

**Methodological Proposal that Promotes Fluency in Foreign Languages, English, Among  
UNAD Students**

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## **Dedication**

To my beloved parents,

This thesis is dedicated to you, who have always been my greatest support and source of inspiration. Your endless love, encouragement, and unwavering belief in my potential have guided me through every challenge and success. Without your sacrifices and guidance, this achievement would not have been possible.

It is great pride for me to have had the opportunity to be your child, my beloved parents. They have known how to guide me along the path of righteousness, instilling in me the value of determination and perseverance to achieve what we set out to do. Thanks to that, today, I have achieved it.

With all my love and appreciation.

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Primarily, I would like to thank our creator Jehovah God and his son Jesus for their support and guidance in this learning process. Without their constant presence and blessings, I would not have been able to overcome the challenges and achieve this dream of becoming a teacher.

Likewise, I would like to thank my dear family for their collaboration, encouragement, and support in making decisions to overcome all kinds of obstacles on this university path. Without a doubt, I would like to thank my parents for their support and belief in my ability: their love and support have been fundamental to my success.

Finally, I wish to thank my teachers and mentors, who have guided me with patience and dedication. Your knowledge, insights, and continuous encouragement have inspired me to strive for excellence. I am extremely grateful to you for your commitment to my education and for believing in my dream of becoming an educator.

This achievement is not mine alone; it belongs to all of you who have supported me along the way, Thank you.

## Resumen

Estudiante, Ropain Martínez, Dago Néstor. (2024). Propuesta metodológica para promover la fluidez en lenguas extranjeras: inglés en estudiantes de la UNAD La propuesta abordará la validez de un diagnóstico de metodologías que promuevan la fluidez oral en el idioma inglés hablado entre estudiantes de pregrado de la Universidad Nacional Abierta y a Distancia (UNAD). El estudio ilustra los niveles de competencia lingüística de los estudiantes de esta institución. Sin embargo, para mejorar la gestión académica, la propuesta sugiere la implementación de metodologías activas e innovadoras. Estas metodologías tienen como objetivo fortalecer las habilidades comunicativas en inglés para un grupo específico de estudiantes con niveles más bajos de fluidez oral en el idioma. Por esta razón, es importante crear un espacio adecuado para la participación activa en una amplia gama de actividades incluidas en el programa que ofrece esta institución. Sin duda, se pueden incluir ejercicios personalizados, talleres interactivos y aplicaciones prácticas para reforzar la fluidez en el idioma inglés. En conclusión, se evaluará a fondo la pertinencia de la propuesta para asegurar que se alinee con las necesidades y desafíos específicos del grupo de estudiantes objetivo. Esta evaluación nos permitirá brindar apoyo y orientación personalizados para ayudar a los estudiantes a explorar e implementar soluciones efectivas para abordar el problema en cuestión.

***Palabras clave:*** Fluidez, Metodología, Lengua extranjera, Comunicación, Motivación

### **Abstract**

Student, Ropain Martínez, Dago Nestor. (2024). methodological proposal to promote fluency in foreign languages: english in UNAD students the proposal will address the validity of a diagnosis of methodologies that promote oral fluency in spoken English among undergraduate students at the Universidad Nacional Abierta y a Distancia (UNAD). The study illustrates the language proficiency levels of the students at this institution. However, to improve academic management, the proposal suggests the implementation of active and innovative methodologies. These methodologies aim to strengthen communication skills in English for a specific group of students with lower levels of oral fluency in the language. For this reason, it is important to create an adequate space for active participation in a wide range of activities included in the program offered by this institution. Without a doubt, personalized exercises, interactive workshops, and practical applications can be included to reinforce fluency in English. In conclusion, the relevance of the proposal will be thoroughly evaluated to ensure that it aligns with the specific needs and challenges of the target student group. This evaluation will allow us to provide personalized support and guidance to help students explore and implement effective solutions to address the issue at hand.

**Keywords:** Fluency, Methodology, Foreign Language, Communication, Motivation.

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## **Content of the Work**

The research project entitled "Methodological proposal that promotes fluidity in foreign languages in English in UNAD students" aims to validate a methodology that improves oral fluidity in English in students of the National Open and Distance University (UNAD). This study seeks to diagnose and apply effective methods that will enhance fluency focusing on those students who present difficulties in this aspect, Considering the regulations of the (CEFR) or Common European Framework of Reference.

In the proposal below, a generalized problem could be detected in first-registration students, having difficulties in their verbal fluency in the English language, which does not correspond to the degree of schooling with which they must initiate a process at the university.

This is because, in some cases, the academic processes carried in public or private schools in previous years to their entry into the university, suggest little or little participation in this type of activities to strengthen communicative skills, this added to the lack of time and motivation to deepen practical exercises, which limits its participation in conversational activities.

Therefore, the proposal suggests implementing conversation meetings with native English speakers or teachers with good level to motivate virtual sessions that include interactive activities to share experiences.

The project methodology is based on three practical stages. The first consists of online sessions with professors of the Lile program to interact with topics of interest and share experiences in English. On the other hand, students will put the English language into practice in a safe environment, through activities imitating real scenarios, carried out in the interactive workshops included in the second stage. Finally, the third stage contemplates the organization of

organized debates with relevant issues, where they are provided with phrases and vocabulary to be able to participate with minimal-level teachers. Students will be able to practice fluidity and adapt to different accents.

The theoretical framework relies on previous studies that indicate that oral fluidity is developed through repeated and significant practice in motivating real contexts. The techniques of the 4/3/2 method stand out, which has been found to be effective in optimizing fluency by putting into practice the same presentation repeatedly in a decreasing duration. Likewise, the concept of "soliloquies" is introduced, where students practice talking alone and having fun to develop their fluidity without depending on an interlocutor.

