching is to give the meaning (rather than description or definition). So, students should grasp the meaning, purpose and intention of what they are studying so as to be successful at it. [26] I've seen that in many cases, traditional principle that is based on learning by memorization did not provide better results and academic performance since students don't usually get the meaning in depth and easily forget words related to the topic which they learnt by heart, if don't revise it from time to time. Meaningful teaching, on the contrary, helps to deal with these drawbacks. [27]

Communicative Competence. I am at developing their competence on communication by exposing them to a more speaking environment, asking them to be engaged with more authentic resources. [28] Also, I give them different speech exercises taken from real telephone conversation tasks (authentic material) to develop their response and reaction. In that way, I also help them to deal with difficulties when they lack knowledge by using communicative teaching techniques and strategies. In brief communication competence is the ability to use the language with other people in a real spoken environment. [29]

One thing should be mentioned, is that we cannot teach someone who does not feel that they really need it or teach them completely against their will as on obligation. [30]

We should understand that we can make the best of it, when we are able to keep our students in interest, when we can develop something like "inner energy" within themselves to enhance language skills and competences. [31]

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