ACCURACY AND FLUENCY IN LANGUAGE TEACHING

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Abstract: Two essential aspects of learning a second language are accuracy and fluency. In this day and age, it appears to be that learning the use of sentence structure and zeroing in on precision are underlined by numerous language understudies over familiarity. This subject of precision and familiarity has been a disputable issue that has been examined for a long time. While some formalists argue that learning a language means learning its rules and forms, activists argue that learning a language means learning how to use it. Subsequently, this exposition will contend that precision isn't really more significant than familiarity. It depends on the requirements of the students and the goal of second language acquisition instruction. To exhibit this, this exposition will initially zero in on the significance of precision and familiarity with English learning and show that they are both fundamental by checking out at two different educating techniques. Second, both accuracy and fluency will be discussed in terms of learner objectives, learner variables, and instructional variables. Thirdly, it will offer suggestions for how language teachers can address the issue and strike a balance between them. In this section, it will be argued that learning a second language requires both accuracy and fluency.

Key words: accuracy, fluency, language, grammar, pronunciation, ESL, EFL, L2.

Two essential aspects of learning a second language are accuracy and fluency. In this day and age, it appears to be that learning the use of sentence structure and zeroing in on precision are underlined by numerous language understudies over familiarity. This subject of precision and familiarity has been a disputable issue that has been examined for a long time. While some formalists argue that learning a language means learning its rules and forms, activists argue that learning a language means learning how to use it. Subsequently, this exposition will contend that precision isn't really more significant than familiarity. It depends on the requirements of the students and the goal of second language acquisition instruction. To exhibit this, this exposition will initially zero in on the significance of precision and familiarity with English learning and show that they are both fundamental by checking out at two different educating techniques. Second, both accuracy and fluency will be discussed in terms of learner objectives, learner variables, and instructional variables. Thirdly, it will offer suggestions for how language teachers can address the issue and strike a balance between them. In this section, it will be argued that learning a second language requires both accuracy and fluency.

During the process of learning a new language, accuracy and fluency should progress at the same rate, but this is not always the case. The instructional style of the teacher frequently determines whether students begin speaking accurately or fluently. For instance, English language instructors who have embraced a correspondence based way to deal with language guidance will underscore openness to the subsequent language (L2) and connection, as opposed to precision. The authors of the article in the journal "Need We Sacrifice Accuracy for Fluency?" compared the accuracy and fluency of children who studied English as a foreign language using a communication/content-based approach to those who studied using a form-based traditional approach in an experiment with ESL schoolchildren in Hungary. In an oral interview, the first group was more fluent and slightly more accurate in their production of grammatical morphemes, demonstrating that communication-based approaches do not compromise accuracy for fluency.

Some showing methodologies purposely keep away from the familiarity versus exactness polarity, liking to foster both ranges of abilities verifiably and at the same time. When trying to improve accuracy, it's best to do so while reading or in conversation. Students will be more focused and open to explicit grammar instruction when they are engaged in "interesting" content. However, teaching grammar on its own can result in a boring lesson. Depending on the students' age and skill level, the following are some examples of activities that teachers can use to help them become more accurate and fluent. Precision is many times our thought process about when we are learning a language. The accuracy with which students use the grammar, pronunciation, and vocabulary of a language is measured by this term. Precision, for instance, shows a student's capacity to utilize the right action word structures (past tense, current state, etc), articles (a, an, the), and relational words (in, on, from, at). These are, obviously, significant abilities to acquire and the exact utilization of language is especially significant in composed correspondence as blunders and missteps will generally stand apart more when down on paper. Mistakes of this kind can occur in any field, but they're especially common in academia and business. They can also lead to misunderstandings and reflect poorly on the author, suggesting a lack of attention to detail or, even worse, general incompetence. In order for language learners to become accurate in their target languages, it takes a lot of practice and many small steps. Teachers frequently use controlled practice activities to assist students in improving their accuracy in addition to grammar exercises, definitions, gap fills, drills, and other methods. These make it possible to practice the target language over and over again with little variety and very little free speech. As the responses are either correct or wrong, educators typically right missteps made, either on the spot or after the action.

The ease with which a student can self-explain is referred to as fluency. To put it another way, how well are they able to communicate without pausing or trembling, without having to look up words or phrases, and without having to consider what they are about to write or say. A person who is learning a new language has good fluency when they are able to produce and interact with language with ease. They may, of course, make mistakes, but they are able to easily express their thoughts and ideas in writing and speech. Language proficiency is crucial in all contexts. All things considered, it's very little utilize knowing the entirety of the jargon on the off chance that you can't utilize the words to impart! Learning to speak fluently enables students to share their perspectives and converse with peers and native speakers. Beyond the study hall, the capacity to impart fluidly will assist with smoothing your entrance into an unfamiliar culture, making it more straightforward for you to get your point across and to partake in your global experience completely! According to Paul Nation (2003), in order for educators to provide their students with effective fluency activities, the following conditions must be met:

- all language things included are as of now recognizable to understudies,
- the emphasis is on correspondence (not syntactic construction) continuously;
- upholds are set up for understudies to beat their typical capability.

Therefore, fluency activities typically concentrate more on what students are communicating rather than how they are communicating. Peer or group conversations, role-plays, debates, projects, and presentations are all examples of fluency-building language learning activities.