The expected results of the project include the improvement of the oral fluidity of the students and the implementation of innovative methodologies that can be replicated in other educational contexts.

In conclusion, this project aims to help (UNAD) students to speak English fluently, by implementing active methodologies adapted to their needs, allowing them to acquire the necessary fluency to function in globalized contexts. May the institution maintain or obtain other accreditations, graduating highly competent professionals in the use of English.

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## **Introduction**

The research aims to design and implement a methodological proposal that promotes oral fluency in the English language among students of the “Universidad Nacional Abierta y a Distancia (UNAD)”. The Project focuses on evaluating the effectiveness of active and innovative methodologies that contribute to increasing the fluency in the English language of some students who have a very low level.

Being able to communicate fluently in English as a foreign language is essential for students' academic and professional success in today's globalized world. However, many UNAD students face challenges in developing a fluent command of English due to various factors, such as lack of exposure to the language, anxiety about learning, or traditional teaching methodologies.

This is intended to increase oral fluency in English, especially among students with a low level of proficiency in this area. The results of this research will provide valuable information for the contribution and improvement of learning and teaching in institutions in general.

### **Problem Description**

The research project focuses on addressing the challenges faced by students at the Universidad Nacional Abierta y a Distancia (UNAD) in achieving fluency in English. The primary issue identified is the existing methodologies that inadequately promote oral fluency among undergraduate students.

The proposal emphasizes the need for a comprehensive diagnosis of current teaching methods and their effectiveness in enhancing students' speaking skills. It highlights the varying levels of language proficiency among students, particularly those who exhibit lower fluency in English.

To tackle these challenges, the project advocates for the introduction of active and innovative teaching methodologies. These approaches are designed to create interactive learning environments that encourage students to engage more fully in speaking activities. By fostering active participation, the proposal aims to improve communication skills in English, ultimately helping students develop greater confidence and competence in the language.

In summary, the methodological proposal seeks to transform the instructional landscape at UNAD by integrating dynamic teaching strategies that cater specifically to the needs of students struggling with oral fluency in English. This is seen as a critical step toward enhancing academic performance and overall language proficiency.

## **Problem Statement**

The impetus for this study stems from the pedagogical practice of the "Universidad Nacional Abierta y a Distancia (UNAD)". A group of students at this prestigious institution exhibit a high level of competence in English across all areas. This is of utmost importance to the academic community as it underlines the educational caliber of the institution.

It is relevant to diagnose and apply methodologies that promote oral fluency in spoken English to a specific group of students with a low level of fluency in this skill, according to the (CEFR) or Common European Framework. That is why students who present these particularities can practice minimally in the (UNAD) conversation classes, possibly due to time constraints.

To overcome this weakness, it can implement practical conversation meetings with native English speakers and virtual sessions to share experiences and knowledge through various academic networks. It is crucial to maintain our current approach by continuing with our programming, teaching methods, and other essential aspects that contribute to effective English language teaching.

How can we improve the methodologies used to promote oral fluency in spoken English among UNAD students?

## **Systematization of the Problem**

The key aspects to systematize in the research project on promoting fluency in foreign languages, specifically English, among UNAD students are:

### **Diagnosis of Current Language Proficiency Levels**

The research project seeks to assess the current language proficiency levels of UNAD undergraduate students. This diagnostic phase is crucial to understand the existing gaps and needs regarding oral fluency in English.

### **Evaluation of Teaching Methodologies**

The project proposes to evaluate the effectiveness of current teaching methodologies used at UNAD to promote oral fluency in English. This analysis will help identify areas for improvement and innovative approaches.

### **Implementation of Active and Innovative Methodologies**

Based on the diagnosis and evaluation, the research project suggests implementing active and innovative teaching methodologies. The goal is to strengthen students' communication skills in English and improve their overall oral fluency.

### **Target Student Population**

The project focuses on a specific group of UNAD students who have lower levels of oral fluency in English. Targeting this population will help address the language proficiency gaps more effectively.

### **Improving Academic Management**

Ultimately, the research project aims to provide recommendations to improve the academic management of English language instruction at UNAD. The implementation of the

proposed methodologies is expected to enhance the students' communication abilities in the target foreign language.

### **Justification**

The central objective of this research is the diagnosis and evaluation of existing teaching methods, along with the introduction of active and innovative learning techniques. By fostering an interactive and supportive learning environment, the proposed methodology aims to engage students in activities that promote the practical use of English. These activities will include conversation clubs, workshops, and virtual meetings with native speakers, to build confidence and improve oral fluency through real-world language practice.

The diagnosis and evaluation of existing teaching methods is the fundamental objective of this study, together with the introduction of active and innovative learning techniques. Therefore, by fostering an interactive and supportive learning environment, the proposed methodology aims to engage students in activities that promote the practical use of English. These activities will include conversation clubs, workshops, and virtual meetings with native speakers to build confidence and improve oral fluency through real-world language practice.

The study aims to address the validity of the current methodologies used to promote spoken English fluency among UNAD students, and to suggest the implementation of more effective, active, and innovative approaches to improve the students' communication skills in the English language.

## **Objectives**

### **General Objective**

To diagnose and propose an innovative methodology that promotes oral fluency in spoken English among undergraduate students of the “Universidad Nacional Abierta y a Distancia (UNAD)”, to strengthen their communicative skills and facilitate their participation in language learning.

### **Specific Objectives**

To assess the level of oral English fluency of UNAD students, according to the (CEFR) or Common European Framework of Reference.

To design a methodology that promotes the increase of oral English fluency in UNAD students who have a low level in this area.

To analyze the effectiveness of the proposed methodology in increasing the oral English fluency of UNAD students, based on the references presented.

To provide relevant information on the factors that determine the increase of oral English fluency in students.

