

UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA ORIENTAL
DEPARTAMENTO DE CIENCIAS Y HUMANIDADES
SECCIÓN DE IDIOMAS



**INFORME FINAL DEL CURSO DE ESPECIALIZACIÓN
LINGÜÍSTICA**

TÍTULO DE ARTÍCULO

ACCURACY AND FLUENCY COMPETENCES OF ORAL PRODUCTION IN THIRD
YEAR STUDENTS OF MODERN LANGUAGES DEGREE: SPECIALIZATION IN
FRENCH AND ENGLISH

PARA OPTAR AL GRADO ACADÉMICO

LICENCIATURA EN LENGUAS MODERNAS: ESPECIALIDAD EN FRANCES E
INGLES

PRESENTADO POR

GISSEL YAMILETH ZARAGOZA GUERRA ZG17001

DOCENTE ASESOR:

MSD. ROXANA JANETH SORTO DE VELIS

NOVIEMBRE 2025, SAN MIGUEL, EL SALVADOR, CENTROAMÉRICA

UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA ORIENTAL

AUTORIDADES



MSC. JUAN ROSA QUINTANILLA.

RECTOR

DRA. EVELYN BEATRIZ FARFAN MATA.

VICERRECTORA ACADÉMICA

MSC. ROGER ARMANDO ARIAS ALVARADO

VICERRECTOR ADMINISTRATIVO

LIC. PEDRO ROSALIO ESCOBAR CASTAÑEDA.

SECRETARIO GENERAL

LIC. CARLOS AMILCAR SERRANO RIVERA.

FISCAL GENERAL

LICDA. ANA RUTH AVELAR VALLADARES.

DEFENSORA DE LOS DERECHOS UNIVERSITARIOS

**UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA ORIENTAL**

AUTORIDADES



MSC. CARLOS IVÁN HERNÁNDEZ FRANCO.

DECANO

DRA. NORMA AZUCENA FLORES RETANA.

VICEDECANA

LIC. CARLOS DE JESÚS SÁNCHEZ.

SECRETARIO

MTRO. EVER ANTONIO PADILLA LAZO.

DIRECTOR GENERAL DE PROCESOS DE GRADO

DRA. ANA CECILIA CAÑAS ZELAYA.

DIRECTORA DE LA ESCUELA O JEFA DE DEPARTAMENTO

MTRA. ROXANA JANETH SORTO DE VELIS.

COORDINADORA GENERAL DE PROCESOS DE GRADO

Resumen

El presente estudio, titulado “Problemas de Precisión y Fluidez de la Producción Oral en Estudiantes de Tercer Año de la Carrera de Lenguas Modernas”, se realizó durante el año académico 2024 en la Universidad de El Salvador. Su enfoque cuantitativo tuvo como objetivo evaluar el dominio de la producción oral en inglés de estudiantes de tercer año, centrándose en aspectos clave como precisión y fluidez. Se aplicaron una encuesta y un test estandarizado para analizar el desempeño oral del grupo en diversos contextos comunicativos. El objetivo principal fue identificar los problemas más frecuentes en la producción oral, así como los puntos fuertes y débiles que afectan el rendimiento de los estudiantes. El análisis estadístico basado en la frecuencia de las respuestas obtenidas en la encuesta y el test permitió detectar variaciones en el nivel de competencia oral y, con ello, proponer mejoras pedagógicas basadas en la evidencia obtenida. Los resultados revelaron que el 48.06% de los estudiantes reportaron dificultades ocasionales al expresarse oralmente en inglés, mientras que solo el 3.89% afirmó no haber tenido inconvenientes. Estas dificultades se relacionan especialmente con la fluidez y la precisión. Se esperaba que los hallazgos de esta investigación contribuyeran al fortalecimiento de los enfoques didácticos utilizados en la enseñanza del inglés en la Facultad Multidisciplinaria Oriental. Al identificar las necesidades lingüísticas específicas de los estudiantes, se buscaba fomentar una mejora integral en sus competencias comunicativas, promoviendo un aprendizaje más efectivo y una mayor confianza en el uso del idioma en contextos académicos y reales.

Palabras Claves: dominio de la expresión oral, rúbrica global, puntos fuertes específicos, evaluación de la fluidez, evaluación de la pronunciación.

