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FLUENCY IN SPOKEN ENGLISH: CHALLENGES AND STRATEGIES FOR PHILOLOGY STUDENTS

The article discusses the importance of enhancing English fluency in Philology majors. It also identifies various definitions of fluency, problems that students face in fluency development and suggests comprehensive strategies for their improvement. The paper highlights the implementation of teaching strategies that can be integrated into the EFL classroom. Additionally, the author provides several reasons for achieving fluent spoken English, which is increasingly recognised as an essential skill. This research employs a mixed-methods approach to investigate the development of English speaking fluency among philology students. The study provides designs to measure changes in speaking fluency over a one-semester period. The author proposes an assessment based on four criteria, with data collection grounded in both quantitative evaluation scores and qualitative observations. The article examines key methods for improving spoken English and fluency, such as interactive teaching methods, technological tools, authentic materials usage, feedback, peer learning and individualisation of studying. They are proposed to be discussed and analysed during students' training in fluency skills in practical classes. The results of the oral fluency experiment are to be reflected in future research.

Keywords: fluency, spoken English, teaching strategies, philology students, methods for improving English fluency.

Introduction

English has become the dominant lingua franca of the twenty-first century, serving as the primary medium for international business transactions, collaborative research, and academic exchanges among representatives from diverse linguistic backgrounds. As globalisation continues to reshape educational and professional landscapes, the demand for effective English language instruction has intensified, prompting educators and researchers to develop pedagogical approaches that maximise learner engagement and accelerate language acquisition.

Within this context, oral fluency represents a critical competency that exceeds mere linguistic proficiency. For both native speakers and second-language learners, fluency serves as a gateway to meaningful communication, enabling individuals to articulate complex ideas with confidence and clarity. This competence encompasses not only the mechanical aspects of language production–grammar, vocabulary, and pronunciation–but also the cognitive flexibility required to sustain extended discourse on specialised topics.

Current research reveals significant complexities in measuring and assessing oral fluency. Derwing and Munro (2015) highlight the challenges in establishing reliable speech rate assessments, particularly noting substantial discrepancies between the evaluations of learner performance by trained and untrained listeners. These measurement inconsistencies call for more sophisticated assessment frameworks that can guide educators in developing comprehensive criteria for evaluating fluency.

The significance of oral communication skills extends far beyond academic settings into professional domains where linguistic competence directly correlates with career advancement. Contemporary workplace demands require sophisticated oral communication capabilities across multiple contexts and professional activities such as:

Professional telephoning; professional negotiations; professional presentations; advertising one's own organization/company and its products/services; purchasing goods/ products/equipment from other organizations/ companies; selling goods/products/equipment of one's own organization/company; preparing and receiving instructions on how to use

products/equipment; professional and business contracts with other organizations/ companies; organizing and financing joint ventures; participating in professional/ business fairs and exhibitions. (Liubashenko & Kornieva, 2019, p. 20-21).

These professional imperatives make fluency development not merely an educational goal, but an economic necessity, as consistently developing language skills enables individuals to express their thoughts, ideas, and emotions clearly and confidently, thereby fostering stronger personal and professional relationships, which leads to professional success (Goh & Burns, 2012).

Moreover, research in cognitive psychology demonstrates that second language fluency yields benefits extending beyond communicative competence. Goebel (2007) emphasises that foreign language proficiency enhances mental flexibility, improving problem-solving capabilities while reducing communication anxiety and fostering cognitive adaptability. As English continues to dominate global academic discourse, international commerce, and diplomatic relations, oral fluency becomes instrumental in accessing worldwide knowledge networks, participating in international collaborations, and navigating increasingly interconnected professional environments

Literature review. Recent studies highlight that a strong focus on developing fluency in English speaking at universities can sometimes present challenges to broader language competence, including grammar and overall language accuracy (Elbashir, 2022). While fluency-focused strategies can enhance oral interaction, inadequate attention to grammatical precision often hinders comprehensive language mastery.

First, it is essential to provide a clear definition of "fluency." The Oxford Learner's Dictionaries define fluency as "the quality of being able to speak or write a language, especially a foreign language, easily and well" (Oxford Learner's Dictionaries, n.d., Definition 1). This definition captures the fundamental ease and proficiency that characterize fluent language use. Additionally, fluency involves speaking without undue hesitation, making few mistakes, and being easily understood by others, while also comprehending most of what is said in everyday and informal contexts. Based on this, we can define fluency as intelligent speech that maintains reasonable accuracy and correctness in terms of grammar, phonology, and vocabulary.