## **Contextual Framework**

The contextual framework for this research project on a methodological proposal to promote fluency in foreign languages, specifically English, among UNAD students, should include the following key elements:

### **Background**

The study aims to address the validity of a diagnosis of methodologies that promote oral fluency in spoken English among undergraduate students at the Universidad Nacional Abierta y a Distancia (UNAD). It illustrates the language proficiency levels of the students at this institution and suggests the implementation of active and innovative methodologies to improve academic management and strengthen communication skills in English for a specific group of students with lower levels of oral fluency in the language.

### **Rationale**

The rationale for the study is to create an adequate space for active participation in a wide range of communicative situations in English, in order to improve the English language proficiency of UNAD students. This is important as English has become a global language and is essential for academic and professional success.

### **Objectives**

The main objectives of the study are:

To diagnose the current methodologies used to promote oral fluency in English among UNAD students.

To design and implement active and innovative methodologies to strengthen communication skills in English for students with lower levels of oral fluency.

To evaluate the effectiveness of the proposed methodological approach in improving the English language proficiency of UNAD students.

### **Significance**

The significance of this study lies in its potential to enhance the English language skills of UNAD students, which can have a positive impact on their academic and professional outcomes. The findings of the study can also be used to inform and improve language teaching practices at the university level.

## Theoretical Framework

With the development of this theoretical framework, an unfathomable analysis of previous studies related to the research topic will be facilitated:

In this review bibliographic reference, titled "Using English as an International Language for Fluency Development in the Internationalized Asian University Context," published in *The Asia-Pacific Education Researcher*, 31(1), 11–21, the authors delve into the topic and maintain that according to (Nation 2013), in an analysis by (Reynolds and Yu, 2022), in English as a foreign language (EFL) setting in Asia, English is generally taught, learned, and used exclusively in classrooms, without a clear motivation for students to acquire communication skills in English. The need to learn English as a means of communication does not seem urgent due to the few opportunities for use outside the classroom (Seilhamer 2015).

For example, it has been observed that Taiwanese EFL students were not as interested in participating in academic activities that relied on communication within the classroom, as it did not provide them with immediate benefits outside this environment (Liu 2005).

According to (McKay & Brown, 2016), cited by (Reynolds & Yu, 2022), although teaching English for communication remains a very important goal in most English language teaching programs, the universal use and influence of English continues to increase. Therefore, it is increasingly vital for students to develop fluency in spoken English in EFL contexts (Reynolds & Yu, 2022, p.1).

Take, for example, the results of Sung's (2016) research, which revealed that English language learners at an Asian university, when interacting with their international peers, had a need to use English to communicate clearly. Considering this, it is crucial to equip EFL learners with the skills necessary to communicate effectively in English on Asian international university campuses (Reynolds & Yu, 2022, p. 1).

The current landscape of Asian English language learners forms the framework for this research, which seeks to create activities to foster fluent communication in English. It is essential to understand students' interests, behaviors, and oral fluency levels in the classroom. The findings of this research can be useful in organizing courses aimed at improving oral fluency and preparing Asian EFL learners for international communication in non-classroom settings (Reynolds & Yu, 2022, p. 2).

From a constructivist perspective, according to William and Burden (1997) cited by Reynolds and Yu (2022), it is argued that each student brings unique knowledge and experiences to the learning process. The educational approach must be directed towards the construction of each student's understanding, giving knowledge a personal meaning. Achieving mastery of the English language in international communication requires not only linguistic knowledge but also the development of a broader set of skills that facilitate effective communication (Reynolds and Yu, 2022, p.2).

### **Findings**

The observation was conducted through video recording and taking photographs. During the data collection process for this activity, a questionnaire composed of closed and open questions was used. The results of the data analysis showed that this series of activities, which included short presentations, quick talks, reflective reports, and group discussions, contributed to the development of students' oral fluency in English as an International Language (EIL). The fluency activities allowed the teacher to play the role of planner and guide while promoting students' autonomy. Fluency in (EIL) was achieved through the effective and repeated integration of English speaking and listening skills in different contexts with different interlocutors (Reynolds & Yu, 2022, p.2).

In this review bibliographic reference, titled. "How to Talk to Me: Optimal Implementation for Developing Fluency in EFL Speaking Through Soliloquizing"

English Teaching & Learning, 47 (2), 145-169. The authors delve into the topic and maintain that:

In a large-scale investigation involving 2,300 individuals, Ecalle et al. (2021) – cited by Huang (2023, p.2), established that there is a causal relationship between decoding, oral fluency, and comprehension. The results obtained revealed that oral fluency is an important predictor of comprehension, being fundamental for the development of spoken language and contributing to aspects such as formulation and conceptualization. The acquisition of speaking oral fluency is a common goal in the linguistic development of second language learners (Hanzawa, 2021).

According to the researchers mentioned in the analysis, there is a correlation between oral fluency and the speed and ease with which students access vocabulary during conversation. It has been observed that oral fluency in handling and using linguistic structures is improved through active practice in creating discourse. Constant repetition of exercises and relevant practice are key factors in increasing speaking oral fluency. For example, a study with Japanese ESL students revealed a noticeable improvement in their speaking speed after repeated practice. This group also showed notable progress in oral fluency with previously worked materials, which was also applied to new situations. Specialized literature appreciates contextual and meaningful repetition, promoting the transition from explicit knowledge to procedural skills in oral production and enhancing oral fluency (Huang, 2023, p. 3).

According to various authors cited by (Huang, 2023), the technique known as 4/3/2 aims to improve oral fluency through repeated performance of activities. This technique consists of delivering the same speech at three different times: 4 minutes, then 3 minutes, and finally 2 minutes. This practice has proven to be effective in improving oral fluency of the language without the need for a prior script, however, the collaboration of the teacher or a study partner is necessary, which makes it impossible to practice and use it individually.

