**Accuracy vs Fluency**

Taken as a given that students’ needs should always dictate what you teach them, the question of whether it is more important to work on accuracy or fluency in the language classroom remains.

Many teachers believe that fluency is a goal worth striving towards only with students who are at a fairly advanced level. Other teachers, strong in the belief that the learning of a language is about communication, feel that fluency should be the main goal in their teaching and that it should be practiced right from the start.

More traditional teachers tend to give accuracy greater importance; more liberal teachers tend towards fluency.

Often a rigid educational system where tests and exams are the focus, will have students (and their traditional teachers) believe that language accuracy is what matters most, and giving the “correct” answers often becomes an obsession. Students who have been taught this way can complete any grammar gap-fill you care to give them, but will struggle to order a coffee in a real English speaking situation.

On the other hand, a more communicative approach will produce students who can converse at length on almost any subject but could well make horrendous spelling and grammatical mistakes in their writing.

In the end, however, it really boils down to the needs of the student. [Resource1](https://www.icaltefl.com/accuracy-vs-fluency-in-tefl/?doing_wp_cron=1664534373.5771639347076416015625)

accuracy refers to the production of grammatically correct spoken or written language. While it is important to learn the correct forms of the language, accuracy does not guarantee the ability to communicate fluently.

Often the hardest part of a language teacher’s job is finding the right balance between fluency and accuracy related teaching in the classroom, as both are equally important. However, the student’s reason for studying the language will sometimes dictate the balance to some extent. For example, adults who are learning English for non-academic reasons are likely to be more concerned with fluency, while young learners studying for exams are more likely to be concerned with accuracy.

[Resource2](https://www.tesolcourse.com/tesol-glossary/Fluency-versus-Accuracy/)

**Methodologies in Practice**

As far as teaching methodologies are concerned, very broadly speaking the communicative approach is the one that favours fluency the most, while the audio-lingual and grammar-translation‏‎ approaches favour accuracy.

Typically, at beginner level when the students don’t have enough language to worry about fluency, teachers tend to focus on accuracy.  
This carries on through to pre-intermediate when fluency activities like discussions and debates are introduced.

Later, when the students are reasonably independent language users, a mix of accuracy and fluency is used, with the focus shifting to fluency as students advance.

One important point to bear in mind, however, is that too much bias one way or another is not good. Accuracy without fluency is not useful in the same way that fluency without accuracy is also not useful. A good mixture – biased towards the needs of the student – is the ideal way to go.

[Resource1](https://www.icaltefl.com/accuracy-vs-fluency-in-tefl/?doing_wp_cron=1664534373.5771639347076416015625)