Web of Scholars: Multidimensional Research Journal
ISSN: 2751-7543
Volume 05 Number 03 (2026)
https://journals.innoscie.com/index.php/wos

Article

Developing Speaking Fluency and Accuracy Through Interactive Communicative Techniques in Secondary EFL Education

U. Kuchkeldieva[1], A. A. Shafoatov[2]

1. Associate Professor of Yangi Asr University
2. Student of Yangi Asr University

Citation: Kuchkeldieva, U., Shafoatov, A. A. Developing Speaking Fluency and Accuracy Through Interactive Communicative Techniques in Secondary EFL Education. Web of Scholars: Multidimensional Research Journal 2026, 5(3), 113-116.

Received: 15th Mar 2026
Revised: 05th Apr 2026
Accepted: 20th Apr 2026
Published: 19th May 2026

Copyright: © 2026 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (https://creativecommons.org/licenses/by/4.0/)

Abstract: This article explores the role of interactive communicative techniques in developing speaking fluency and accuracy among secondary school learners in English as a Foreign Language (EFL) education. The study emphasizes the importance of communicative language teaching, collaborative learning, and technology-supported activities in improving learners' oral communication skills. The article also discusses the challenges faced by secondary school students in speaking English and proposes effective interactive strategies to enhance both fluency and accuracy in classroom communication.

Keywords: Speaking Fluency, Speaking Accuracy, Communicative Techniques, EFL Education, Secondary School, Interactive Learning, Communicative Competence, Language Teaching

1. Introduction

Speaking is widely recognized as one of the core skills in foreign language acquisition, particularly in secondary English as a Foreign Language (EFL) education. In this context, learners are expected not only to acquire linguistic knowledge, such as grammar and vocabulary, but also to develop the ability to communicate effectively in real-life situations. However, developing speaking proficiency remains a persistent challenge for many students due to limited opportunities for authentic communication, insufficient classroom interaction, and anxiety associated with making mistakes [1].

Contemporary educational reforms emphasize communicative competence and learner-centered pedagogical approaches, which prioritize meaningful interaction over mechanical language practice. Within this framework, interactive communicative techniques have gained increasing importance as effective tools for enhancing students' oral proficiency [2]. These techniques foster active participation, collaboration, and authentic communication, thereby contributing to the simultaneous development of fluency and accuracy. Speaking fluency refers to the ability to express ideas smoothly, naturally, and with minimal hesitation, while accuracy involves the correct use of grammatical structures, vocabulary, and pronunciation. Achieving a balance between these two dimensions is a central goal of modern EFL instruction [3]. Therefore, teachers are required to design instructional environments that support both spontaneous communication and gradual linguistic refinement [4].

2. Materials and Methods

Modern educational reforms emphasize the importance of communicative competence and learner-centered instruction. Therefore, interactive communicative techniques have become increasingly important in developing students' oral proficiency.

These techniques encourage active participation, cooperation, and authentic communication, helping students improve their speaking fluency and accuracy simultaneously.

Speaking fluency refers to the ability to communicate ideas smoothly, naturally, and confidently without excessive hesitation. Accuracy, on the other hand, involves the correct use of grammar, pronunciation, vocabulary, and sentence structures during communication [5].

Both fluency and accuracy are essential components of communicative competence. In EFL classrooms, teachers should create balanced instructional strategies that help students speak freely while gradually improving linguistic correctness.

Importance of Interactive Communicative Techniques:

Interactive communicative techniques are teaching methods that involve active learner participation in meaningful communication. These techniques create a student-centered environment where learners practice speaking through interaction rather than passive memorization.

The advantages of interactive communicative techniques include: increasing student motivation and engagement; reducing speaking anxiety; improving confidence in communication; encouraging collaborative learning; developing critical and creative thinking skills. Interactive activities provide learners with opportunities to use English in realistic contexts, which strengthens both fluency and accuracy [6].

Role-Play Activities in Speaking Development:

Role-play is one of the most effective communicative techniques in EFL classrooms. Through role-play activities, students simulate real-life situations such as shopping, traveling, job interviews, or classroom discussions.

Role-play helps students: practice spontaneous communication; improve pronunciation and intonation; develop vocabulary usage; gain confidence in public speaking. Moreover, role-play encourages students to think creatively and respond naturally during communication.

Pair and Group Work Activities:

Pair and group work activities play a significant role in improving speaking skills. These activities maximize students' speaking time and encourage peer interaction. Examples include: information gap activities; discussions and debates; problem-solving tasks; collaborative projects.

Such activities create a supportive environment where learners feel more comfortable expressing their ideas. Students also learn from each other's mistakes and communication strategies [7].

The Use of Technology in Developing Speaking Skills

Modern technology has transformed EFL education by providing innovative opportunities for language practice. Digital tools such as: language learning applications; video conferencing platforms; podcasts; online speaking clubs; artificial intelligence-based language tools support the development of speaking fluency and accuracy.

For instance, students can participate in virtual conversations, record their speech, and receive immediate feedback on pronunciation and grammar. Technology also increases students' exposure to authentic English language materials.