To address this problem, instructors have introduced the "soliloquy technique", which consists of practicing speaking alone, without external influences. Experts recommend this technique as a way for foreign language learners to develop their oral fluency. This study focuses on two specific guidelines for soliloquy: setting a time limit and monitoring the quality of the speech to determine if this can optimize oral fluency gains (Huang, 2023, p. 3-4).

### **Findings**

Soliloquies, the practice of talking to oneself in a target language, are believed to improve language learners' oral fluency. However, empirical evidence is lacking. The aim of the research was to raise the efficiency of soliloquies in promoting oral fluency and to inspect learners' attitudes. The results showed that soliloquies significantly improved oral fluency and attitudes, with the optimal setting being increased time constraints (Huang, 2023, p.1).

## Methodology

Initially, the effectiveness of the proposed methodology to improve oral fluency in English will be evaluated. To do so an exhaustive quantitative and descriptive analysis will be carried out through an online survey with multiple-choice questions.

To do so a questionnaire will be developed using the Likert scale method. Finally, participants will be chosen randomly through simple random sampling using a table of alternating numbers.

below:

In the first stage, an online session with teachers from the LILEI program will be conducted to facilitate a discussion or debate on a topic of interest in English and share experiences. To participate, students must register in advance for these sessions, which will cover the following topics.

1. Real-life situations
2. Events
3. Resolving environmental problems
4. Family situations
5. Shopping

In the second stage, a workshop will be held among a group of students from the LILE program. It is undoubtedly expected that this workshop will help improve students' oral English fluency through interactive activities and role plays, among other things, simulating the methodology of a conversational club. Finally, students' oral fluency and confidence in speaking English will be assessed before and after the workshop to measure their progress. 23

<https://www.fluentu.com/blog/educator-english/how-to-motivate-students-to-speak-english/https://vietnamteachingjobs.com/encourage-students-speak-english-class/>

In the third stage, a talk or debate will be organized for the LILE program students. This event will obviously feature the participation of two or three native English speakers or INVIL teachers. The aim is to facilitate the exchange of experiences and cultures, as well as the acceptance and adaptation to different accents.

Finally, it is convenient to note that students will have previously been provided with the topics to discuss with the vocabulary suggested for the activity. They will be able to Access support from the following link.

<https://www.thegreenmonkey.es/dehesa-vieja/frases-para-debatir-en-ingles/>  
[https://youtu.be/\\_m9lNJITnqk](https://youtu.be/_m9lNJITnqk)

The results of the survey and workshops will be thoroughly analyzed using statistical methods and observational data to evaluate the effectiveness of the proposed methodology in enhancing oral fluency in foreign languages, particularly English. The results will be compiled into a report, which will be widely shared with the LILE program and other language learning institutions and will help to improve their teaching methodology.

## **Method**

The research project "Methodological Proposal that Promotes Fluency in Foreign Languages, English, among UNAD students" aims to address the issue of low oral fluency in English among undergraduate students at the Universidad Nacional Abierta y a Distancia (UNAD). The project will involve the following methodological approach:

### **Diagnosis of Current Language Proficiency Levels**

The study will begin with a comprehensive diagnosis of the English language proficiency levels of the UNAD students. This will involve assessing the students' skills in areas such as speaking, listening, reading, and writing. The diagnosis will help identify the specific areas where students are struggling and provide a baseline for measuring the effectiveness of the proposed interventions.

### **Implementation of Active and Innovative Methodologies**

Based on the findings of the diagnostic assessment, the research project will propose the implementation of active and innovative methodologies to improve the students' oral fluency in English. These methodologies may include, but are not limited to:

#### **Communicative Approach**

Incorporating activities that emphasize real-life communication and interaction, such as role-playing, group discussions, and problem-solving tasks.

#### **Technology-Assisted Language Learning**

Utilizing digital tools and platforms to facilitate language practice, enhance engagement, and provide personalized feedback.

#### **Content-Based Instruction**

Integrating the teaching of English language skills with the learning of subject-specific content, making the language learning more relevant and meaningful.

### **Collaborative Learning**

Fostering group-based activities and peer-to-peer learning to encourage active participation and language use.

### **Evaluation of Intervention Effectiveness**

The research project will include a comprehensive evaluation of the implemented methodologies to assess their impact on the students' English language fluency. This may involve pre- and post-intervention assessments, as well as ongoing monitoring and feedback from both students and instructors.

By implementing this methodological approach, the research project aims to develop and validate effective strategies for improving the oral fluency in English among UNAD students, ultimately enhancing their academic and professional opportunities.

### **Study type**

The study carried out in the research project "Methodological Proposal that Promotes Fluency in Foreign Languages, English, among UNAD students" is a methodological proposal. The study aims to address the validity of a diagnosis of methodologies that promote oral fluency in spoken English among undergraduate students at the Universidad Nacional Abierta y a Distancia (UNAD). The proposal suggests the implementation of active and innovative methodologies to strengthen communication skills in English for students with lower levels of oral fluency in the language.

### **Methodology**

The study illustrates the language proficiency levels of the students at the UNAD institution. The proposal intends to create an adequate space for active participation in a wide range of activities to improve the students' oral fluency in English.

## Results and Discussions

This report presents the findings of a survey conducted to assess a methodological proposal aimed at improving spoken English oral fluency among UNAD students. The research seeks to identify active methodologies that enhance communication skills in students with lower oral fluency levels.