Abstract

This study, entitled "Problems of Accuracy and Fluency of Oral Production in Third-Year Students of the Modern Languages Career", was carried out during the academic year 2024 at the University of El Salvador. Its quantitative approach aimed to assess the mastery of oral production in English of third-year students, focusing on key aspects such as accuracy and fluency. A survey and a standardized test were applied to analyze the oral performance of the group in various communicative contexts. The main objective was to identify the most frequent problems in oral production, as well as the strengths and weaknesses that affect student performance. The statistical analysis based on the frequency of the answers obtained in the survey and the test made it possible to detect variations in the level of oral competence and, with this, to propose pedagogical improvements based on the evidence obtained. The results revealed that 48.06% of the students reported occasional difficulties when expressing themselves orally in English, while only 3.89% stated that they had no problems. These difficulties are especially related to fluency and accuracy. It was hoped that the findings of this research would contribute to the strengthening of the didactic approaches used in the teaching of English in the Oriental Multidisciplinary Faculty. By identifying the specific linguistic needs of the students, the aim was to foster a comprehensive improvement in their communicative skills, promoting more effective learning and greater confidence in the use of the language in academic and real contexts.

KEY WORDS: *oral output proficiency, comprehensive rubric, specific strengths, fluency assessment, pronunciation evaluation.*

Introduction

The oral production of the English language is of paramount importance for effective communication in the academic and professional environment and to achieve success in an interconnected society. Fluent in English enables people to participate in national and international exchanges, access more information and opportunities, and build wider professional networks. In the educational environment, having the ability to communicate fluently and accurately in English is crucial for teaching and learning, facilitating knowledge delivery and interaction in culturally diverse environments. In addition, oral production reflects a practical mastery of the English language, encompassing factors such as pronunciation, intonation, fluency and coherence, which are essential for close-knit communication.

In this regard, the term fluency refers to the capability of expressing ideas continuously efficiently and without any unnecessary or unnatural pause so that actual speech flows continuously. Nation and Newton (2009) define fluency as the smooth production of language without interruption, while Lennon (2000) describes it as “the rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention into language under the temporal constraints of online processing.”

On the other hand, accuracy is the extent to which the speech which is generated matches the norms of the target language, including correct grammar, appropriate vocabulary and pronunciation which is clear. According to Skehan (1996), accuracy is “the extent to which the language produced conforms to target language norms,” and Ellis (2003) highlights that it involves the production of grammatically correct sentences using appropriate structures and vocabulary.

The study deals with the analysis of the English oral production of third-year students of the Modern Languages degree: Especialization in French and English at the Eastern Multidisciplinary Faculty of the University of El Salvador. The objective of

this study was to determine the levels of accuracy and fluency, two of the main skills of oral competence in the English language, which were taken as variables in this research. A survey and an oral test were performed in the study using a quantitative approach to gain data relevant to the students' performance in specific communicative contexts.

This article presents the methodology, the results and their analysis of the process, with a view to proposing pedagogical strategies for a better instruction of English oral. The results of the study on frequency of problems will be used for understanding the strong points of students which will help in designing appropriate teaching in future.

Therefore, in an interconnected society where English is often the lingua franca, strong oral communication skills open doors to international opportunities and professional progress. Therefore, encouraging and optimizing oral production in English is a fundamental aspect of language education, as it enables students to perform and develop confidently and thrive in diverse and dynamic environments throughout their academic training.

Methodology

In research, methodology is also an important element that must be developed precisely during the investigative process. "Research methodology is an approach to methodically explain the research problem. It may be implicit as a science of studying how research is through scientifically. In it we study the different steps that are usually adopted by a researcher in studying his research problem along with the logic after them" (Swarooprani, 2022).

As a research design, this project was designed as a quantitative study. In addition, it has been determined that the level of research used in this project is descriptive. "Descriptive research aims to accurately and systematically describe a population, situation or phenomenon." McCombes (2023). The objective of this research is to determine the problems in oral production presented by third-year students of the Modern Languages degree and the incidence of these in students using elements of quantitative research.

According to Jim Frost, "A prospective study is an experimental design that looks forward in time and observes events as they happen. Participants begin the study without having a condition of interest. Then researchers gather data and take measurements at regular intervals to identify the occurrence of specific outcomes along with other data that might relate to them." (Frost, 2023).

The research design of this investigation is prospective since this investigation is currently studying a phenomenon without any background information. Using this research design, authors of the research are in charge of obtaining the information in the first instance without relying on previous research, data collection and data analysis.

Furthermore, this descriptive and prospective research has been developed using a cross-sectional design approach. This indicates that after identifying the population and obtaining the sample for the study, the survey and testing instruments created to observe, analyze, and describe the phenomenon being investigated will only be conducted once during the specified timeframe of this study for this sample.

