

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides some basic studies of this study; those are **English fluency**, **English accuracy**, instructors' attitudes towards **fluency and accuracy**, strategies for addressing instructor attitudes, and the impact of attitudes on classroom dynamics.

2.1 English Fluency

Being able to converse fluently in English means having the ability to do so with ease. According to Götz (2013), automated language processing is a component of fluency, enabling speakers to create speech with few pauses and a consistent tone. Real-time communication requires fluid language generation, as this term emphasizes. For interactions and communication to be productive, fluency is essential. Brumfit (1984) says that fluency is necessary to keep the conversation moving along and guarantee clear, interesting communication. This is especially crucial in real-world scenarios when having smooth communication skills can improve social and professional relationships. Lennon (2000) also highlights the importance of fluency as a primary objective in language instruction, given its substantial contribution to the speaker's overall communicative ability.

Fluency among language learners is influenced by a number of factors. The amount of target language usage and practice is one important component. According to Segalowitz (2010), automaticity and hesitancy reduced and fluency greatly increased

by consistent practice and immersion in the linguistic context. Furthermore, Gass and Mackey (2015) emphasize the importance of interaction in the development of fluency, pointing out that communicative practice in interactive environments aids in the development of learners' capacity for spontaneous and natural language production. Individual variances in working memory and cognitive processing speed also matter. According to research by Jong et al. (2015), students who have higher working memory capacity and faster cognitive processing speeds also tend to acquire fluency more quickly. This implies that while developing instructional strategies to increase fluency, specific student characteristics must be taken into consideration.

Evaluating language production speed, fluidity, and coherence are all part of the assessment of fluency. Tavakoli and Skehan (2005) suggest a number of metrics, such as speech rate, frequency and duration of pauses, and filler usage, to evaluate fluency. These assessments offer a numerical foundation for assessing a learner's speaking fluency. But evaluating fluency also calls for a qualitative approach. According to Bosker et al. (2013), perceptual assessments of fluency—which entail assessing the general ease and naturalness of speech—are essential for a thorough evaluation. Combining quantitative and qualitative measures ensures a more precise and comprehensive evaluation of a learner's fluency.

2.1.1 Challenges in Developing Fluency

Limited Vocabulary: Learners frequently have trouble coming up with appropriate words to articulate their ideas clearly, which can make it difficult for

them to carry on a conversation. It is noted by Nation and Macalister (2010) that "the best predictor of English language proficiency is vocabulary size." As a result, developing fluency requires increasing vocabulary through extended reading and exposure to real materials.

Problems with Pronunciation: Poor pronunciation can cause speech patterns to break and impact fluency in general. The significance of intelligibility in pronunciation is emphasized by Jenkins (2000), who claims that "intelligible pronunciation is the most important goal in speaking." Improving fluency requires giving students the opportunity to practice pronouncing words correctly and receiving feedback from peers and teachers.

Language Anxiety: When speaking English, especially in front of native speakers or in new circumstances, learners may feel apprehensive or anxious. Anxiety affects language performance, as noted by Horwitz, Horwitz, and Cope (1986), who claim that "anxiety impedes the free-flowing process of language production." Language anxiety can be reduced and fluency development can be encouraged by providing a positive and encouraging learning atmosphere.

Lack of Confidence: Learners who have low self-esteem or confidence may be less ready to speak up and take chances when utilizing the English language. The importance of self-confidence in language learning is highlighted by Gardner and Lambert's (1972) socio-educational model, which states that "a positive attitude towards the language and the desire to learn it are essential for successful acquisition." Fostering fluency requires boosting students' self-confidence through

positive reinforcement, constructive criticism, and gradual exposure to speaking assignments.

Performance Pressure: When given speaking assignments, students may experience pressure to perform well, which can cause tension and anxiety to rise. In their discussion of how performance pressure affects language acquisition, MacIntyre, Noels, and Clément (1997) state that "stressful situations can inhibit the natural flow of speech." Low-stakes speaking exercises and chances for casual, easygoing conversation can assist in reducing performance anxiety and encourage the development of fluency.

2.2 English Accuracy

The term "accuracy" in English describes the precision and correctness with which language is used, including syntax, vocabulary, pronunciation, and grammar. Ellis (2009) states that accuracy is the capacity to correctly communicate intended meaning through the right use of linguistic structures and conventions. This term emphasizes how crucial language accuracy is to clear communication.

