FLUENCY AND ACCURACY DEVELOPMENT IN SPEAKING FOR ACADEMIC PURPOSES

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Annotatsiya Ushbu tadqiqot akademik maqsadlar uchun so'zlashuvdagi ravonlik va aniqlikni rivojlantirishni o'rganadi. Bu o'quvchilarning so'zlashuv qobiliyatiga ta'sir etuvchi asosiy omillarni, o'qituvchilarning rolini va samarali o'qitish texnikalarini aniqlaydi. Adabiyot sharhi oltita maqolaga asoslangan bo'lib, o'xshashlik va farqlarni tahlil qiladi. Topilmalar an'anaviy grammatikaga yo'naltirilgan usullar og'zaki qobiliyatlarni rivojlantirish uchun yetarli emasligini va o'qituvchilarning qo'llab-quvvatlashi va innovatsion o'qitish texnikalarining ahamiyatini ta'kidlaydi.

Аннотация В данном исследовании рассматривается развитие беглости и точности речи для академических целей. Определяются ключевые факторы, влияющие на речевые навыки учащихся, роль учителей и эффективные методы обучения. Обзор литературы основан на шести статьях, анализирующих сходства и различия. Результаты показывают, что традиционные методы, ориентированные на грамматику, недостаточны для развития устных навыков, и подчеркивают важность поддержки учителей и инновационных методов обучения.

Annotation This study explores the development of fluency and accuracy in speaking for academic purposes. It identifies key factors influencing learners' speaking competence, the role of teachers, and effective teaching techniques. The literature review is based on six articles, analyzing similarities and differences. The findings suggest that traditional grammar-focused methods are insufficient for developing oral skills and emphasize the importance of teacher support and innovative teaching techniques.

Abstract This study explores the development of fluency and accuracy in speaking for academic purposes. It identifies key factors influencing learners' speaking competence, the role of teachers, and effective teaching techniques. The literature review is based on six articles, analyzing similarities and differences. The findings suggest that traditional grammar-focused methods are insufficient for developing oral skills and emphasize the importance of teacher support and innovative teaching techniques.

Keywords Fluency, Accuracy, Speaking Skills, Grammar Translation Method, Teaching Techniques, Teacher's Role, EFL Learners

Introduction Speaking is one of the most significant skills that a learner acquires in the process of learning a foreign language and is regarded as one of the most difficult aspects. Many learners find it challenging to express themselves in oral language. Unlike other skills such as reading or listening, speaking requires a great deal of mental effort to create and perform statements in spoken language. Fluency and accuracy are primary characteristics of speaking performance. According to Hughes

(2002), "Fluency is the learners' ability to speak in an understandable way in order not to break down communication because listeners may lose their interest." Hedge (2000) stated, "Fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation."

This literature review aims to identify the reasons for the lack of fluency skills in learning speaking, the role of teachers in developing fluency and accuracy, and factors influencing learners' speaking competence. Additionally, it provides learning and teaching speaking techniques. Data for this review were collected through internet sources, analyzing six articles subdivided into mini-topics according to their similarities and differences.

Methods

Data Collection

The data for this literature review were collected through internet sources, primarily focusing on six peer-reviewed articles and scholarly publications. These sources were chosen based on their relevance to the topics of fluency, accuracy, and factors influencing speaking competence in second language acquisition.

The articles reviewed include works by Yingjie I. J. (February 2014), MU-HSUAN CHOU (Taiwan 2021), Fatehi Rad, N., & Bagheri, H. (2016), Mohammad Amin Mozaheb (2021), and others. These articles were systematically analyzed to identify common themes, differences, and unique contributions to the field of language learning, particularly in the context of speaking fluency and accuracy.

Results

The analysis of the selected articles provided several significant findings related to the lack of fluency and accuracy in speaking, the role of teachers in fostering these skills, and the factors influencing learners' speaking competence. This section elaborates on these findings, highlighting the common themes, discrepancies, and unique insights that emerged from the literature.

Lack of Fluency Skills in Learning Speaking

One of the major findings across the reviewed articles is the negative impact of traditional teaching methods, particularly the Grammar Translation Method (GTM), on the development of speaking skills. Articles by Richards and Rodgers (2001) and Lai-Mei Leong & Seyedeh Masoumeh Ahmadi (2017) emphasize that GTM, which focuses heavily on reading and writing, often neglects oral skills. This method is prevalent in many educational systems, including Uzbekistan, where grammar rules and written accuracy are prioritized over oral proficiency due to the demands of university entrance tests. The emphasis on form over function creates a learning environment where students are less encouraged to develop their speaking abilities, leading to a lack of fluency.

Teacher's Role in Developing Fluency and Accuracy

The role of teachers in enhancing students' speaking skills is critical. Several articles underscore the importance of teacher support and motivation in language learning. Oradee (2012) and Lai-Mei Leong & Seyedeh Masoumeh Ahmadi (2017) highlight that teachers should create a supportive classroom environment where students feel comfortable practicing speaking skills. This includes

providing clear instructions, sufficient guidance, and ample opportunities for students to engage in speaking activities. Teachers are also responsible for correcting errors and providing constructive feedback. Celce-Murica (2001) suggests that teachers use techniques like role play and keyword mnemonics to help students improve their pronunciation and vocabulary. Moreover, the use of interactive and engaging activities, such as role plays, can help students overcome their shyness and anxiety, thereby enhancing their speaking competence.

Factors Influencing Learners' Speaking Competence

The reviewed literature identifies several factors that influence learners' speaking competence, including performance conditions, affective factors, listening skills, and feedback during speaking tasks. Tuan & Mai (2015) argue that listening ability is crucial for speaking proficiency. If learners struggle with listening, they are unlikely to perform well in spoken communication. This is supported by Doff (1998), who emphasizes the interdependence of listening and speaking skills. Pronunciation, grammar, and vocabulary are also critical linguistic factors affecting speaking competence. Mispronunciation and incorrect use of grammar can lead to misunderstandings, while a limited vocabulary can hinder the ability to express ideas clearly (Goh, 2007; Larsen-Freeman, 2001). Additionally, psychological factors such as anxiety and self-restriction significantly impact learners' oral proficiency. Arnold & Brown (1999) and Liu (2006) note that anxiety can obstruct the learning process, making students reluctant to speak. Encouraging risk-taking and reducing anxiety through supportive teaching practices are essential for improving speaking skills.

Effective Techniques and Methods for Teaching Speaking

Several effective techniques and methods for improving speaking skills are highlighted in the reviewed articles. One such technique is the 4/3/2 activity, which involves students speaking on a topic for four minutes, then three minutes, and finally two minutes. This technique, as discussed by Arevart and Nation (1991) and Mohammad Amin Mozaheb (2021), helps improve fluency, grammatical accuracy, and content control by encouraging learners to produce speech quickly and with fewer hesitations.

Conclusion

In conclusion, the results of this literature review underscore the importance of moving away from traditional, form-focused teaching methods towards more interactive and supportive practices that prioritize speaking skills. Teachers play a pivotal role in this transition by fostering a positive classroom environment and employing effective teaching techniques. Future research should continue to explore innovative methods to enhance speaking skills in language learners, with a particular focus on addressing both linguistic and psychological barriers to proficiency.

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