Both accuracy and fluency are essential for student success and language competency, according to all experts and research in all commonly taught languages. However, given that the skills are effectively at opposite ends of the teaching spectrum, the practical challenge for educators is all about balance. A discussion work out, for instance, is intended to assist understudies with rehearsing familiarity, instructors ought not be routinely intruding on to address their mix-ups. So how could instructors focus on and continue? Based on Sanako's international experience teaching languages, the learner and their motivation for taking the course must be the primary focus. The majority of students are focused on using their language skills outside of the classroom, with the exception of

formal academic language classes. The response to the question, "Which is more important, accuracy or fluency?" in that context It's fluency when the question is clear! Building fluent, self-assured, and competent communicators is more important as long as students can be understood. Be that as it may, how might this be effectively conveyed in a language study hall? First and foremost, it is important to emphasize that any language teaching course should always prioritize accuracy. Without an exact information on their objective language, understudies will always be unable to be perceived. However, accuracy activities should come before fluency activities as a general rule. This is common sense: it is pointless to develop fluency by using incorrect words or forms. First, master the fundamentals, then accelerate. To that end, stick to your plan and be clear about whether the activities are meant to improve accuracy or fluency. On the off chance that familiarity is the thing you're pursuing, don't continue to stop your understudies assuming they commit errors! Try to include opportunities for students to improve their accuracy and fluency in the lessons whenever possible. Whatever language you use, a great way to achieve this is to create exercises that are based on real-world scenarios.

There are three ways of improving accuracy. They are:

1. **Grammar and pronunciation drills. These are standard ways to improve accuracy. An exercise section or companion workbook with grammar activities and listening drills for pronunciation practice is typically included in English textbooks. Online practice exercises are easy to find for ESL teachers who don't use textbooks.**

2. **Finding the mistakes and correcting them. An incredible method for invigorating understudies' consideration regarding punctuation rules is to give them sentences with botches and request that they find and right them. Likened to this is requesting that understudies right each other's composition. Students will naturally concentrate on identifying errors and comprehending how they differ from the norm when participating in this kind of activity. This is an incredible method for invigorating understudy reflection on the L2.**

3. **Filling in the blanks. It is the way of giving the students sentences with blanks they need to fill in and options with words that look the same but mean something different, like "spill" and "spell" or "compliment" and "complement." This works well to improve their vocabulary accuracy and make them aware of small spelling differences.**

   At the same time there are three ways of improving fluency. They are:

1. **Topical conversations. Conversation is the best way to learn a language, but the topic of the conversation should pique the learner's interest. ESL educators can set up a rundown of points ahead of time and even survey the understudies to see which subject interests them the most.**

2. **Co-create stories.** Because it continuously encourages students' output, the TPRS method is one of the most effective methods for teaching fluency. Students in the TPRS class collaborate with the instructor to create stories. The teacher can ask the students to describe the situation once the story has progressed beyond two or three sentences. In DtS (Portray What is happening), the educator initially depicts what has occurred in the story, then, at that point, requests that understudies practice all alone or two by two, lastly has understudies DtS autonomously. DtS can be modified in an infinite number of ways to enhance creativity and enjoyment. You can ask students to describe the situation from a variety of perspectives or with a specific emotion. Additionally, this is an excellent opportunity to improve accuracy and implicitly correct the student's speech.

3. **Poster presentations and roleplaying. These activities can be used to improve fluency and practice vocabulary and grammar in relation to particular subjects. After**

selecting a subject, such as family, hobbies, etc., The students create posters with descriptions and images. They then, at that point, set up a show to be given before the class. Different understudies tune in and, toward the end, are expected to ask the moderator inquiries. The pictures function as references to assist the moderator with recalling the substance to be conveyed. In pretend, understudies work in gatherings to make and remember a content. The script that they have written and memorized is then performed.

Sanako has a lot of experience helping teachers help their students become more accurate and fluent. Our products are used in over 50,000 classrooms around the world and have customers in 114 countries. In fact, the purpose of our solutions is to help language learners improve their skills in these areas. For instance, our well-liked Sanako Connect product is ideal for developing language proficiency. For live conversation practice and role plays, educators can easily divide students into pairs or small groups. Because this takes place in real time, students from different groups can talk at the same time without being interrupted. Teachers can assist as needed by listening in or conversing with various groups. Instead of interrupting live conversations, all conversations can be easily downloaded and reviewed for feedback after the event. Connect can also be used by educators to create activities that boost students' accuracy. It's not difficult to utilize the stage to make and share errands tending to explicit language or jargon. Model imitation, oral assessments, online tests, and fill-in-the-blank exercises are all examples that educators can quickly create. Learn more about how Sanako Connect can assist language teachers in providing lessons that are both efficient and effective by watching the video below. Precision is the capacity to create right sentences utilizing right syntax and jargon. Familiarity is the capacity to peruse, talk, or compose effectively, smoothly, and expressively. As such, the speaker can peruse, comprehend and answer in a language obviously and compactly while relating importance and setting.

So, we see the need of consolidating the familiarity situated approach and precision arranged approach by carefully meshing specific language things into correspondence situated errands. In this research paper, we will talk about how to improve learners' speaking by making them more accurate and fluent. The advantages and disadvantages of these two approaches will be discussed in the first chapter. Then, at that point, EFL students' discourse and significant reasons for hindrance will be broke down, alongside ideas for solutions for diminish this restraint. In order to implement these solutions, the second chapter will discuss how we can modify the existing learning tasks.

Both accuracy and fluency are important aspects of language instruction and ought to be emphasized equally. It is possible to develop both skill sets through specific activities either separately or simultaneously. The best techniques to show these fundamental abilities are those that join exactness and familiarity with drawing in manners that catch understudies' advantage, expanding commitment and learning limit.

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