### Methodology:

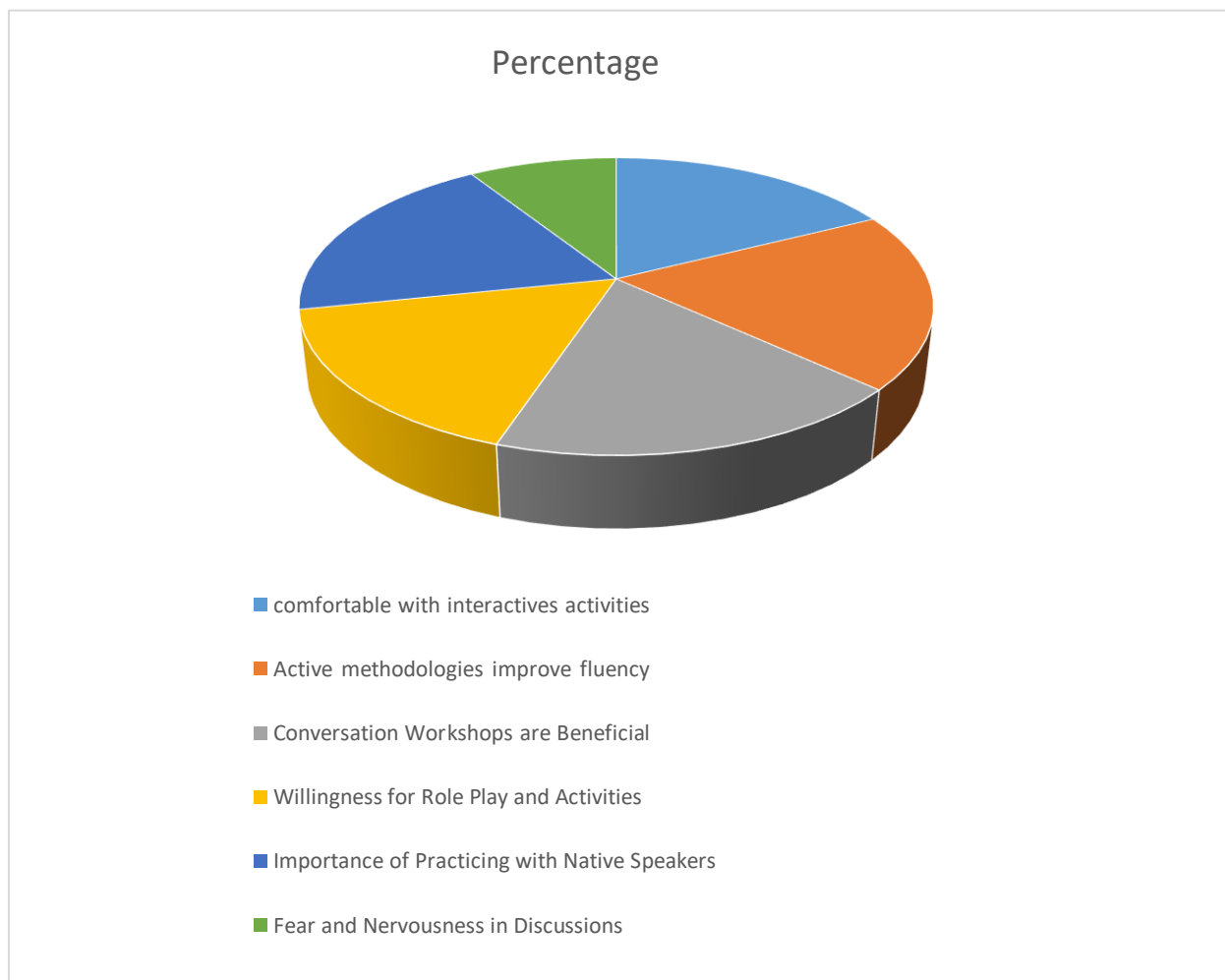
Data were collected via an online survey with multiple-choice questions on a Likert scale. Participants were randomly selected and asked about their comfort with interactive English activities and their opinions on proposed methodologies.

### Figures and tables (Table 1) reveal

- 72.41% of respondents feel comfortable participating in interactive activities.
- 79.31% believe active methodologies can improve oral fluency.
- 75.86% see conversation workshops as beneficial for speaking skills.
- 68.97% are willing to engage in role-playing and interactive exercises.
- 79.31% agree that practicing with native speakers is essential.
- 37.93% experience fear and nervousness when speaking with teachers and native speakers.

**Figura 1**

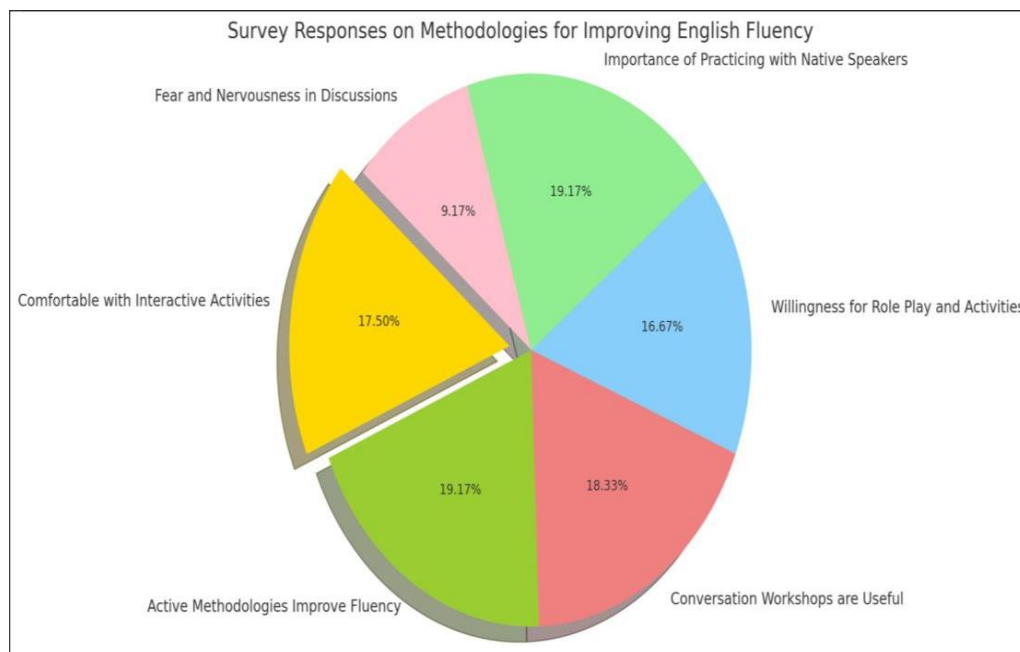
*Percentage Figure*



*Source.* Own elaboration.

