ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

COMMON CHALLENGES IN ACHIEVING SPEAKING FLUENCY

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Annotation. This article aims to provide valuable insights and effective strategies to help one enhance fluency, enabling one to showcase speaking skills confidently and impress the examiners during Speaking tests. Also, fluency disorders both from methodological and psychological points of view will be discussed. Several factors, challenges and shortcomings and feasible solutions of the subject are considered.

Key words: fluency, disfluencies, fluency disorders, grammar, speaking, learner.

Fluency refers to continuity, smoothness, rate, and effort in speech production. There are those who might be disfluent at times. They may hesitate when speaking, use fillers ("like" or "uh"), or repeat a word or phrase. These are called typical disfluencies. A fluency disorder is an interruption in the flow of speaking characterized by a typical rate, rhythm, and disfluencies (e.g., repetitions of sounds, syllables, words, and phrases; sound prolongations; and blocks), which may also be accompanied by excessive tension, speaking avoidance, struggle behaviors, and secondary mannerisms. Secondary, avoidance behaviors include, **using fillers** (e.g., "like," "um," "uh," "you know"); **avoiding sounds or words** (e.g., substituting words, inserting unnecessary words, circumlocution); **altering rate of speech**.

The following challenges can be figured out as well:

Problem № 1- Trying to Speak Too Quickly. Learners, sometimes, attempt to express their opinions in a rush bringing about less effectiveness of speech.

Problem № 2- Trying to Think of Ideas. Concentrating or pondering over something for seconds might be another negative impact to fluency of the speakers` speech.

Problem № 3- Not Having a Structure. A large amount of confusing information makes the structure to be reversed.

Problem № 4- Focusing Too Much on Grammar and Vocabulary. If one is thinking too much about grammar, he will lose fluency. However, when grammar is accurate, there is very less chance of misconceptions and misinterpretation. So it is indispensable that grammar is precise to succeed the intention of correct communication. Hence, if memorized grammatical structures are trying to be used, speech will not sound 'natural'.

Problem № 5- Not Enough Practice. A certain number of people is too shy to initiate a conversation. Another group of learners are not able to find a companion to practice the language. One can improve skills only by doing. If there is no one to speak with, a local conversation classes or clubs are the rightest solution to the problem.

Building self-confidence in speaking fluently is another strategic element. Achieving fluency in a language can be a challenging assignment, and there are numerous common difficulties that people come across in the process. Here are some of the most common problems people encounter when trying to achieve fluency in a language:

1.   **Lexis.** Learning new vocabulary is a fundamental factor of developing fluency in a language. However, recalling new words, expressions, and idioms can be an intimidating task, particularly when the language has many irregularities and exceptions.

2.   **Grammar.** Syntax rules can be complex and demanding to master, particularly in languages that have dissimilar structures from one's native language. Understanding and implementing grammar rules appropriately is vital for evolving fluency in a language.

3.   **Pronunciation.** Uttering words and phrases properly is crucial for effective communication in a language. However, pronunciation can be complicated, particularly when the language has different sounds or intonation patterns than one's native language.

4.   **Listening comprehension.** Understanding oral speech is a key element of fluency, but it can be hard for language novices to grasp native speakers who express ideas quickly or use unacquainted terminology or accents.

5.   **Fear of making mistakes.** This problematic issue can be a significant obstacle for language learners. The fright of being judged or scoffed at can cause learners to hesitate or evade speaking completely, which can impede progress in enhancing fluency.

6.   **Lack of motivation.** Learning a language demands continuous struggle over a long period of time, and it can be thought-provoking to stay encouraged and dedicated throughout the progression. Many students lose inspiration when they don't fell improvement or when they encounter obstacles.

7.   **Limited exposure to the language.** Contact to the language is important for increasing fluency, but it can be problematic to discover chances to drill speaking or listening to the language, particularly if a learner is not in a country where the language is spoken.

People with fluency disorders also frequently experience psychological, emotional, social, and functional impacts as a result of their communication disorder. From the psychological point of view, there might be certain reasons for fluency

shortcomings. Further, a couple of such issues related to the phenomenon will be presented.

Firstly, stuttering, the most common fluency disorder, is an interruption in the flow of speaking characterized by specific types of disfluencies, including duplications of sounds, syllables, and monosyllabic words (e.g., "Look at the b-b-baby," "Let's go out-out-out"); prolongations of consonants when it isn't for emphasis (e.g., "we rrrrrarely stay at home"); and blocks (i.e., inaudible or silent fixation or inability to initiate sounds). These disfluencies can distress the degree and rhythm of speech and may go with by negative reactions to message; evading behaviors (i.e., avoidance of sounds, words, people, or situations that involve speaking); escape behaviors, such as secondary peculiarities (e.g., eye blinking and head nodding or other movements of the extremities, body, or face); and physical tension. Children and adults who stutter also frequently experience psychological, emotional, social, and functional consequences from their stuttering, including social anxiety, a sense of loss of control, and negative thoughts or feelings about themselves or about communication (Boyle, 2015; Craig & Tran, 2014; Iverach et al., 2016; Iverach & Rapee, 2014). Some children go through a disfluent period of speaking. It means not speaking smoothly or continuously; having or producing many pauses or repeated words or sounds. Stumbling can occur with other disorders simultaneously, such as attention-deficit/hyperactivity illness, intellectual incapacity, language or learning disability, social anxiety disorder. **Cluttering** is the **second** fluency disorder, is characterized by a perceived rapid and/or irregular speech rate, uncommon pauses, confusion behaviors, pragmatic issues, reduced awareness of fluency problems or instants of disfluency, extreme disfluencies, failing or neglecting syllables, and language formulation issues, which result in breakdowns in speech clarity and fluency (St. Louis & Schulte, 2011; van Zaalen-Opt Hof & Reichel, 2014).

Conclusion

In summary, achieving fluency in a language has need of overcoming numerous regular challenges, including vocabulary development, grammar acquisition, pronunciation, listening comprehension, fear of making errors, lack of motivation, and limited exposure to the language. By tackling aforementioned encounters and persisting in their language learning efforts, learners can advance fluency and gain the countless profits that come with it. Scientists assume, stuttering and clustering are, probably, primary factors for fluency disorder affecting misinterpretations and misconceptions.

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