3. Results

The analysis of interactive communicative techniques in secondary EFL classrooms demonstrates that these methods significantly contribute to the development of students' speaking skills, particularly fluency and communicative confidence. Among the most effective techniques, role-play activities were found to provide learners with opportunities

to simulate real-life communication scenarios, which enhances spontaneity and reduces hesitation during speech production. Students engaged in role-play activities showed improved ability to organize ideas quickly and respond appropriately in interactive contexts. Pair and group work activities also played a crucial role in increasing students' speaking time and encouraging peer-to-peer interaction. Tasks such as discussions, debates, information-gap activities, and collaborative problem-solving created an environment where learners actively exchanged ideas and practiced meaningful communication [8]. This interactive setting contributed to increased student engagement and reduced speaking anxiety.

Furthermore, the integration of digital technologies into speaking instruction demonstrated positive outcomes in language development. Tools such as language learning applications, online speaking platforms, and artificial intelligence-based feedback systems enabled students to practice pronunciation, record their speech, and receive immediate corrective feedback. This technological support enhanced both accuracy and learner autonomy. Overall, the results indicate that interactive communicative techniques, when applied consistently, improve learners' willingness to communicate, increase classroom participation, and strengthen both fluency and accuracy in spoken English [9-11].

4. Discussion

Challenges in Developing Speaking Fluency and Accurac:.

Despite the benefits of communicative techniques, several challenges still exist in secondary EFL education: limited classroom time; large class sizes; fear of making mistakes; insufficient vocabulary knowledge; overemphasis on grammar-based instruction [12].

Teachers should address these challenges by creating a positive classroom atmosphere and encouraging students to participate actively without fear of criticism.

To improve speaking fluency and accuracy effectively, teachers should: use communicative and interactive teaching methods regularly; encourage English-only classroom communication; provide constructive feedback; integrate technology into speaking activities; create authentic communication situations; motivate students through games and collaborative tasks [13].

A supportive and interactive learning environment enables students to practice English more confidently and naturally.

Psychological Factors Influencing Speaking Skills

Psychological factors have a significant impact on the development of speaking fluency and accuracy in secondary EFL classrooms. Many learners experience anxiety, fear of making mistakes, low self-confidence, and lack of motivation when speaking English. These emotional barriers often prevent students from participating actively in classroom communication [14].

Interactive communicative techniques help reduce psychological pressure by creating a friendly and supportive learning environment. Activities such as pair discussions, role-play, and cooperative learning encourage students to speak without fear of criticism. When learners feel emotionally secure, they become more willing to experiment with language and communicate spontaneously.

Teachers also play an important role in motivating learners. Positive feedback, encouragement, and tolerance toward mistakes increase students' confidence and willingness to communicate in English [15].

5. Conclusion

In conclusion, interactive communicative techniques play a crucial role in developing speaking fluency and accuracy in secondary EFL education. Techniques such as role-play, pair work, group discussions, and technology-supported activities help learners improve their oral communication skills effectively.

Developing speaking competence requires continuous practice, motivation, and learner-centered instruction. Therefore, EFL teachers should apply innovative communicative strategies that encourage active participation and meaningful interaction in the classroom. Such approaches contribute significantly to students' communicative competence and overall language proficiency.

REFERENCES

[1] J. C. Richards, *Communicative Language Teaching Today*. Cambridge, UK: Cambridge University Press, 2006.

[2] H. D. Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. White Plains, NY, USA: Pearson Education, 2014.

[3] D. Normatova, "Further improving communicative competence of students at higher educational establishments," *Science and Innovation*, 2023.

[4] J. Harmer, *The Practice of English Language Teaching*. Harlow, UK: Pearson Education, 2015.

[5] D. Nunan, *Task-Based Language Teaching*. Cambridge, UK: Cambridge University Press, 2004.

[6] S. Thornbury, *How to Teach Speaking*. Harlow, UK: Pearson Education, 2005.

[7] J. Scrivener, *Learning Teaching*. Oxford, UK: Macmillan, 2011.

[8] M. Bygate, *Speaking*. Oxford, UK: Oxford University Press, 1987.

[9] S. Gass and A. Mackey, *Input, Interaction and Output in Second Language Acquisition*. New York, USA: Routledge, 2007.

[10] R. Ellis, *Task-Based Language Learning and Teaching*. Oxford, UK: Oxford University Press, 2003.

[11] M. Celce-Murcia, *Teaching English as a Second or Foreign Language*. Boston, USA: Heinle & Heinle, 2014.

[12] P. Ur, *A Course in Language Teaching: Practice and Theory*. Cambridge, UK: Cambridge University Press, 2012.

[13] A. Kumaravadivelu, *Understanding Language Teaching: From Method to Postmethod*. Mahwah, NJ, USA: Lawrence Erlbaum, 2006.

[14] D. Littlewood, *Communicative Language Teaching*. Cambridge, UK: Cambridge University Press, 1981.

[15] M. Swain, "The Output Hypothesis and communicative competence," *Studies in Second Language Acquisition*, 2005.