

EFFECTIVE STRATEGIES OF DEVELOPING PUPILS' SPEECH FLUENCY

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Rezumat. *Abilitatea de a vorbi fluent limba engleză este un obiectiv de învățare al EFL. Aplicarea unor strategii efective de învățare este crucială pentru a oferi elevilor suport în procesul de dezvoltare a fluenții vorbirii. Acest articol reflectă cele mai eficiente strategii de dezvoltare a fluenții vorbirii. Sunt prezentate pe scurt și opinia lingviștilor referitor la acest subiect.*

Cuvinte cheie: *strategii efective, vizionarea videourilor, cântece, vorbire, repetarea, scrierea notițelor, aplicații*

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English has become a global language connecting people from different nations and countries. Speaking English fluently is a challenge that students encounter in the educational process.

Zyoud defined speaking as an action involving the uses of vocabulary, grammar, and pronunciation. Besides that, speaking has two functions, for transaction and interaction. Speaking transaction function is when the clear meaning from what delivered is needed. On the other hand, interaction function means that the focus of language use is merely on building a relationship [10, p.13].

Zaremba stated that speaking is a communicative instrument requiring speakers to have competence in managing the turn of speaking [8, p.43]. In addition, Zhang said that speakers are considered having speaking fluency when he or she delivers ideas smoothly with no break, is not disturbed to continue speaking when making mistakes, constructs language sentences spontaneously and promotes effective communication [9, p.98]. In this case, English language learners are required to comprehend every English aspect such as the grammar, word stress, and pronunciation. Furthermore, they also need to acquire vocabulary to make it easier to deliver ideas [1, p.134].

In addition, Zhang outlines fluency as the competence to deliver messages and communicate in comfortable and comprehensible ways. Moreover, fluency demonstrates the correct uses of natural hesitations, breaks, and fillers [9, p.97]. However, Buitrago, clarified that fluency is not an absolutely accurate use of the language and no existences of hesitations but it is considered as fluency when audiences can follow the flow of speakers' messages and ideas [3, p.140].

However, speaking fluency is not gifted naturally to certain people but that skill must be obtained through the effort of increasing efficiency and reducing interfering source [5, p.134].

Moreover, Rababa'h highlighted several causes making students difficult to acquire English speaking proficiency. The primary reason is that learners do not have motivations in mastering English along with the improper implementation of curriculum, strategies of teaching and learning situations. In addition, students have a lack of vocabulary mastery resulting in speaking hesitancy [6, p.78]. Nation uttered that verbal communication skill can simply be mastered if students know why they should learn to speak English and have sufficient opportunity to implement or practice their comprehension. Likewise, English speaking skill is best acquired when the target of learning is focused on uttering, comprehending and applying something using the language not to the emphasis of language rules or linguistic aspects [5, p.375].

Effective Strategies in Improving Speaking Fluency

Yang recommended several strategies to improve speaking fluency. The first step is to be relaxed. Because by being relaxed, the speaker will pay attention to small and detail features of the language. The second is to understand speaking contexts [7, p.335]. Speakers have to be familiar with the situation and condition of spoken communication. Besides that, the knowledge of speaking context will be beneficial for speakers to get a prediction of what will be discussed. The fourth is to learn how to use clarification expressions. The clarification fills out the speaking pauses and promotes fluency.

Zyound suggested some other strategies in improving speaking fluency. The first strategy is to have authentic English speaking inputs by listening to the English radio and watching movies. The second is to learn to speak through recordings and cassette tapes from the library. The third is to speak alone by imagining as if in self-introduction, to have a disagreement with others, to be in an interview session or to ask for information. The fourth is to create a group of friends speaking English regularly. The fifth is to read loudly and ask someone to check on the pronunciation. Besides that, speakers also can have the pronunciation recorded then being analyzed [10, p.14].