Fluent speech refers to speaking or writing in an easy, smooth manner, i.e., "expressed readily and without pause" (Longman Dictionary of English Language and Culture, 1992, p. 494). This encompasses speaking with good, but not necessarily perfect, command of intonation, vocabulary and grammar to convey ideas effectively and to produce coherent speech without difficulty. Fluency can also be considered in regards to the ability to continue speaking spontaneously (Gawi, 2015). Fillmore argues that to be fluent, a speaker must be able to speak lengthily with short pauses and also be able to fill a certain amount of time with words (Fillmore, 1979). Another definition was proposed by Wood (2010), who stated that the level of fluency in speech depends not only on the speaker but also on the listener. Similarly, when assessing oral fluency, De Wolf et al. (2017) considered the aspects such as speech rate, articulation rate, number of pauses per minute, phonation-time ratio, filled pauses, rate violations, utterance length, and pause duration to be necessary. Fluency can also be defined as the ability to maintain pauses, intonation, stress, speech rate, and interruptions (Mareková & Beňuš, 2024). Fluency of speech is achieved when a person can effectively use the structure of language, prioritising content over form and using units and structures naturally at conversational speed when necessary (Foster, 2020). In many cases, raters assumed that fluency would be assessed based on native speakers' perceptions of the speed of speech reproduction (Mora & Valls-Ferrer, 2012).

Fluency is a key indicator of second language oral proficiency and, as such, it is widely used as the basis of assessment. As a concept, fluency is often characterised in terms of 'smoothness and effortlessness of speech'... In everyday language use, fluency is often understood as equivalent to general (oral) proficiency in a particular language (Peltonen, 2023, p. 489).

As English is a foreign language in Ukraine, teachers face numerous challenges in teaching it to students. Ukrainian students are sometimes embarrassed about speaking English in public places and are also afraid of making mistakes. This situation often results in students having limited access to and opportunities for using their English skills. Thus, fluency is closely connected to the range of language knowledge and information processing skills (Suzuki et al., 2021).

Previous studies have shown that to enhance students' language skills, teachers should frequently conduct fluency exercises, especially when English is a foreign language (Elbashir, 2022).

We believe it is also necessary to draw parallels between fluency and accuracy, and to consider activities designed to develop both. We contend that activities aimed at increasing fluency can also lead to a reduction in mistakes and an increase in grammatical complexity. As students become more comfortable with what they know, they can pay closer attention to the quality of what they are using. Fluency is usually measured by the speed of access or production, and the number of oscillations; accuracy, in its turn, is assessed by the number of mistakes; and complexity can be estimated by the presence of more complex constructions, such as subordinate clauses (Nation & Newton, 2009). Theories that view repeated practice as a major factor in the development of fluency are related to changes in students' language awareness. It is therefore not surprising that the development of fluency is closely linked to the development of accuracy. Nation and

Newton also state that fluency development is ongoing if the following conditions are met:

1. The learners' interest is to be concentrated on communication and is subject to the real-time pressures and demands of normal, meaning-focused speaking activities.

2. Learners participate in activities where all the linguistic items are familiar due to their previous experience. This means that learners work with mostly familiar topics and narrative types, making use of active, familiar vocabulary and clause structures. These activities are based on experienced tasks because the knowledge required to perform such activities is typically well-experienced by learners.

3. The support and encouragement for learners to perform linguistic skills at a higher level mean that, in an activity with a fluency development goal, learners must speak and comprehend faster, less hesitantly, and use larger, planned segments than they do in their everyday use of language. In a way, fluency development activities provide learners with a deliberate push to higher levels of performance, often while they are pressed for time (Nation & Newton, 2009).

Examining the five major challenges that students encounter when transitioning from lower-intermediate to upper-intermediate English proficiency, Richards (2015) explores ways to bridge the gap between receptive and productive language skills and analyses the relationship between fluency and complexity. Richards suggests that achieving fluency often comes at the expense of complexity. He also highlights key characteristics related to these two aspects of language learning:

• Learners' language may be both relatively fluent and accurate, but shows little evidence of appropriate grammatical development.

• The complexity of learners' language does not always match their proficiency level.

• A common distinction in language teaching is between fluency and accuracy.

Fluency describes a level of proficiency in communication, which includes:

- The ability to produce language easily.
- The ability to speak with a good, but not necessarily perfect, command of intonation, vocabulary, syntax and grammar.
- The ability to express ideas coherently.
- The ability to produce continuous speech without causing comprehension difficulties, with minimum breakdowns and disruptions (Richards, 2015).