According to Lauren Thomas: "A cross-sectional study is a type of research design in which you collect data from many different individuals at a single point in time." (Thomas, 2023). This statement corroborates that the instruments for this research were performed only once. That is in order to collect the data the researcher intervened one time.

This research considered two variables. The first was accuracy in oral production. Accuracy is considered to be a sub-competency of English-speaking skills. "Accuracy refers to the correctness of grammar, vocabulary, and pronunciation. An accurate speaker uses proper grammar structures, appropriate vocabulary, and clear pronunciation, which might include American Accent training or accent reduction techniques." (ChatterFox, 2023).

Furthermore, fluency in oral production was the second variable that was taken into account in this work. "Fluency is the flow and efficiency with which you express your ideas, particularly when speaking." (Fluency vs Accuracy | British Council Foundation Indonesia, 2022) In other words, Fluency is the ability to speak in English with comfort and confidence in what is being said. Therefore, the variables being studied in this research were: Accuracy and fluency problems in oral production of the English language.

As established in the general objective of this work was to identify the competence level of accuracy and fluency of oral production in the English language in the third-year students of Modern Languages degree. It was necessary to contact the population, who were attending the subject of Reading and Conversation I in

English. Then as a sample, a number of 30 students were selected using the random sampling method.

According to Thomas (2023): "A simple random sample is a randomly selected subset of a population. In this sampling method, each member of the population has an exactly equal chance of being selected." (p.10).

For gathering the data, it was done through a survey and a test. Prior to the application of both instruments, the consent of each of the students taken as a sample was obtained, verifying with their signature and unique student document number that they agreed to be surveyed and tested. The survey contained twelve closed-ended questions with predetermined answers, requiring them to select the option they deemed most appropriate. The test was structured five open-ended questions where students expressed orally their thoughts on the topic posed. In this way, the aim was to evaluate and measure the level of accuracy and fluency in oral production in the English language.

Results

In this section, the results obtained from the applications of the instruments applied in the course of the research are presented. These data have been organized in order to facilitate their interpretation and provide a clear and structured view of the findings. First, the results of the survey are presented and then the results of the test.

Table 1: Oral Production Survey Responses

Answer	F	%
Always	40	11.1 1
Sometimes	173	48.0 6
Seldom	83	23.0 6
Hardly Ever	50	13.8 9
Never	14	3.89

Source: Own Source

Analysis: It can be seen that 48.06% of the students surveyed, representing the majority of the total sample studied, answered "Sometimes", becoming the answer with the highest frequency obtained. Students express that the tendency to make mistakes in areas such as accuracy and fluency is occasional, taking into account the pauses made in speech and errors in oral production. Also, it shows that 3.89% of the sample studied answered "Never".

Table 2: Oral Production Test Responses

Indicator	F	%
FLUENCY		
Needs Improvement (1)	5	16.67
Basic (2)	9	30.00
Proficient (3)	11	36.67
Exceptional (4)	5	16.67
ACCURACY		
Needs Improvement (1)	5	16.677
Basic (2)	13	43.33
Proficient (3)	11	36.67
Exceptional (4)	1	3.33

Source: Own source

Description: Based on the results obtained through the test carried out on the students, 43.33% of the students presented a "Basic" level with respect to accuracy in expressing themselves in English. However, in the case of fluency, 36.67% of students obtained a perfect level in the oral production of the English language.

Results Analysis

To understand the data more thoroughly, it is important to analyze and discuss the results of the phenomenon under study. The results provide a solid basis for proposing recommendations to the problems identified throughout the research.

According to the information from the survey, in which accuracy and fluency were evaluated according to the following indicators: 48.06% of the sample selected "Sometimes" in the survey as their main answer between a total of five answers: Always, Sometimes, Seldom, Hardly Ever and Never, demonstrating that they make mistakes but not very frequently when asked about oral production problems, indicating that specific problems like pauses during speech, searching for words, and feelings of anxiety were prevalent. Finally, the lowest answer was Never with 3.89% in which students felt confident by not making mistakes.

On the other hand, according to the results of the test, in which were evaluated the same indicators, but this time with a rubric that had the following scores: Exceptional (4), Proficient (3), Basic (2) and Needs Improvement (1). The indicator with the highest percentage was Accuracy with a Basic Score which means students have a basic accuracy level. With this data it can be made a comparison between results from the survey and test, in which the test consisted of three indicators, each of them with four scores according to what was expected to achieve during the evaluation process. In the first indicator of Fluency, 36.67% of students performed at a "Proficient" score, while 16.67% fell into both the "Exceptional" and "Needs Improvement" scores. Finally, Accuracy is the second indicator that showed 43.33% of students at a "Basic" score, and only 3.33% achieved an "Exceptional" score.