For communication to be understandable and clear, accuracy is essential. According to Larsen-Freeman (2003), accuracy shows that a student has mastered linguistic norms and conventions and adds to their overall proficiency in the language. This is especially important in professional and academic settings where communicating complicated concepts and information requires the use of precise language.

The development of accuracy in language learners is influenced by various factors. In order for learners to effectively absorb precise language forms, Ellis (2005) emphasizes the importance of input and exposure to the target language. Learners must come across accurate language forms in meaningful circumstances. Furthermore, according to Long (1983), clear instruction and constructive criticism are essential for the development of correctness because they enable students to identify and fix grammatical problems.

Evaluating learners' language use in a variety of tasks and circumstances is part of the accuracy assessment process. In order to offer a thorough assessment of accuracy, Norris (2008) suggests that assessments should contain both form-focused and meaning-focused tasks. While meaning-focused tasks measure learners' accuracy in conveying meaning in authentic contexts, form-focused tasks test learners' proficiency in using language structures correctly.

However, because language use is subjective, determining accuracy can be difficult. According to Bachman and Palmer (1996), in order to guarantee that assessments appropriately represent language use in real-world situations, they should take into account the authenticity of tasks and settings. This approach contributes to the provision of a more genuine and trustworthy evaluation of students' competency and preparedness for language usage in real-world contexts.

2.2.1 Challenges in Developing Accuracy

Complicated Grammar Rules: Students frequently struggle to understand complex grammatical frameworks, which results in inaccurate language use. "Grammar acquisition is a gradual process that requires exposure, practice, and meaningful communication," state Lightbown and Spada (2013). Giving students lots of opportunity for practice in context and clear instruction can help them understand complicated grammar principles more easily and more accurately.

Vocabulary Usage: It might be intimidating for students to choose the right words and use them correctly in context. The necessity of vocabulary depth for accuracy is emphasized by Nation (2001), who states that "A broad and deep vocabulary knowledge is essential for language proficiency." By using vocabulary-building exercises and substantial reading, teachers can help students improve their accuracy and increase the breadth of their vocabulary.

Fear of Making Mistakes: Learners' motivation to take chances and use English correctly can be hampered by anxiety about making mistakes. Worry has a negative impact on learning a language. According to Horwitz (2001), "Anxiety can disrupt language production and hinder accuracy." Accuracy can be increased and learners' anxiety of making mistakes can be lessened by creating a supportive, nonjudgmental learning environment where mistakes are seen as opportunities for growth.

Perfectionism: The pursuit of perfection can impair verbal fluency and naturalness and result in an excessive concentration on accuracy. Perfectionism has a negative

Seliger (1977) notes that perfectionist tendencies can hinder communicative spontaneity and limit language use, which impacts language learning. Error rates can be reduced and accuracy raised by motivating students to value communication over precision and developing a positive attitude toward language acquisition.

2.3 Instructors' Attitudes Towards Fluency and Accuracy

The attitudes that instructors have toward different facets of teaching and learning are the result of their convictions, perspectives, and preferences. These attitudes have a big influence on classroom procedures, pedagogical choices, and ultimately student results in the context of language instruction. Borg (2006) asserts that attitudes of instructors are influenced by a complex interaction of institutional, personal, and environmental elements, making their research essential to comprehending and enhancing instructional strategies.

2.3.1 Factors Shaping Instructors' Attitudes

Numerous factors impact the attitudes of instructors toward correctness and fluency: **Personal Teaching Experiences and Beliefs:** Teachers' perspectives are greatly influenced by their experiences as educators and language learners. For example, Borg (2003) emphasizes how instructors' perspectives on language acquisition stem from their personal educational backgrounds and classroom experiences.

Curriculum guidelines and institutional policies: Teachers' attitudes can also be influenced by the standards and requirements established by curriculum and educational institutions. According to Richards and Rodgers (2001), institutional

frameworks frequently determine how much emphasis should be placed on accuracy or fluency, which affects how teachers approach teaching language.

Student Needs and Competency Degrees: Teachers frequently modify their teaching strategies in response to what they see as the needs and degrees of language competency of their pupils. Effective language training requires an appreciation of the varied backgrounds and capacities of learners, as Harmer (2007) makes clear.

