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METHODOLOGICAL APPROACHES TO DEVELOPING SPONTANEOUS SPEAKING SKILLS IN ENGLISH LANGUAGE TEACHING

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Abstract. Developing communicative competence in teaching English as a foreign language requires learners not only to acquire grammatical knowledge and an appropriate range of vocabulary but also to use these resources confidently and flexibly in authentic communicative situations. Spontaneous speech involves expressing ideas without relying on a previously prepared text, responding promptly to an interlocutor and selecting linguistic resources appropriate to the immediate communicative context. The development of spontaneous speaking skills depends on the interaction of psycholinguistic mechanisms, communicative tasks, repeated oral practice, time constraints, interactive learning and drama-based activities. Although conventional reproductive exercises facilitate the acquisition of linguistic structures, they are insufficient for developing learners' ability to produce independent speech in unpredictable communicative circumstances. Spontaneous speaking requires learners to formulate unplanned utterances, redirect conversations, establish mutual understanding and overcome linguistic difficulties through appropriate communication strategies. The systematic and purposeful integration of diverse communicative activities into English language teaching can strengthen the relationship between theoretical linguistic knowledge and practical speaking proficiency.

Keywords: English language teaching, spontaneous speech, communicative competence, speech fluency, improvisation, interactive speaking

Introduction. The widespread use of English in international communication, education, academic research and professional activities has made the development of communicative skills a central priority in contemporary language teaching. Foreign language proficiency cannot be assessed solely in terms of grammatical knowledge or the breadth of a learner's vocabulary. The ability to express ideas independently, respond to unexpected questions, interpret an interlocutor's utterances and select appropriate communication strategies constitutes an essential indicator of practical language competence. Although many learners of English demonstrate a sound understanding of grammatical rules, comprehend written texts and successfully complete written

assignments, they experience considerable difficulties when required to speak without preparation. Such difficulties frequently manifest themselves in hesitation before beginning an utterance, delayed lexical retrieval, incomplete sentences, prolonged pauses and an inability to formulate appropriate responses to unexpected contributions from an interlocutor.

The use of authentic spoken materials, the organisation of communicative interaction in the classroom and the identification of appropriate models of naturally occurring speech are important areas of contemporary applied linguistics. McCarthy and O'Keeffe identify "the influence of spoken corpora on language teaching, the selection of authentic speech samples and the investigation of speaking activities in classroom settings" as significant concerns in the teaching of spoken language [6, pp. 26-27].

Within Azerbaijani educational practice, the relationship between communicative objectives, listening comprehension and educational games is also recognised as an important aspect of developing oral proficiency. "The use of dialogues and active learning methods in English lessons is among the factors supporting learners' ability to employ linguistic resources for communicative purposes" [8, p. 25]. Nevertheless, developing general oral proficiency and fostering spontaneous speech do not represent identical methodological objectives. Oral proficiency encompasses a broad range of activities, including prepared monologues, text retelling, memorised dialogues and other forms of spoken production. Spontaneous speech, by contrast, is primarily characterised by the independent formulation of new verbal content in response to communicative demands arising during interaction.

Spontaneous speech constitutes a complex cognitive and linguistic activity involving the formation of communicative intentions, the conceptualisation of meaning, the selection of appropriate linguistic units, syntactic formulation and the coordination of articulatory processes. Although these stages can be distinguished theoretically, they overlap considerably during actual speech production. While expressing one idea, speakers simultaneously plan subsequent utterances, monitor their interlocutor's reactions and modify their communication strategies when necessary. Under such conditions, rapid retrieval of linguistic knowledge and its adaptation to specific communicative purposes become particularly important. Spontaneous speaking in a foreign language may require greater conscious monitoring than speaking in one's first language. When learners attempt to express a particular idea, they must first conceptualise its meaning and subsequently retrieve the vocabulary and grammatical structures required for its verbalisation. If access to linguistic resources has not become sufficiently automatised, hesitation and pauses become more frequent. Consequently, the development of spontaneous speech depends not only on acquiring new vocabulary but also on increasing the speed and flexibility with which previously acquired linguistic knowledge can be employed.