It's worth mentioning that the development of fluency may mean greater ease of use of known language forms, but this does not necessarily imply the development of complexity. When a student speaks fluently, they can convey a message using whatever resources and abilities they have. Accordingly, the speaker should not be corrected during the oral activity. However, in subsequent feedback, the teacher can comment positively on any strategies that the student used to increase fluency.

Designing activities to improve fluency level, while considering the three factors mentioned above, poses a significant challenge. Fluency exercises rely on several design requirements and their features to achieve the goal. These can manifest themselves in different methods across the spectrum of language skills. They are usually applied through teacher control; however, learner control may be used. In that way, learners are proposed to present short talks to the audience (to the class) or to provide a speaking activity based on their writing skills, or their own discourse if the learner has already acquired one through his/her language study activities. Developing speaking confidence and competence up to the level of providing discourse, being a factor of mastered language on a high level, is an important issue in achieving fluency and easy-going speech.

A. Gordyeyeva (2021) also discusses the support learners need during speaking activities. Speech processing and speaking competence are regarded as essential factors for EFL students because issues that may be straightforward for a native speaker can sometimes prove challenging for those studying English as a second or foreign language. Those factors that can make speaking easier and more fluent *can be presented in four skill areas of speaking competence, together with the use of conversation management strategies, which may lead to more effective speaking* (Gordyeyeva, 2021, p. 193).

Versatile skills required for effective fluent speaking can be represented as follows: phonological skills, using appropriate stress and intonation; speech function skills, achieving specific goals in social communication; interaction skills, managing interactivity through varied speech modes; improved discourse skills, as mentioned above, enabling communicative manipulation and the fluent expression of utterances of any complexity.

Li and Luo (2023) present eight teaching strategies and twelve learning strategies that enhance mastery of English as a foreign language. They argue that fluency in a second or foreign language results from "acquisition rather than learning" (Li & Luo, 2023, p. 2) and that acquiring English requires immersion in an environment where the language is used or exposure to authentic language materials. While learning is important, it is crucial to increase both the time dedicated to acquisition and the quality of that acquisition, which should be taken into account when designing courses taught in English (Ellis, 1993).

Proficiency in spoken English is essential for the academic success of philology students. They often need to engage in seminars, discussions, and presentations while mastering disciplines such as Professional and Corporate Ethics (Napadysta et al., 2019), which are oriented towards their future profession. Fluency in English enables them to express their thoughts clearly, participate in meaningful academic discussions, and understand complex concepts (Richards, 2015). In

addition, many academic resources, including textbooks, research papers, and lectures, are available primarily in English, making fluency in the language vital for effective learning. Beyond academic and career benefits, fluency in English fosters students` personal growth. It enhances self-confidence, facilitates cultural exchange, and broadens their horizons. The ability to communicate in English allows students to access a wide range of information, experiences, and knowledge, contributing to a deeper understanding of the world.

Nowadays, most universities worldwide are creating language exchange projects and programs, particularly in collaboration with universities in the United States and the United Kingdom (Nunan, 2003). Students from different continents are paired with native English speakers for regular conversational practice. Such programs sometimes also include cultural immersion activities such as film screenings, cultural festivals, and guest lectures. This initiative helps students improve their speaking speed and gain a deeper understanding of English-speaking cultures. Herewith, Taras Shevchenko National University of Kyiv is not an exception: several students of the Educational and Scientific Institute of Philology have been members of such international groups and communities for more than a year up to date, communicating with native speakers in Europe, North America, and Australia within their free time, taking into account time zones worldwide.

Modern universities are increasingly focused on integrating technology into language learning, a trend also evident among Ukrainian philology students. Various courses, even those outside language-focused programs, incorporate language learning applications that offer personalised feedback on pronunciation, fluency, vocabulary expansion, and specialised lexical and phraseological material. Additionally, projects such as virtual reality simulations enable students to practice English in real-life situations (Troudi, 1998; Celce-Murcia et al., 2010). Technological innovations have significantly increased students' engagement and speaking speed (Derwing & Munro, 2015). Despite its importance, many philology students still encounter difficulties with spoken English outside Ukraine, particularly in academic settings. For a Ukrainian student who has chosen the profession of a linguist, the problem of developing fluency in English becomes extremely acute. Despite receiving several years of formal education in English, students still struggle to speak this language fluently.