Cultural and Contextual Factors: The attitudes of instructors can also be influenced by the cultural milieu in which they educate. Teachers' ideas and practices are significantly shaped by sociocultural elements and local educational traditions, according to Kumaravadivelu (2006).

2.3.2 Impact of Instructors' Attitudes on Teaching Practices

The attitudes that educators have toward accuracy and fluency have a big impact on the ways that they teach, evaluate, and manage the classroom. While those who value fluency more than correctness could push for role-plays, open-ended conversations, and communicative activities, those who value accuracy more highly might concentrate on grammar drills, error correction, and structured speaking activities. According to Ur (2012), these choices have a direct impact on the selection of classroom activities and patterns of interaction. These attitudes also affect the ways that assessments are conducted; Skehan (1998) points out that educators who place a high priority on accuracy typically employ formal tests that have precise language

requirements. Fluency advocates, on the other hand, favor comprehensive evaluations that take into account all aspects of communicative proficiency.

Additionally, how teachers feel has a significant impact on how students are motivated to learn and how the learning environment is shaped. According to Dornyei (2001), a positive learning environment is created by being accepting of students' mistakes. This encourages risk-taking and language exploration, both of which are critical for the development of fluency.

2.4 Strategies for Addressing Instructor Attitudes

This research emphasizes the need to understand methods for addressing instructor attitudes, as these attitudes significantly affect teaching practices and consequently influence student learning outcomes. The significance that instructors place on fluency vs accuracy influences their teaching strategies, methods of assessment, and relationships with students. Through addressing and potentially changing these attitudes, teachers can implement more effective and balanced teaching strategies that meet the requirements of a wide range of learners. Professional development and training programs are crucial for giving instructors fresh insights and abilities to strike a balance between accuracy and fluency in language education, according to Freeman and Johnson (1998).

With the aid of these tools, educators can examine their methods, comprehend the effects of their attitudes, and implement fresh approaches that promote all-encompassing language development. Schön (1983) promoted reflective teaching

approaches, which are another essential tactic. Teachers can make more intelligent and successful instructional decisions when they focus on their own biases and how they affect their teaching. Furthermore, Wenger (1998) noted that creating a community of practice among language teachers encourages cooperative learning and the exchange of best practices. These forums give educators a forum to talk about difficulties, share ideas, and encourage one another to embrace more equitable methods of teaching accuracy and fluency. By addressing instructor attitudes, these tactics promote student engagement and competency as well as the quality of instruction, which in turn leads to improved language learning outcomes.

2.4.1 Professional Development and Training Programs

Teachers can consider and improve their attitudes about accuracy and fluency by participating in ongoing professional development. Teachers can learn fresh viewpoints and methods for striking a balance between these two components from focused training programs, as recommended by Freeman and Johnson (1998).

2.4.2 Reflective Teaching Practices

Teachers can become more conscious of their attitudes and how they affect their teaching by being encouraged to participate in reflective activities. Schon (1983) supports the use of reflective practice as a way to advance one's career and enhance the caliber of education.

2.4.3 Collaboration and Community of Practice

Creating a language teacher community of practice can help teachers share tactics and experiences related to improving accuracy and fluency. In order to improve teaching techniques, Wenger (1998) emphasizes the importance of collaborative learning and support among educators.

2.5 Impact of Attitudes on Classroom Dynamics

Classroom dynamics are greatly influenced by teachers' views regarding accuracy and fluency in English, which in turn affects learning settings and student outcomes. In an effort to improve language precision, those who place a strong emphasis on correctness frequently organize their classes around grammatical exercises and clear error correction (Ur, 2012). Fluency-oriented teachers, on the other hand, place more emphasis on communicative exercises like role-plays and conversations, which encourage natural language use and interaction (Dornyei, 2001).

This preference has an impact on students' motivation since risk-taking and language experimentation are encouraged in contexts that are supportive of error tolerance (Schmidt, 1990). Additionally, there are differences in the feedback tactics employed by educators. While fluency-focused instructors provide more implicit feedback to improve overall communication efficacy, accuracy-focused educators correct errors immediately (Lightbown & Spada, 2013). These attitudes greatly influence student behavior, teacher engagement, and the creation of supportive language-learning environments.