3. They encourage learners to reach a high level of performance through the use of meaning-focused activities and achieve with clear communicative outcomes.

2. They comprise meaning-focused activity. This involves writing texts to support the input and the use of supporting material such as pictures and lim into through the use of controlled input and through the dominant of the task may also be first language. The demands of the task is different but different and the material involved in different material. Because that the learners are already familiar with the ideas they give very limited demands on the learners in that condition. These are necessary for the development of fluency.

The approaches described above set the following conditions for developing fluency:

The approaches described above set the following conditions for developing fluency:

- They are highly effective for the development of fluency.
- They are highly effective for the development of fluency.

These approaches are aimed at the development of fluency in language in language life.
Fluency Techniques

Knowledge for prediction and the use of previous background

Here are four activities for developing fluency for each of

Paraphrase the input text so that the information is clear and free of errors.
collections errors but by finding a positive aspect in the activity.

A graph. The teacher responds to the writing not by
leaving them to choose their own evaluation.

The teacher can record the number of words they have written on
a sheet of paper (usually a few minutes) to write with the aim
of producing a large quantity of writing within the time. The
collected writing is an activity where learners are given

Coverage of vocabulary for fluency development.

Fluency activities in a course

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The fluency activities for Grade 2 students

References

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