Although the vast majority of linguists increasingly recognise it as the most important skill in the modern world, there are several reasons why, even during the final qualification examinations, graduates of Bachelor's Degree programs in Linguistics do not demonstrate fluency in oral English. These reasons are not unique to Ukraine, but rather typical of higher education worldwide. Regarding the number of students and overemphasis on grammar and vocabulary at the expense of speaking practice, large classes exacerbate the issue. Many EFL learners lack opportunities for meaningful oral communication both in and outside the classroom, which prevents them from achieving fluency (Dziura, 2017). This can undermine their ability to comprehend and produce spoken English effectively, which is essential for general competence.

A lack of interactive teaching strategies and methods contributes to difficulties with speaking. In traditional classrooms, students often become passive learners, where speaking opportunities are limited or overlooked (Chand, 2021). Psychological barriers and a lack of motivation for fluent speaking are often linked to the uninteresting topics that university students may be assigned for discussion in their courses. Often, students perceive these topics as unrelated to their future occupational activities (Sokip, 2020).

Amid the ongoing war in Ukraine, students face immense challenges adapting

to learning under difficult conditions, including power outages, studying in underground shelters, and dealing with unreliable internet access. Opportunities for engaging in open communication with peers abroad, whether at student conferences or through discussions on relevant youth topics outside the classroom, are severely limited or even nonexistent. This makes the development of spoken English fluency even more critical. It should be systematically integrated into university courses and established as a core goal for instructors teaching English at the university level. To achieve this goal, it is essential to implement a specific set of teaching strategies in university courses. These strategies will positively impact students' speech fluency and help them overcome the challenges that philology students face as they prepare for their future professional careers.

***T*he objectives of the article**. The principal objective of this article is to elucidate the development of oral English fluency among philology students by implementing a comprehensive set of teaching strategies integrated into the educational framework of professional discipline study.

Methodology. Conceptually, the research builds on Michael Philip West's development of many original ideas on the problems of English language teaching. His emphasis on the importance of reading to improve oral fluency aligns well with the modern language teaching preference for the "reading method". It was that kind of oral speech teaching, further developed by Harold Palmer in the mid-20th century, that has come to dominate mainstream British and American approaches to language teaching to this day. Their method was called the "direct method" because its followers used the technique of directly linking the semantics of lexical units in a foreign language with their synonymous meanings in the same language, thereby bypassing the native language. It is this method that linguists associate with the

teaching of oral speech (University of Warwick, 2007). This method serves as a foundation for a variety of methods aimed at improving oral fluency skills and responding to challenges through effective teaching strategies and techniques.

Results and discussion

Seven teaching strategies were proposed for implementation in the course to enhance English oral fluency. This initiative was introduced during the second semester of the 2024-2025 academic year at the Educational and Scientific Institute of Philology at Taras Shevchenko National University of Kyiv. The proposed teaching strategies aimed at improving English language fluency are outlined as follows:

1. Interactive learning environment. Creating an interactive learning environment that allows students to practice spoken English regularly is vital. Activities such as group discussions, debates, and presentations encourage active participation.

2. Use of technology. The use of technology can significantly enhance speaking speed. Language learning programs, online conversation platforms, and speech recognition software provide students with ample opportunities to practice. Universities should provide well-equipped language laboratories with resources such as audiovisual aids, language learning software, and interactive tools. These laboratories offer a conducive environment for practice and experimentation. Technology can play a crucial role in enhancing speaking speed. Language learning programs, online conversation platforms, and speech recognition software offer students numerous opportunities for practising spoken English.

3. Peer learning. Peer learning sessions, where students communicate with one another in English, can be advantageous. This method alleviates the fear of judgement and fosters a shared, supportive learning environment. Peer learning and language exchange programmes can be particularly effective.

4. Fluency-Focused Curriculum. Incorporating fluency-focused activities such as role-playing, storytelling, and improvisational speaking exercises into the curriculum can improve students' speaking skills.

5. Regular Feedback. Providing regular and constructive feedback, particularly during class activities, helps students identify and work on their weaknesses. Encouragement and positive reinforcement are equally important for building their confidence. Constructive feedback is essential for improvement. Teachers should provide timely and detailed feedback on student performance, highlighting strengths and areas for improvement. Positive reinforcement and encouragement can increase students' confidence and motivation. Knowledge versus skills should be prioritised for any foreign language teacher, so that the effective deployment of each requires different proper pedagogies (Li, X., & Luo, H., 2023).

