

Why many English graduates cannot speak fluently

ЖАРИЯЛАНДЫ 15.12.2025	ТИРЕК СӨЗДЕР communicative methods, English fluency, graduates, language teaching, oral communication	СІЛТЕМЕ https://bilimger.kz/185855/
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Арқалық, 2025

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ABSTRACT

Even though many have studied English in schools and universities for long, a great number of graduates have difficulty speaking the language smoothly. This study delves into the reasons for this, namely outdated pedagogy, lack of authentic speaking practice, psychological barriers, and minimal exposure to authentic English. It also offers ideas for practical practice and improvement of learners' oral skills. The results suggest that communicative strategies, good utilization of digital tools, and supportive and encouraging learning environments are critical to improve speaking fluency for students.

Keywords: English fluency, oral communication, communicative methods, language teaching, graduates.

INTRODUCTION

English has evolved into an international lingua franca, crucial to education, employment and global communication. Still, despite having to study a language for a decade or more, these university graduates still don't speak confidently in English. So they'll still struggle with grammar — and with expressing an idea to someone during an everyday conversation. This is not only detrimental to their educational prospects, but also to their careers and personal growth. The purpose of this article is to provide some insight on why so many English graduates do not have speaking fluency, and some recommendations to avoid that phenomenon.

LITERATURE REVIEW

The stubborn gap in English learning proficiency for English learners has long been researched in studies. *Richards* (2006) suggests that regular instruction in the classroom is often more concerned with grammar and writing than speech. *Harmer* (2007) points out that speaking skills continue to increase, though with a much increased level, simply through repeating, making, and receiving the same type of meaningful communication practice. *While Krashen* (1982) suggests comprehensible input is essential, *Swain* (1995) explains that speech fluency comes through active language production. The combined effects of these studies highlight both the exposure and participation required to develop speech skills.

REASONS FOR LACK OF FLUENCY

An important factor in poor speaking proficiency is overemphasizing grammatical theory. Most of those institutions continue to use the old practice of rote learning, translations, and writing-based tests. This ends up to students gaining theoretical knowledge before being able to use English on their own. In addition, students have very little practice speaking outside a classroom. Teacher-centered lessons often limit student talk time; activities that promote communication like pair work, role-play, debates, and presentations are rarely used. The dearth of practice contributes to the degradation of fluency. There are also psychological reasons for the increase among the respondents. A lot of students are frightened, embarrassed, or even scared to make mistakes in school or face judgment, making them feel insecure, and therefore unwilling to give their thoughts with the rest of the class. Limited exposure to authentic English beyond the classroom is yet another significant barrier. Students don't interact with native speakers as much and they also don't engage in English media on a regular basis. This means they miss the chance to tune in to natural speech patterns and practice responsive speech. Some institutions also underuse current technologies. Language apps, online conversation tools and interactive digital formats in an interactive form could massively increase speaking practice but are seldom used.

CONSEQUENCES OF POOR SPEAKING SKILLS

Graduates who have poor speaking skills encounter many challenges. They tend to flunk job interviews with vague expression and have difficulty in international academic and work settings. Poor communication skills can make a dent in learners' careers, which in turn diminishes a learner's motivation and confidence, leaving the latter unwilling to study the language.

POTENTIAL SOLUTIONS

Communicative teaching methods are good for fluency. Methods such as *Communicative Language Teaching* and *Task-Based Learning* focus on meaningful language use as well encourage students to contribute more in lessons. The atmosphere we create in the classroom, a positive one and supportive one, is all equally important. When teachers encourage students to be successful and make mistakes as a part of learning, students take comfort in it and speak out. More participating in speaking-based training (debates, group work, presentations, etc.) has the power to boost your fluency, pronunciation and self-confidence. There are also greater benefits to bringing in technology. Features like video conferences with native speakers, language-learning technologies, podcasts and online content expose pupils to authentic English and promote opportunities for practice outside of the classroom. Learner autonomy should also be promoted. Motivating students to do independent things — watch English films, listen to podcasts, read and practice conversation — helps students develop fluency faster.

CONCLUSION

Many students who graduate with these degrees are still not fluently speaking English, which is primarily due to a combination of outdated teaching, limited opportunities to speak, psychological barriers, real life experiences, and use of technology. Yet many students simply cannot effectively communicate and act in real life scenarios, even after they acquire good theoretical knowledge. Teachers can develop strong oral skills by promoting communicative teaching methods, increasing learning in verbal activities (such as speaking), creating supportive environments, incorporating technology, and encouraging independent learning. In the end, this fluency is developed with regular practice, fostering fluency with confidence and authentic verbal communication experiences.

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ҚМ АА Күәлік нөмірі: **KZ45VPY00102718** — ҚР Мәдениет және Ақпарат министрлігі

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