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### **SOCIAL RESPONSIBILITY APPROACHING FLUENCY WORK FOR SEAMEN: PRE-INTERMEDIATE VS. ADVANCED STUDENTS**

*Стаття присвячена підходу, що передбачає соціальну відповідальність моряків по відношенню до їхнього вільного спілкування іноземною мовою. У статті автори класифікують студентів на дві групи: студенти з рівнем володіння мовою «вище середнього» та студенти з просунутим рівнем володіння мовою. Автори звертають увагу на те, що викладачам слід готувати більш прості завдання для студентів з рівнем «вище середнього» і орієнтувати їх до більш відповідального ставлення до вивчення мови.*

*Ключові слова: соціальна відповідальність моряків, відповідальне ставлення.*

What is fluency? It's an ability to use language easily, smoothly and expressively. Enrolling students in active role plays, speeches, communicative activities games and using real life situations. Communication is the main objective. Attempts at communication are judges by degree of success and attention is given to meaning. Correction is very important in the case of a breakdown.

So, main features of a successful language learner are: creativity, confidence, accuracy and fluency. We should admit that accuracy is the last feature to develop and have a very important influence to the fluency of the speakers.

Low & higher activities of forming fluency can be different in: topics, language using, input in response to topic, laugh and language requirements.

So, let's define a common features of fluency activities which are: focus on meaning; aim; successful communication; learner independence and building strategies; success and failures are judges by achievements of communication aims; correct: focus on success of communication.

*Lower level  
familiar topic  
more language preparation  
input regard to topic  
shorter activities*

*language requirement basis*

*Higher level  
abstract topic  
less language preparation  
less topic input  
more complicated and difficult  
activities*

*language basis is already formed*

So, why do students sometimes not talk?

They have no reason to; they know nothing about the topic; they don't know what to do; they are embarrassed, shy or tired; the task was too vague or un motivating; they haven't got the language to do so; So, sometimes it's can be difficult for an elementary student to have such a debate.

Also teachers have to bear in mind before forming fluency they should: define a purpose of speaking: like in our life, we don't normally discuss something without a reason on it; language necessary to do the activity; thinking time; clear instructions. During speaking and forming fluency: classroom layout (normally students can talk more effectively when they have an eye contact); form of interaction; teacher; low profile; prompt if students get stuck; note down the most important errors;

After speaking and debates: feedback on discussion; correction slot; follow up?

So, a debater (or a fluent speaker) can participate in extended conversations, understand the language when spoken normally (on TV, radio, film, etc.), figure out meaning of words within context, debate, and use/understand complicated grammatical structures with little or no difficulty. Has good accent and understands dialects with slight-to-moderate difficulty.