6. Pronunciation Practice. Purposeful pronunciation practice through phonetic exercises and listening to native speakers can help students improve their accent and clarity of speech (Derwing & Munro, 2015). Pronunciation practice should be an integral part of the language learning process. Phonetic exercises, listening to native speakers, and using pronunciation tools can help students improve their accent and pronunciation. Recording and listening to their own speech can also help students identify and correct pronunciation errors.

7. Motivational support plays a crucial role in helping students overcome psychological barriers that inhibit their speaking confidence. Demonstrating English language fluency requires students to successfully complete tasks that assess multiple competencies: accurate pronunciation, appropriate speaking pace, varied vocabulary usage, and sustained conversational ability. Effective instruction must extend beyond theoretical content and incorporate engaging, creative activities that promote authentic language use. Students benefit from hands-on tasks such as researching and compiling materials for oral presentations, participating in spontaneous role-playing scenarios, developing presentations on pedagogical history topics, and delivering various forms of spoken discourse, including formal reports, news reports, and informational messages in English.

Training content should derive from curriculum-related topics that serve dual pedagogical purposes. These carefully selected topics generate meaningful classroom discussions because they combine professional relevance with personal significance for students, naturally motivating engagement and participation. Academic activities must prioritize the development of oral communication skills, with particular emphasis on fluency enhancement. To achieve comprehensive communicative competence, students need exposure to diverse English-speaking contexts and situations, such as:

• A dialogue on the ethical problem of independent choice of profession.

• A conversation about the ideas of ancient thinkers such as Aristotle, Plato, as well as philosophers, etc.

• A discussion focused on scientific research, pedagogy, university practices and interpreters.

To facilitate interactive discussions on selected topics, students should be offered opportunities to develop collaborative presentations that explore course themes in depth. This approach encourages peer learning while building both research and presentation skills. During preparation, students can employ various research strategies to enhance their presentations. They may conduct internet searches to find relevant visual materials and illustrations that support their topics, investigate how these themes apply across different professional and social contexts, and utilise dictionaries to understand and incorporate new vocabulary encountered during their research.

Feedback should be organised after the discussions, where students would arbitrarily describe the difficulties that prevent them from speaking fluently and note what they still need to improve in their speech to be considered speedy. The spoken speech, oral reports and messages give us the opportunity to distinguish main traits and aspects of fluency assessment criteria that may include the following as well as within the future research of the proposed investigation:

• Pronunciation and intonation: How clearly and correctly words and phrases are pronounced.

• Vocabulary: The richness and adequacy of the vocabulary used.

• Fluency and spontaneity: The ability to speak without long pauses and hesitations.

• Understanding and response: The ability to understand questions and respond adequately to them.

We believe that the above criteria can provide a comprehensive assessment of speaking skills and help to objectively measure the level of fluency of speaking a foreign language. According to the curriculum oral response assessment is to be based on 10-point scale.

Reading material is fully integrated into speaking. The student has to freely and effectively express his thoughts, make the right choice of expression, give correct definitions of concepts, demonstrate understanding of the material, be able generalize it and make a reasoned presentation in a coherent form, substantiate his judgments, give examples; and is able to make references to information obtained from various sources. The student's fluent speech ought to be characterized by a natural pace, correct stylistic, phonetic and rhythmic-intonational design.

The assessment of students' communication skills in this professional scenario will be based on four criteria as seen in table 1:

Table 1. Speaking skills assessment criteria

Number	Activity to be assessed	Points on assessment (from-to)
1.	*Pronunciation:* Assessment of the clarity and correctness of pronunciation of sounds and words.	0-2,5
2.	*Vocabulary:* Assessment of the variety and adequacy of vocabulary use.	0-2,5
3.	*Fluency:* Assessment of the ability to speak fluently, without significant pauses and hesitations.	0-2,5
4.	*Comprehension:* Assessment of the ability to understand and adequately respond to questions and comments.	0-2,5

Final assessment. Each aspect is assessed on a scale from 0 to 2,5 points. The maximum number of points is 10. The assessment can be interpreted as follows:

• 0-1: low level. Significant practice is required.

• 1-1,5: below average level. It is recommended to continue studying.

• 1,5-2: average level. There are solid foundations, but there is still room for improvement.

• 2-2,5: high level. Fluent in the language, with minor shortcomings.

Students who utilise modern technologies in their studies are eligible to participate in the experiment. In particular, such students typically engage in online communication with native speakers and establish a community comprising native speakers from various countries, not just English-speaking ones. Such students exchange experiences of using English in English-speaking and non-English-speaking countries, comparing

cultural traditions of different peoples, state structures, and other aspects, thus improving their vocabulary. This, in turn, develops into an active vocabulary, enabling them to communicate accurately and fluently.