The data obtained with the help of the survey and the test are consistent with the theoretical bases and the studies presented in the background of this research. Merrill Swain states: "The comprehensible output (CO) hypothesis states that we acquire language when we attempt to transmit a message but fail and have to try again.

Eventually, we arrive at the correct form of our utterance, our conversational partner finally understands, and we acquire the new form we have produced.” Retaken by (Krashen, 1998). Based on the results of the survey, students are aware that they have problems when expressing themselves in English. According to Swain's theory, this is the first step to finding an improvement in output, since through the practice of English speaking skills, students find the elements where they fail and look for a way to improve, while gaining new knowledge and putting it into practice.

On the other hand, the study called Obstacle In English Oral Discourse at the 3rd Semester Students of English Education Faculty of Universitas Riau Kepulauan Batam written by Fassaro Hulu from 2014 to 2015, presents results similar to those obtained through our research. This study reaffirms that students still experience and present difficulties in the production of oral communication, even when the time they spend practicing the language is frequent or if the practice takes place in the classroom with total immersion in the new language. Similarly, the instrument tested with the population selected for our research shows that they have difficulties in producing the language correctly and understandably despite the academic level at which they are.

By looking at the responses obtained in the survey and the test, it was determined that the results differ between them, since most students express that the incidence of errors in their oral speech in English are occasional, choosing "Sometimes". With the help of the test showed that students make mistakes when expressing their ideas and opinions in English frequently. This may be related to the feeling of confidence that students have regarding their current level of the English language, which is not consistent with the results of the test.

Discussion

Based on the findings of this study on oral production problems among third-year Modern Languages students, it's evident that accuracy and fluency are crucial areas of concern. The data indicate that most students constantly pause, search for words, and experience anxiety when speaking English. This hesitation and lack of confidence likely stem from insufficient autonomous practice and unawareness with sustained speaking in English. In terms of accuracy, there are noticeable problems, which can obscure the intended communication and stymie effective communication.

When these results are compared with similar studies, it becomes clear that affective factors such as anxiety, alongside a lack of targeted practice, play a significant role in limiting students' oral performance across various language-learning environments. These results emphasize the need for structured speaking activities and innovative educational approaches to address both the emotional and specialized challenges of oral production. For example, implementing role-playing exercises, targeted pronunciation drills, and regular feedback sessions may help improve students' accuracy and fluency by offering controlled, low-stakes practice surroundings.

Also, incorporating anxiety-reduction techniques, such as positive reinforcement and progressive exposure to more complex speaking tasks, could further support students in overcoming their fear of making mistakes. By laboriously incorporating these strategies, educators can help students build the necessary oral skills to communicate confidently and effectively in English. This approach not only aligns with established language-learning methodologies but also emphasizes the importance of a holistic framework that addresses both the cognitive and affective dimensions of language acquisition.

Conclusions

Thus, grounded on the results presented, it is concluded that students have notable problems in their oral production, which aligns with the study. This confirms that inadequate independent practice and limited tutoring strategies may be contributing factors to these difficulties. Also, the primary ideal of this study was to identify the level in the English oral competences of third-year Modern Languages students through a survey and test assessing oral converse criteria was successfully achieved. The study linked distinct areas where students struggle, addressing the research question "What are the accuracy and fluency competence level of oral production in third-year students of the Modern Languages degree presently studying Reading and Conversation I?"

The disquisition revealed crucial issues across two essential confines of oral production: accuracy and fluency. That is, findings showed in the test that ignorance in the students is hindered by frequent vacillation, pauses, and difficulty in word reclamation. Similar pauses frequently intrude the inflow of communication, impacting overall communicative effectiveness. These findings confirmed the significance of acclimatized educational approaches that concentrate on the specific sub skills within the oral production. In summary, this study sheds light on the nuanced difficulties faced by students in their trip toward English proficiency. Addressing these areas through better pedagogical strategies and fresh practice openings will be critical for fostering students' growth in oral communication; accuracy and fluency, eventually contributing to their academic and professional success in an increasingly globalized world.

