

HOW TO BE A FLUENT AND ACCURATE SPEAKER IN EFL CLASSROOM (LITERATURE REVIEW)

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The person who has not good communication skills will suffer badly in this era of competition in comparison to the person who has good communication skills and can soon catch the eyes of an authority to award him a higher position or responsibility to increase his self-esteem and reputation (Rahnama, M., Fatehi Rad, N., & Bagheri, H, 2016).

Learning a language is not an easy process since it demands several skills that are performing, analyzing, critical thinking, being self-confident, and adaptable from any learner. Being able to speak fluently and accurately in a foreign language is highly needed as it owns a main role in communications. Speaking is considered a naturally acquired ability and can be learned better in groups.

At the beginning of the nineteenth century, the Grammar-Translation method was applied where students had to learn grammar structures, rules and translate a certain topic using their vocabulary, whereas speaking activities were not common in those lessons. Today's modern methods are based on creating more chances to speak spontaneously for learners by the teacher in the lessons since everyone willing to learn a language comprehends that speaking skill is a unique means to exchange information fast.

In making a speech or say something in a foreign language accuracy and fluency are great tools to give information understandably. EFL teachers should be able to answer some questions that belong to the acquisition of speaking ability to be professional instructors in classrooms. *What kind of barriers do learners have to overcome? Which methods or activities are important to increase the confidence to perform? What is the aim of being a fluent and accurate speaker in EFL classrooms?*

Developing Speaking Skills

From my work experience, EFL learners expect to learn the language with lots of different activities where the teacher can place important information or make them practice one of the intended skills for example: speaking. Orade (2012) noted "One of the most important goals of teachers is that to enable learners to use English for communication. According to many theories speaking skills can be improved by games, role play, and so on. which evidence shows that speaking should happen in activities and in a group" Orade refers to a very important point which in group speaking exercises give really satisfied prospects. To improve speaking skills in the classroom Ali Derakhshan (2016) gave examples of speaking strategies which are

imitation, responses, video, flashcard, graph, transactional dialogue. I consider they are strongly helpful to create a good environment for students to participate in much more. Ali Derakhshan (2016) stated "The other technique is the interview. The significant advantage of interviews is their flexibility. They can be long or short and useful for learners from beginning level to advanced level; with high aptitude and low aptitude learners. They can be considered as additional oral activities or subsequent writing tasks." Another factor that Celce-Murica (2001) mentioned is intonation. Intonation can help learners analyze and generalize the sentences to notice the stress-timed. Moreover, Internet can provide broad resources for learners and even teachers. There are a lot of sites and CDs that can help learners to pronounce like native learners (Nunan, 1991).

In learning speaking it is not the right decision to forget about grammar structures, because proper grammar produces accuracy in speech and accuracy can affect fluency. In contrast, some in this field say content is more important than grammar. This notion may have a reality in some points. However, accurate grammatical competence supports clear and immediate understanding for listeners.

Teachers can help to overcome barriers by giving them more time or opportunities to speak spontaneously when they use an interesting speech and ask students about their best moments in life or anything that learners are interested in. According to Chastain (1988), teachers can use interviews, for example, learner interview with their classmate about something that learned in class or about personal information. Some teachers encourage the learner to ask about their friend's name and additional questions (Chastain, 1988)

Approaches for improving

Learners' interests are always an important matter in EFL classrooms. The teacher as the facilitator should pay attention to learners' desires while they are choosing topics for lessons. Dr. Jeevan Kumar (2013) suggested "When all the learners start getting involved in those activities, give them a difficult topic like *"Democracy, is it good for India?"* At the same time give them appropriate input on the topic. For example, tell them that these are the questions they are supposed to discuss. What is Democracy? How would it be good or bad for India? How does it affect you? In which areas is democracy necessary? In which areas is democracy not necessary?"

As well as Rita Maria Amorim (2013) found that 'Buzz groups' are a way of helping students who are reluctant to give their opinion in front of a whole class because they are not confident in their language ability or feel too exposed. I believe it is a good idea to make students work in little groups to push excitement, lower anxiety, and increase confidence, and if it continues for a long time this method provides prosperous achievement. Working in mini-groups is also beneficial for shy or rarely participating students, as they can present their minds more frequently. In the beginning, this procedure will be difficult as students continued talking with their

group members, but they gradually feel more comfortable with the management of the activities. Such kinds of activities can support students with the ability to work in collaboration and lead presentations or project works accurately by taking a turn and listen carefully to each other.

Research has found that different activity types in small groups may promote interactive language use (Nunan, 1989; Harmer, 2001) because these are less intimidating (Murphy, 1991) and there is less risk of public failure (Harmer, 2001). Dornyei (1994:279) believes cooperative situations, small groups with members sharing responsibility, and a caring, cohesive relationship with others are “more powerful in promoting intrinsic motivation.

Lack of time to practice

English linguists often claim that the time is not enough to practice with all students for getting satisfactory results during EFL classes. Hence, they suggest moving speaking practices to real-life experiences. In the outside of the classroom, a learner may found unlimited opportunities to work to improve speaking skills. When the learner connects practices with real-life they can challenge their ability in distinctive situations.

Mostly fear and stress become a big problem to overcome barriers to speak independently in front of a group of audiences or listeners. They feel anxious about others' thoughts that they are laughing at them for their every mistake. These feelings block the speaker's mind that the speaker cannot remember other parts of the speech or become tongue-tied. This is EFL learners should be motivated to speak bravely to promote their speaking competence gradually. Because "motivation is probably the most important factor that educators can target to improve learning" (Olson, 1997) and "the expenditure of effort to accomplish results" (Dubrin, 2008).

In the current study, the teacher as a facilitator can make their learners feel more confident speakers or communicators and be able to create a low-anxiety classroom with a friendly manner to develop self-esteem quality. There is a strong correlation between motivation and learning success (Dornyei, 1998; Harmer, 2001). Learners must hold the wish to speak fluently and naturally, as motivation is the "internal drive which pushes someone to do things to achieve something" (Harmer, 2001:51). Owing to the statements above a good language teacher has to comprehend that in the process of learning a language the motivation is powerful strong to enhance desire and lessen anxiety in speaking performances.

Giving feedback is highly demanded in all activities since learners should be aware of each mistake to avoid in the following tasks. According to the concepts of Dr. Jeevan Kumar story, retellers face difficulties which retold story is rarely reviewed. When a participant completes retelling the story they will be happy. But the learner doesn't know about mistakes he made. To avoid this, the learner needs to be given proper feedback and another chance to tell the same story in which correct language is used.

However, feedbacks must be given properly and accordingly. In addition, instructors need to explain to learners that criticism in feedbacks has not a negative effect on learners' studying.

Conclusion

As it has been mentioned earlier, being a fluent and accurate speaker in EFL classrooms is very difficult and as well as so vital to be active in communications. A perfect lesson based on speaking development includes interesting activities, a friendly environment, more practices, effective instructions, and objective feedback which all are applied to get better outcomes.

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