Students often overlook the significant opportunities that English provides as the primary means of international and intercultural communication among nations worldwide. This mindset emphasises the need for further research, development, and implementation of modern methods and technologies. These efforts should focus on studying grammar, phonetics, and lexicology while considering the regulatory and combinatorial aspects of language use in various communicative situations. Therefore, it is crucial to motivate students to practice English consistently and clearly as a second foreign language throughout their higher education in Ukraine.

Conclusions

This study has examined key methods for enhancing English spoken fluency, including interactive teaching approaches, technological integration, authentic materials, communicative methodologies, formative assessment practices, and individualised learning strategies (Rose, 1995). It has also revealed that the successful implementation of these methods requires addressing significant student challenges that can impede progress: speaking anxiety rooted in fear of making errors during oral tasks, which substantially reduces their willingness to participate in conversational activities; the lack of familiarity with idiomatic expressions, colloquialisms, and contemporary slang usage, which limits their ability to engage in natural, spontaneous communication; pronunciation difficulties and challenges of comprehension of strong regional accents that might lead to communication breakdowns and reduced comprehensibility (Thornbury, 2007).

The findings demonstrate that systematic attention to these obstacles, combined with evidence-based pedagogical strategies,

significantly improves student confidence and fluency. Beyond classroom-level interventions, institutional commitment proves crucial. Educational institutions must provide adequate resources, facilitate external study opportunities, and develop international exchange programs that expose students to authentic English-speaking contexts. Such comprehensive support systems enable students to develop the communicative competence necessary for academic achievement and professional advancement in increasingly globalised environments.

Looking ahead, the interdisciplinary nature of contemporary academic and professional contexts demands that English fluency development programs adapt to meet evolving communication demands. As global competition intensifies, the ability to communicate effectively in English becomes not merely advantageous but essential for success. Therefore, future research and practice must continue exploring innovative approaches that prepare students for the complex, multilingual communication landscapes they will encounter in their academic and professional careers.

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ПОБІЖНІСТЬ АНГЛІЙСЬКОГО МОВЛЕННЯ:
ВИКЛИКИ ТА СТРАТЕГІЇ ДЛЯ СТУДЕНТІВ-ФІЛОЛОГІВ

Постановка проблеми. *У сучасному глобалізованому світі зростає важливість вільного володіння англійською мовою як засобом міжнародної комунікації. Особливої актуальності набуває розвиток побіжності англійського мовлення у студентів закладів вищої освіти, зокрема філологічних спеціальностей. Англійська мова стала панівною у науковій, діловій та дипломатичній сферах, що зумовлює необхідність якісного підготування майбутніх фахівців. Дослідження зосереджується на виявленні проблем, з якими стикаються студенти під час оволодіння побіжністю мовлення, та розробленні ефективних стратегій їх подолання.*

Мета дослідження. *Основною метою є аналіз розвитку побіжності англійського мовлення у студентів-філологів та втілення науково обґрунтованих стратегій її вдосконалення в межах вивчення фахової дисципліни.*

Методологія дослідження *ґрунтується на комплексному підході, що поєднує кількісні та якісні методи. Пропоновані автором стратегії спираються на інтерактивні методи навчання, використання сучасних технологічних інструментів, роботу з автентичними матеріалами, комунікативний підхід та взаємне навчання. Оцінювання результатів автор пропонує здійснювати під час проведення експерименту щодо покращення побіжності мовлення за допомогою 10-бальної шкали, що відповідає програмі підготовки студентів, які вивчають англійську як іноземну або другу іноземну мову, та якісного аналізу зворотного зв'язку від студентів.*

Результати та обговорення. *Автор наголошує на прямій кореляцію між регулярністю практики усного мовлення та рівнем його побіжності. Визначає основні проблемні аспекти, що потребують додаткової уваги: психологічні бар'єри, обмежений словниковий запас та недостатня автоматизація мовленнєвих навичок та умінь. Результати дослідження підтверджують ефективність обраного комплексу стратегій для розвитку побіжності англійського мовлення. Водночас виявлено необхідність подальшого вдосконалення методики викладання з урахуванням індивідуальних особливостей студентів та специфіки їх майбутньої професійної діяльності.*

Ключові слова: *побіжність мовлення, говоріння англійською, стратегії навчання, студенти-філологи, ключові методи вдосконалення англомовної побіжності*

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