**Figura 2**

*Survey responses on methodologies for improving English fluency*



*Source.* Own elaboration.

**Analysis and Recommendations:** The results show strong support for active methodologies to improve oral fluency. However, nervousness remains a concern, suggesting the need for confidence-building environments. Recommended strategies include creating inclusive learning spaces, workshops to reduce anxiety, and continuous progress monitoring.

This result shows that most students are open to engaging in interactive activities, which suggests they value dynamic, communicative approaches to language learning.

72.41% of respondents feel comfortable participating in interactive activities:

This result shows that most students are open to engaging in interactive activities, which suggests they value dynamic, communicative approaches to language learning. These interactive activities could include group discussions, debates, or task-based exercises that encourage active participation. This percentage highlights a positive inclination toward communicative practices, crucial for improving fluency in a foreign language.

79.31% believe active methodologies can improve fluency:

A significant proportion of students (79.31%) recognize the potential of active learning methods, such as project-based learning, problem-solving tasks, and student-centered approaches, in enhancing their fluency. Active methodologies involve students in real-world tasks, fostering better retention and application of language skills. This high percentage reflects students' understanding of the effectiveness of these methods in developing both receptive and productive language skills.

75.86% see conversation workshops as beneficial for speaking skills:

This finding emphasizes the importance students place in conversation workshops for the development of speaking skills. Conversation workshops likely provide a structured yet informal environment where learners can practice speaking, reduce anxiety, and improve their fluency. The high percentage suggests that students view these workshops as a valuable opportunity for enhancing verbal communication.

68.97% are willing to engage in role-playing and interactive exercises:

Role-playing and interactive exercises are often used to simulate real-life scenarios, promoting language use in context. While this percentage (68.97%) is slightly lower than the previous results, it still indicates that most students are willing to participate in these exercises. This openness shows that students are receptive to experiential learning, though some may still feel uncertain or lack confidence in such interactive settings.

79.31% agree that practicing with native speakers is essential:

The fact that 79.31% of respondents agree that practicing with native speakers is crucial for language fluency underscores the importance of exposure to authentic language use.

Interaction with native speakers provides learners with a chance to hear and use natural speech

patterns, accents, and idiomatic expressions, all of which are vital for achieving high levels of fluency.

37.93% experience fear and nervousness when speaking with teachers and native speakers: This result is particularly noteworthy because it highlights a barrier many language learners face: anxiety when speaking with more proficient speakers, such as teachers or native speakers.

While the percentage is relatively lower than other responses, it still indicates that a significant number of students (nearly 40%) feel apprehensive. This fear could stem from concerns about making mistakes or being judged, which may affect their willingness to participate in oral activities. Addressing this fear through supportive environments and confidence-building activities is crucial to enhancing fluency.

## **Conclusion**

The data from the Likert scale responses paint a picture of students who generally embrace interactive and communicative approaches to learning English. Most students acknowledge the value of active methodologies, conversation workshops, and practice with native speakers in developing fluency. However, there is also a notable anxiety related to speaking with teachers and native speakers, suggesting that psychological barriers to communication still exist. This insight is important for designing language programs that not only focus on skill development but also address students' emotional needs, building their confidence to use English in various contexts.

### **Next Steps:**

Future research will compare the effectiveness of active versus traditional teaching methods to assess their impact on improving students' oral fluency.

## **Discussion**

The findings of this study underscore the significance of employing a tailored methodological approach in promoting language oral fluency, particularly for students in a virtual learning environment like UNAD. Previous studies have emphasized the importance of active learning and student engagement in foreign language acquisition. This research expands on that by demonstrating how immersive and context-based activities can accelerate language oral fluency even in online settings.

Our results build on the foundation laid by earlier researchers, affirming that consistent practice in realistic conversational settings can help bridge the gap between theoretical knowledge and practical oral fluency. However, one of the critical insights gained from this study is the role of student autonomy in language learning. As students gained confidence through regular practice, they also reported a growing sense of ownership over their learning process.

The new understanding this research offers relates to the integration of digital tools and real-world simulations in language instruction. By moving beyond traditional grammar and translation exercises, this study pushes the boundaries of how virtual platforms can support oral fluency. Nevertheless, limitations such as individual student participation levels and varying degrees of initial proficiency should be considered when generalizing these results. Further research could explore the long-term retention of oral fluency and its impact on academic performance.

By advancing these insights, the study moves the conversation forward on how educators can leverage innovative teaching methodologies to promote language oral fluency in virtual learning environments.

## **Conclusions and Recommendations**

In conclusion, the methodological proposal aimed at promoting oral fluency in spoken English among students at the “Universidad Nacional Abierta y a Distancia (UNAD)” is based on a realistic diagnosis of their linguistic skills. This study highlights the growing need to adopt educational approaches that adapt to the particularities of students' interests, especially in a context where many face limitations that affect their learning.

The implementation of active and innovative methodologies, such as interactive activities and practical workshops, presents an appropriate way to strengthen communication skills in English. One of the most important components, creating an environment that encourages participation and interaction with native speakers, is expected not only to improve oral fluency but also to make students more confident in speaking English.

Finally, the continuous evaluation of this proposal will allow the necessary adjustments to be made to ensure its effectiveness and relevance. In this way, we seek not only to address the problem of low oral fluency in English but also to contribute significantly to the comprehensive development of UNAD students, preparing them to compete in the work and professional world.