The concept of speech fluency cannot be reduced to the ability to speak rapidly. Fluent speech involves the coherent, intelligible and communicatively appropriate expression of ideas. In their experimental investigation, de Jong and Perfetti associate the development of oral fluency with the proceduralisation of linguistic knowledge, whereby language resources become available for increasingly automatic and efficient use during communication. Their study involved 24

learners of English as a second language who completed a series of speaking tasks. The findings indicated that fluency improvements achieved through repeated speech production on the same topic were more consistently maintained in subsequent assessments [2, pp. 533–535]. These results demonstrate the methodological relevance of repeated speaking activities in developing spontaneous oral proficiency.

However, speech repetition should not be equated with mechanical memorisation. When learners discuss the same topic on several occasions, they draw upon previous speaking experiences, retrieve familiar expressions more efficiently and organise their ideas with increasing ease. From a pedagogical perspective, an important consideration is the introduction of new communicative conditions into repeated activities. If learners reproduce the same text without modification on each occasion, the exercise primarily develops reproductive speaking skills. Conversely, when the topic remains unchanged but the audience, communicative purpose or interlocutor changes, learners are required to reorganise their linguistic resources in response to the new situation.

Spontaneous speaking involves a complex relationship between grammatical accuracy, linguistic complexity and fluency. Skehan argues that the assessment of second language performance should consider "complexity, accuracy, fluency and lexical use" as interconnected dimensions. Given the limitations of attentional resources, concentrating heavily on one aspect of speech production may temporarily compromise performance in another [9, p. 512]. For example, a learner attempting to employ a sophisticated grammatical construction may produce longer pauses while organising the utterance. Conversely, prioritising speech rate may encourage reliance on relatively simple sentence structures, thereby restricting lexical and syntactic variety.

"Phonetic features, rhythm and the economical use of linguistic resources also contribute to the expressiveness of naturally occurring speech. The psycholinguistic and expressive dimensions of phonetic economy have been examined in relation to poetic language" [4, p. 26]. In the methodology of teaching spontaneous speech, this issue may be considered, within a more limited scope, in connection with natural speech rhythm, intonational coherence and contracted forms occurring in communicative interaction.

The development of spontaneous speaking skills in English language teaching requires communicative activities to reflect learners' genuine speaking needs. Conventional question-and-answer exercises often concentrate on reproducing predetermined linguistic structures and consequently provide limited opportunities for independent communicative decision-making. Spontaneous speaking, however, requires learners to determine what they wish to communicate, when to express it and which linguistic resources are most appropriate within a particular situation. Task-based language teaching is especially relevant in this respect. Within this approach, language functions not merely as an object of study but as a means of achieving a specific communicative outcome. Learners may be required to obtain information, solve a problem, persuade an interlocutor or reach a collective decision. The selection of lexical and grammatical resources is consequently guided by communicative requirements rather than exclusively by predetermined linguistic rules.

The emphasis placed on meaning and outcomes in task-based language teaching creates favourable conditions for developing spontaneous speaking skills. During the initial stage, a

communicative objective is established; during the main stage, learners complete the task through interaction; and during the subsequent stage, the linguistic resources employed and the difficulties encountered are examined. Willis and Willis emphasise the relationship between meaning-focused activities and the subsequent examination of linguistic forms in their task-based teaching framework. The practical implementation of this approach incorporates problem-solving, storytelling and communicative activities organised around different topics [1]. Directing learners' attention initially towards the meaning they intend to communicate, while addressing grammatical inaccuracies at an appropriate subsequent stage, may help preserve the continuity of interaction.

The degree of unpredictability within a task is particularly important for developing spontaneous speech. When teachers announce a topic in advance, learners can familiarise themselves with relevant vocabulary and prepare potential responses. However, authentic interaction cannot be anticipated in its entirety, and classroom tasks should therefore incorporate changing communicative conditions. For instance, rather than asking learners to prepare a dialogue about purchasing a product, the teacher may introduce an unexpected problem arising during a shopping encounter. In this situation, learners must do more than reproduce conventional shopping expressions: they are required to make complaints, request explanations, suggest alternative solutions and adapt their positions in response to their interlocutor's contributions.