Moreover, Bahrani believed that English speaking fluency can be improved by implementing some strategies. The first is to think aloud. It is the activity when speakers verbalize what they think into expression. For example, "that question is difficult". The second is to fill the stillness. The uses of speaking fillers (You know, um, and so on) can be useful to fill the pauses or hesitation. The third is to ask for clarification by using expressions like "Are you asking me? What do you mean by that?" And etc. the fourth is to use contractions. It is more natural if speakers use the contractions like "don't, aren't, isn't, etc." [2, p.79]. The most effective strategies are:

Watching English video

An effective strategy is watching videos such as English online or offline movies, talks, and video logs. Besides that, the pupils also enjoy watching English news and other short videos.

Bahrani underlined that “After watching the videos, we draw some conclusions. After it we must repeat the conclusion using our own words” [2, p.99]. The advantages of watching movies are that it is interesting for pupils and improve their English pronunciation. The purpose of watching English news is to learn scientific, formal vocabulary and speaking contexts. Besides that, the benefit of watching the videos is to get authentic learning materials. Furthermore, watching the news positively contributes to the additional insight on how to arrange the speaking content into grammatically acceptable.

Listening to English Songs

The strategy of listening to English songs applied through the smartphone application, Joox. The application involves a variety of songs from the oldest to the latest. Besides directly listening to English songs, the application users can also get the songs’ lyrics. As a result, users can listen to authentic English audios and also learn from the written versions of the songs. Zaremba was sure that each pupil can improve his English speaking fluency by regularly using the music application and can develop his understanding of the conversation. Listening to music stimulate him to understand the conversation [8, p.123].

Practicing speaking English with Partners

The strategy is mostly applied when the students are in an English language environment such as in the classroom, canteens and other public places.

Yang believes that using the sentences to their friends provides feedbacks. However, he admits that it would no use and functions of the language inputs from listening if they were not applied in real life [7, p.120]. He also realizes that the pupils remember the word more easily by applying them directly. That is because the languages work as communication tools. He utters that “The more frequent you practice with your friends the more you receive feedback. If you only listen to audios but don’t apply them, it isn’t advantageous. The communication with friends makes it easier to remember” [7, p.124].

Repetition

The strategy of repetition is carried out by finding out new English vocabulary, looking up the meanings, creating sentences and repeating them correctly. When we find new English words and expressions, we have to repeat them frequently.

The strategy helps pupils to change the speaking incorrectness into completely correct and acceptable language uses. Similarly, Zyound thought that repetition strategy is effective in boosting his English speaking fluency [10, p.98]. He said that the best learning method is through repeating. Moreover, it is no exception in implementing the strategy in improving English speaking fluency. He said “The best strategy to learn I consider is repetition. This strategy is very good to gain fluency in

speaking” It is good to repeat the sentences or expressions in front of the mirror [10, p.123]. He further clarified that repeating the language expressions in front of the mirror also help pupils to maintain their self-confidence.

Writing Outlines

The strategy of writing outlines is very effective. The pupils must write outlines as their preparation before their speaking presentation. Before speaking in general settings or in public, they can prepare what will be delivered by making outlines. The strategy of making outlines before speaking guides pupils to speak in public and leads them to deliver ideas [4, p.78]. The speaking situations without outlines force them to think unexpectedly that result in the use of new unfamiliar vocabulary. Consequently, the audiences will hardly understand that they don't have ideas to say [4, p.95].

Using Smartphone Applications

The strategy is to download a smartphone app to have a direct call from people speaking English. The pupils download the Walkie Talkie application and call people from all around the world to have an English conversation. They are free to discuss whatever they would prefer. The pupils have a conversation with foreigners using English through the application. They can talk to people from the UK, India and many more. They simply look at someone's profile to know who he/she is or where he/she came from.

Based on the article, we can conclude that:

These effective strategies improve the pupils' speaking fluency.

These strategies have many advantages. First, the implementation of watching movies, listening to songs and using smartphone applications provide them the authentic language inputs and the comprehension of English in many contexts. Second, the application of creating mind maps and writing outlines lead them to deliver points in order and avoid losing ideas during the presentation. Third, the strategy of repetition and speaking English to the partners help them revise their previous language mistakes and make them better arrange and pronounce.

The use of these strategies makes the class more active and alive. They could attract the students' curiosity in the process of speaking.

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