### **Recommendations**

**Implementation of Constant Practice Spaces:** Foster the creation of regular conversational practice spaces in English where students can interact with native speakers or more advanced classmates. This will not only facilitate the development of oral fluency but also promote a collaborative learning environment.

**Development of Digital Resources:** Design and offer interactive digital resources, such as language learning apps and online forums, that students can use to practice their English

independently. These resources should be accessible and tailored to the various needs of students, including those with time limitations.

**Instructor Training:** Provide ongoing training for instructors on active methodologies and best practices in second language teaching. This will enable them to adapt their approaches to the specific characteristics of UNAD students and promote more effective teaching.

**Formative Assessments and Constructive Feedback:** Conduct periodic formative assessments that allow for measuring students' progress in speaking oral fluency. Constructive and personalized feedback should be an integral part of these assessments to help students understand their areas for improvement and motivate them in their learning.

**Encouragement of Autonomy in Learning:** Encourage students to set personal goals for their English learning and create individualized study plans. This will help them feel more responsible and committed to their learning, facilitating their active participation in the process.

**Adaptation of Methodologies to Diverse Learning Styles:** Ensure that the activities and workshops designed consider the different learning styles of students. Incorporating various teaching strategies will better meet specific needs and facilitate meaningful learning.

**Establishment of Support Networks:** Form learning communities among students of different oral fluency levels, where they can share experiences and resources. These networks can be both in-person and virtual, promoting cohesion and support among students.

**Continuous Monitoring and Adjustment of Methodology:** Conduct ongoing monitoring of the implemented methodology and remain open to making adjustments based on student feedback. This flexibility will allow for adapting the approach to changing conditions and emerging student needs.

These recommendations aim not only to improve the English oral fluency of UNAD students but also to strengthen their confidence and communicative skills in an increasingly interconnected global context.

## Conclusions

Indeed, the main objective of the analyzed project is focused on improving English language fluency among students of the “Universidad Nacional Abierta y a Distancia (UNAD)” through innovative methodologies. The findings of the literature review emphasize the importance of regular and meaningful practice in developing fluency in foreign languages, particularly English. In this context, several studies highlight the role of active learning strategies, including interactive sessions with C1 speakers and techniques such as the 4/3/2 method and soliloquy exercises, which have proven effective in promoting fluency.

To ensure the success of this project, several key recommendations can be proposed: Customization of the methodology: the methodology should be flexible and adapted to the needs of students with different levels of fluency. It is essential to create differentiated activities that include advanced students and those at lower levels, ensuring that all students can progress at their own pace.

Frequent interaction with native speakers or C1 speakers: regular exposure to English speakers should be encouraged through structured conversation sessions. These interactions allow practicing and improving their fluency while becoming familiar with different accents and conversational nuances, which are crucial in real-world communication scenarios.

Incorporation of soliloquy practice: as discussed in the review, soliloquy exercises can be an excellent tool for enhancing speaking fluency, particularly for students who may not have regular access to conversation partners. By practicing speaking aloud alone, students can develop their confidence, improve vocabulary retention, and enhance their ability to structure coherent thoughts under time constraints.

Use of technology for personalized learning: since many UNAD students balance work and study, it is recommended to incorporate technology-driven solutions that offer flexible learning opportunities. For instance, using apps and platforms that allow students to practice speaking on their own time, with built-in feedback mechanisms, could significantly improve engagement and the development of oral abilities.

Assessment and feedback: Continuous evaluation and feedback should be implemented to track student progress. This includes using formative assessments and regular feedback cycles where students receive constructive advice on how to improve their fluency. For this reason, adjustments and improvements will be made based on the needs and results of the students, with the help of storing quantitative data to monitor the proposed methodology.

Cultural and contextual adaptation: fluency is not just about linguistic ability because is necessary to include cultural understanding and contextual appropriateness. Integrating activities that reflect real world situations where English is used in various cultural contexts will help students improve their speaking and develop a deeper understanding of global communication dynamics.

## **Recommendations**

**Implementation of Constant Practice Spaces:** Foster the creation of regular conversational practice spaces in English where students can interact with native speakers or more advanced classmates. This will not only facilitate the development of oral fluency but also promote a collaborative learning environment.

**Development of Digital Resources:** Design and offer interactive digital resources, such as language learning apps and online forums, that students can use to practice their English independently. These resources should be accessible and tailored to the various needs of students, including those with time limitations.

**Instructor Training:** Provide ongoing training for instructors on active methodologies and best practices in second language teaching. This will enable them to adapt their approaches to the specific characteristics of UNAD students and promote more effective teaching.

**Formative Assessments and Constructive Feedback:** Conduct periodic formative assessments that allow for measuring students' progress in speaking oral fluency. Constructive and personalized feedback should be an integral part of these assessments to help students understand their areas for improvement and motivate them in their learning.

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These recommendations aim not only to improve the English oral fluency of UNAD students but also to strengthen their confidence and communicative skills in an increasingly interconnected global context.

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## Appendices

### Appendix A

*Online survey questions.*

**Name of appendix** Propuesta Metodológica para Mejorar la Fluidez en inglés.

Esta encuesta está diseñada para ser aplicada a un grupo de estudiantes universitarios del programa LILE de la UNAD.

Hola, DAGO NESTOR. Cuando envíe este formulario, el propietario verá su nombre y dirección de correo electrónico.

