

"WHERE AM I GOING WRONG?": REASONS WHY LEARNERS FAIL TO SPEAK ENGLISH FLUENTLY DESPITE YEARS OF STUDY*Mo`ydinova Rayhona Dilmurod qizi**Andijan Branch of Kokand University**The faculty of Social Humanities and Pedagogy Direction of**The Philology Teaching student*

Abstract: This article explores the persistent problem faced by English learners who, despite years of study, struggle to speak fluently. The study identifies key factors such as an overemphasis on grammar, psychological barriers, lack of practical speaking experience, and weak learner motivation. Recommendations to overcome these challenges include adopting communicative approaches, fostering a supportive learning environment, and enhancing learner confidence through practice.

Keywords: English language learning, speaking skills, learner psychology, communicative approach, motivation, error correction

English is one of the most widely used languages globally, and its importance continues to grow with globalization. Consequently, many young people show great interest in learning it. However, despite studying English for several years, many learners are unable to communicate fluently. This issue remains a pressing concern for both teachers and learners.

Learning a language requires not only mastering grammar but also developing practical speaking skills and psychological readiness. Additionally, learners' motivation and self-confidence play a crucial role in their language acquisition process.

This article analyzes the main obstacles faced during English language learning—overemphasis on grammar, psychological barriers, lack of practice, and insufficient motivation—and offers possible solutions to overcome these challenges.

Overemphasis on Grammar

Grammar is an essential part of language learning, but the primary goal should be to develop speaking skills. Unfortunately, many learners focus mainly on mastering grammatical rules, neglecting their practical application.

As a result, when trying to speak, they often forget rules or hesitate due to fear of making mistakes. This situation leads them to believe that they are always speaking incorrectly.

Moreover, some teachers emphasize grammar excessively during lessons while reducing speaking activities. This approach limits learners to theoretical knowledge and slows down the

development of speaking skills.

Overemphasis on grammar in English language learning can hinder fluency and communicative competence. While grammar is important, focusing solely on it can lead to a stilted, unnatural speaking style and a reluctance to engage in spontaneous conversation. Learners may become overly concerned with accuracy, which can stifle their confidence and ability to express themselves freely.

Psychological Barriers and Fear of Mistakes

Fear of making mistakes is one of the biggest challenges in language learning. Learners often avoid speaking because they fear being incorrect, which negatively affects the development of their speaking abilities.

Such psychological barriers usually stem from a lack of self-confidence and anxiety. Many learners interpret mistakes as signs of incompetence, whereas in reality, errors are a natural and essential part of the learning process.

Psychological barriers, particularly the fear of making mistakes, can significantly hinder English language learning, especially in speaking. This fear often stems from a concern about negative evaluation by peers or teachers, leading to anxiety and a reluctance to practice. Addressing these psychological barriers is crucial for successful language acquisition.

To reduce these psychological barriers, teachers need to create a supportive environment that encourages learners and views mistakes positively. This fosters freer and more confident speech among learners.

Lack of Practical Exercises and Real-Life Communication

The effectiveness of language learning heavily depends on practice. Many schools and courses focus more on theoretical knowledge, leaving insufficient time for speaking activities. A common challenge in English language learning is the lack of practical exercises and real-life communication opportunities, which can hinder fluency and confidence in speaking. This can lead to learners struggling to apply their knowledge in authentic situations and feeling hesitant to participate in conversations.

This situation causes serious problems in developing learners' ability to speak freely. Interactive methods such as role plays, group discussions, and conversational exercises are vital for improving speech.

Additionally, learners should strive to use English in everyday life as much as possible. This practice strengthens their speaking skills and boosts their confidence.

Lack of Clear Goals and Motivation

Having clear goals and personal motivation significantly enhances the language learning process. Otherwise, learners may study ineffectively for long periods.

Specific goals such as studying abroad, career advancement, or traveling provide direction and meaning to the learning process. Decreased motivation leads to reduced learner engagement.

Set Clear and Achievable Goals:

Instead of aiming for broad goals like "learn English," break it down into smaller, manageable objectives. For example, focus on learning a certain number of new vocabulary words per week, holding a short conversation within a specific timeframe, or reading a chapter of a book in English.

Find your Motivation:

Identify what sparks your interest and incorporate those elements into your learning. This could involve watching movies or TV shows in English, listening to podcasts on topics you enjoy, or joining online communities focused on English language learning.

Therefore, learners should clearly define their goals and celebrate small achievements. This increases interest and determination to learn the language.

Conclusion

The inability to speak English fluently despite years of study is linked to several factors: excessive focus on grammar, psychological barriers, lack of practice, and weak motivation.

To overcome these problems, learners must try to speak without fear of mistakes and dedicate more time to practical communication. Teachers should adopt communicative approaches and create positive, supportive learning environments.

Only by following these methods can learners achieve real progress in language acquisition.

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