Such a communicative situation can be simulated by assigning one learner the role of a customer and another the role of a shop assistant. The customer receives a card containing the following information: You bought a laptop yesterday, but it stopped working this morning. You want a replacement, not a refund. The shop assistant receives different instructions: Your shop cannot replace the laptop immediately because the same model is out of stock. Offer another solution. The learners begin their interaction without knowing the information contained on each other's cards. One possible development of the dialogue is presented below:

Customer: Excuse me, I bought this laptop here yesterday, but it isn't working properly.
Shop assistant: I'm sorry to hear that. Could you explain what seems to be wrong?
Customer: It keeps switching off. I'd like to replace it, if possible.
Shop assistant: Unfortunately, we don't have the same model at the moment.
Customer: Oh, that's a problem. Is there another model you could offer?
Shop assistant: We have a similar one, but it's slightly more expensive.
Customer: I see. Could you explain the difference between the two models?

This dialogue represents only one possible outcome. The purpose of the activity is not to encourage learners to memorise these sentences but to enable them to resolve a problem through a range of communicative responses. During the interaction, the teacher may introduce an additional condition: The customer urgently needs the laptop for an important presentation tomorrow. This new information requires learners to modify their previous communication strategies. The situation thus develops beyond a fixed dialogue pattern and becomes an interactive activity involving a succession of communicative decisions.

The information-gap principle offers considerable practical potential for developing spontaneous speaking skills. In tasks organised according to this principle, learners must obtain

information possessed by their partners in order to achieve a shared objective. The absence of complete information creates a genuine need to ask questions, seek clarification, request repetition and provide explanations. In Klippel's system of communicative activities, opinion-gap tasks also occupy an important position alongside information-gap exercises. "In information-gap activities, participants attempt to obtain missing information, whereas opinion-gap activities require them to express and justify their personal positions" [5, p. 5]. Combining these two forms of activity provides opportunities to develop both question-and-answer skills and the ability to participate in discussions.

For example, in an activity entitled Planning a University Event, learners are divided into small groups and provided with different pieces of information concerning the organisation of a university event. One learner receives details of the available budget, another receives information about participants' interests, and a third is informed about restrictions relating to the venue and timetable. The group must develop an event programme acceptable to all participants. To achieve this outcome, learners need to exchange information, compare alternatives and reach a shared decision. Expressions such as What if we organise it on Friday?, I'm not sure that's possible, Could you tell us how much it would cost? and We might have to change our original plan may arise during the activity. These expressions should not, however, be presented as compulsory components of a prepared dialogue, but rather as linguistic resources that learners can employ when communicative needs arise.

The jigsaw tasks described by Klippel are based on the distribution of separate pieces of information among different participants. Because each learner possesses information necessary for achieving the collective objective, verbal interaction becomes an essential condition for completing the activity. Such tasks are particularly suitable for developing listening comprehension, accurate description, suggestion-making and agreement-building skills [5, pp. 40–41]. During information exchange, learners should not merely communicate the information they possess but also establish whether their interlocutors have understood it correctly. Clarification expressions such as Do you mean that...?, Could you say that again? and Let me check if I've understood correctly can facilitate this process.

Time constitutes an important psycholinguistic and methodological factor in the development of spontaneous speech. When learners are provided with sufficient preparation time, they can plan their ideas, select appropriate vocabulary and revise their intended utterances. Reducing the preparation period, however, requires more rapid activation of existing linguistic knowledge during speech production. The purpose of time constraints is not to expose learners to unnecessary psychological pressure but to facilitate a gradual reduction in the time required to formulate and express ideas. Time-limited activities should therefore be introduced progressively, consistently and in accordance with learners' proficiency levels.

The 4/3/2 technique is among the methods employed to develop oral fluency in second language teaching. Within this model, learners speak about the same topic for four minutes, repeat their presentation within three minutes and subsequently deliver it in two minutes. Although the topic and principal content remain unchanged, the progressively reduced time allowance requires

ideas to be expressed more concisely and efficiently. Thai and Boers investigated the effects of this model in a study involving 20 Vietnamese learners of English as a foreign language. Their findings indicated that fluency improved more substantially under progressively increasing time pressure, although comparable improvements were not observed in grammatical accuracy or syntactic complexity [10, pp. 369–370]. These findings highlight both the potential benefits and limitations of the technique.