#### **1. Me siento cómodo participando en actividades interactivas en inglés.**

De acuerdo

Totalmente en desacuerdo

Ni de acuerdo ni en desacuerdo

En desacuerdo

Totalmente de acuerdo

#### **2. Considero que las metodologías activas pueden mejorar mi fluidez en inglés.**

Totalmente en desacuerdo

En desacuerdo

Ni de acuerdo ni en desacuerdo

De acuerdo

Totalmente de acuerdo

#### **3. Creo que los talleres de conversación son útiles para mejorar mis habilidades de habla en inglés.**

Totalmente en desacuerdo

En desacuerdo

Ni de acuerdo ni en desacuerdo

De acuerdo

Totalmente de acuerdo

**4. Estoy dispuesto a participar en juegos de roles y actividades interactivas para practicar el inglés.**

Totalmente en desacuerdo

En desacuerdo

Ni de acuerdo ni en desacuerdo

De acuerdo

Totalmente de acuerdo

**5. Considero que la práctica con hablantes nativos es esencial para mejorar mi fluidez.**

Totalmente en desacuerdo

En desacuerdo

Ni de acuerdo ni en desacuerdo

De acuerdo

Totalmente de acuerdo

**6. Me siento dispuesto/a participar en sesiones divertidas de conversatorios y debates sobre temas de interés en inglés.**

Totalmente en desacuerdo

En desacuerdo

Ni de acuerdo ni en desacuerdo

De acuerdo

Totalmente de acuerdo

**7. Estoy motivado/a para mejorar mi fluidez en inglés a través de las metodologías propuestas.**

Totalmente en desacuerdo

En desacuerdo

Ni de acuerdo ni en desacuerdo

De acuerdo

Totalmente de acuerdo

**8. Creo que interactuar con hablantes nativos de diversos acentos demuestra nuestra iniciativa en el proceso de aprendizaje.**

Totalmente en desacuerdo

En desacuerdo

Ni de acuerdo ni en desacuerdo

De acuerdo

Totalmente de acuerdo

**9. Percibo que alternar entre conversaciones con nuestros profesores locales y hablantes nativos es fundamental para mejorar nuestra fluidez.**

Totalmente en desacuerdo

En desacuerdo

Ni de acuerdo ni en desacuerdo

De acuerdo

Totalmente de acuerdo

**10. Siento miedo y nerviosismo al unirme a discusiones en inglés con nuestros docentes y hablantes nativos.**

Totalmente en desacuerdo

En desacuerdo

Ni de acuerdo ni en desacuerdo

De acuerdo

Totalmente de acuerdo

Enviar.

## **Appendix B**

### *Observation Checklist*

**Name of appendix** Reporte de Resultados de la Encuesta

Methodological Proposal to Promote English Fluency among UNAD Students

#### **1. Introduction**

This report details the results of the survey conducted as part of the research project on the methodological proposal aimed at promoting English speaking fluency among students at the Universidad Nacional Abierta y a Distancia (UNAD). This research seeks to identify and validate active methodologies that reinforce communication skills in students with lower levels of fluency.

#### **2. Methodology**

Data collection was conducted through an online survey, structured with multiple-choice questions based on a Likert scale. Participants were randomly selected using simple random sampling. The survey included questions about students' comfort and willingness to participate in interactive activities in English, as well as their opinion about various proposed methodologies.

#### **General Results**

A total of 29 responses were received, which can be summarized in the following key points:

##### **A. Comfort in Participating in Interactive Activities:**

- 72.41% of respondents feel "Totally agree" or "Agree" to participate in interactive activities.

**B. Effectiveness of Active Methodologies:**

- 79.31% of participants consider that these active methodologies can improve their fluency in English.

**C. Usefulness of Conversation Workshops:**

- A total of 75.86% believe that conversation workshops are useful for the development of their English-speaking skills.

**D. Willingness to Role Play and Activities:**

- 68.97% are willing to participate in role plays and interactive activities in English.

**E. Importance of Practicing with Native Speakers:**

- 79.31% consider that practicing with native speakers is essential to improve their fluency.

**F. Fears and Nervousness:**

- 37.93% of respondents feel fear and nervousness when participating in discussions in English with teachers and native speakers.

**4. Analysis of Results**

The results indicate that, in general, there is broad support for the implementation of active methodologies that promote English fluency. The majority of respondents have a positive attitude towards their participation in interactive activities and recognize the importance of conversation workshops. However, concerns about nervousness suggest the need to create an environment that fosters confidence and comfort when speaking.

## 5. Conclusions and Recommendations

The data obtained reveal a favorable trend towards the implementation of active methodologies to improve English fluency in UNAD students. The following strategies are suggested to be implemented:

- Development of an inclusive learning environment: Create spaces where students feel comfortable participating and asking questions.
- Confidence workshops: Consider specific workshops to address fear and anxiety when speaking in English.
- Continuous monitoring: Periodically evaluate the evolution of fluency in participants to adjust the implemented methodologies as necessary.

## 6. Next Steps

Based on these results, the next step will be to evaluate the effectiveness of active methodologies compared to traditional teachings, to determine their impact on improving oral fluency among UNAD students.

This report is presented as an initial analysis of the survey results and will serve as a basis for future actions within the research project.

### **Link: Survey form:**

<https://forms.office.com/r/Y8yLmpB0yX>

<https://forms.office.com/Pages/DesignPageV2.aspx?prevorigin=shell&origin=NeoPortalPage&subpage=design&id=eIQALskT06dYXP8peud89bzobY5M1HptCyUWFHN29UREs4SEFKN0VONVU0S08wRk1QU0tWRTdSRS4u>

[Propuesta Metodológica para Mejorar la Fluidez en inglés . \(1-29\).xlsx](#)

<https://forms.office.com/Pages/DesignPageV2.aspx?prevorigin=shell&origin=NeoPortalPage&subpage=design&id=eIQALskT06dYXP8peud89bzsobY5M1HptCyUWFHN29UREs4SEFKN0VONVU0S08wRk1QU0tWRTdSRS4u&analysis=true>

**Link: Survey Results Report**

[Reporte de Resultados de la Encuesta.docx](#)