The survey results show that 48.06% of students believe they are making errors in their oral English production "sometimes," indicating a moderate frequency of fluency and accuracy problems. This means that although the mistakes are not constant, they do happen often enough for the participants, that nearly half of them feel that it is part of their performance. In addition, 23.06% claimed they find such problems "seldom"

and 13.89% find “hardly never”. This indicates a large number of individuals who believe they possess some kind of verbal skill, although there may be some flaws. On the other hand, the least percentage (3.89%) corresponds to the ones who claim that they ‘never’ make mistakes, and this supports the view that achieving total fluency in oral production remains a challenge for most students. The evidence points to referral to verbal production of oral students are still occasionally hampered, due to the frequent repetition of pauses, structural mistakes, and the limits of vocabulary that hinder the effectiveness of their communication.

On the contrary, the results of oral production tests show differences in the level of fluency and accuracy that the students achieve. In terms of fluency, it appears that 36.67% of the participants of the study reached a “proficient” level. This suggests a rather good ability to convey messages without the risk of pauses or interruptions that compromise understanding. In addition, 30% of the participants were regarded as “basic,” while 16.67% were assessed as “exceptional”. This indicates that a considerable segment of the population has actually mastered communication skills that are useful in practice. In contrast, the accuracy results showcase a less favourable picture: only 3.33% achieved the “exceptional” level while the highest percentage (43.33%) sits at the “basic” level. While some students maintain fluent speech, their oral production displays grammatical issues, vocabulary use limitations, and difficulty constructing appropriate sentences. These findings highlight a significant gap between fluency and accuracy, suggesting that learners need to improve formal linguistic features to achieve more balanced and effective verbal communication.

Finally, the oral production test and the global results of the survey seem to show a clear trend: students are fairly fluent in English but with much less accuracy. The self-evaluation made in this survey corresponds well with what the test results assess or imply. This means that most of the students feel that they face some troubles while communicating verbally and this can actually be proved through the test results through measurable data as well. The difference between fluency and accuracy focuses on the need for teaching techniques that increase spontaneous speaking as

well as the development of grammatical ability and language correctness. To develop general speaking skills and communication skills in the targeted language, a balance of both will be called for.

References

- British Council Foundation Indonesia. (2022). *Fluency vs accuracy.*
<https://www.britishcouncilfoundation.id/en/english/articles/fluency-vs-accuracy>
- ChatterFox. (2023, April 8). *Fluency vs accuracy: Striking the right balance in spoken English.* LinkedIn.
<https://www.linkedin.com/pulse/fluency-vs-accuracy-striking-right-balance-spoken-english/>
- Ellis, R. (2003). *Task-based language learning and teaching.* Oxford University Press.
<https://global.oup.com/academic/product/task-based-language-learning-and-teaching-9780194421591>
- Fasaaro, H. (2014). Obstacle in English oral discourse at the 3rd semester students of English Education Faculty of Universitas Riau Kepulauan Batam in academic year 2014–2015. *Jurnal BASIS, 2*(1), 70–81.
<https://ejournal.upbatam.ac.id/index.php/basis/article/view/2929>
- Frost, J. (2023, September 10). *Prospective study: Definition, benefits & examples.* Statistics by Jim. <https://statisticsbyjim.com/basics/prospective-study4>
- Lauren, T. (2023, June 22). *Cross-sectional study: Definition, uses & examples.* Scribbr. <https://www.scribbr.com/methodology/cross-sectional-study/>
- McCombes, S. (2019). *Descriptive research design: Definition, methods and examples.* Scribbr. <https://www.scribbr.com/methodology/descriptive-research/>
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking.* Routledge.
<https://www.routledge.com/Teaching-ESLEFL-Listening-and-Speaking/Nation-Newton/p/book/9780415469569>

- Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied Linguistics*, 17*(1), 38–62. <https://doi.org/10.1093/applin/17.1.38>
- Swarooprani, K. (2022). *A study of research methodology.* *International Journal of Scientific Research in Science, Engineering and Technology (IJSRSET)*.
https://www.researchgate.net/publication/361807570_An_Study_of_Research_Methodolog
- Thomas, L. (2023, December 18). *An introduction to simple random sampling.* Scribbr. <https://www.scribbr.com/methodology/simple-random-sampling/>
- Towell, R. (2000). The lexical element in spoken second language fluency. In H. Riggenbach (Ed.), *Perspectives on fluency** (pp. 25–42). University of Michigan Press. <https://doi.org/10.3998/mpub.11493>
- University of Southern California. (n.d.). *Independent and dependent variables.* USC Libraries. <https://libguides.usc.edu/writingguide/variables>