On the basis of the 4/3/2 model, an activity entitled An Unexpected Experience may be organised for university students. Learners are asked to describe a situation in which they encountered an unexpected event. During the first stage, they have four minutes to explain where and how the incident occurred, what difficulties they experienced and how they responded. During the second stage, they recount the same experience to a different interlocutor within three minutes. In the final stage, they must communicate the essential information within two minutes. Throughout this process, learners may retrieve previously employed expressions more efficiently, identify the most significant elements of their narratives and reduce less relevant details. This methodological adaptation creates a relationship between repeated oral production and the preservation of spontaneity. Repetition facilitates access to linguistic resources, while changing communicative conditions restrict their mechanical reproduction. Nevertheless, it would be inappropriate to expect equivalent improvements in every dimension of speaking performance at each stage. The findings reported by Thai and Boers indicate that time pressure may be particularly beneficial for fluency, whereas additional opportunities are needed to develop accuracy and complexity [10, p. 369]. Following the final stage, learners may therefore be encouraged to examine their language use, identify more appropriate expressions and discuss the same topic again under modified conditions.

Another technique involving time constraints is the organisation of brief, impromptu speaking challenges. For example, in a One-minute Response activity, learners are presented with unexpected questions concerning everyday life, education, technology and social relationships: Should university students be allowed to use artificial intelligence in their assignments?, What would you change about your city if you were the mayor? and Is it better to study alone or with other students? Learners must express their positions within a short period and respond to follow-up questions without prior preparation. This activity is particularly appropriate for developing the ability to initiate speech, justify opinions, provide examples and formulate conclusions. The duration of individual responses may be adjusted according to learners' proficiency levels.

Role-playing and improvisation are among the approaches that allow the characteristics of authentic communicative situations to be recreated within the classroom. Through these activities, learners assume particular social roles, make decisions in response to developing circumstances and modify their utterances according to their interlocutors' behaviour. The methodological value of role-playing extends beyond the acquisition of conventional expressions used in everyday communication. Simulating different social relationships enables learners to employ forms of address, politeness strategies, expressions of agreement and disagreement, and linguistic resources conveying emotional attitudes in appropriate contexts.

The use of drama-based activities in foreign language teaching is particularly significant because of the relationship between verbal and non-verbal communication. Researchers have demonstrated that dramatic tasks enable learners to express their ideas, emotions and communicative intentions through speech, gestures and facial expressions. “In such activities, learners do not merely reproduce linguistic forms but select appropriate verbal behaviour to enact a particular social situation” [11, p. 377]. As the development of improvisational activities is not entirely predetermined, participants must respond immediately to changing circumstances.

For example, in an activity entitled The Unexpected Job Interview, one learner assumes the role of an employer and another that of a job applicant. The applicant receives general information about the interview but is not provided with the questions in advance. During the interview, the employer asks both conventional questions and questions involving unexpected situations: What would you do if your colleague refused to cooperate with you?, How would you react if a customer complained about a mistake you hadn't made? and Suppose you had to complete three urgent tasks at the same time. Which one would you choose first? Rather than reproducing previously prepared information, learners must imagine different circumstances and formulate appropriate responses.

To preserve spontaneity within this model, the teacher should not provide both participants with identical instructions. The applicant should receive information only about the position and their relevant experience, whereas the employer’s role card should contain additional questions and behavioural conditions. During the interview, the employer may introduce an unexpected question: I can see that you have good qualifications, but you have never worked in this field before. Why should we choose you? In response, the applicant must justify their abilities and attempt to persuade the employer rather than simply repeat previously prepared answers.

Another application of improvisation is the Changing the Situation technique. After learners begin discussing an everyday communicative topic, the teacher introduces an unexpected development. For example, two friends may be planning a journey when they discover that their budget is insufficient. Subsequently, changes to transport arrangements arise, and finally one of the participants becomes unable to join the trip. Each new development requires participants to reconsider their previous decisions. Learners must not only incorporate new information but also assess their interlocutors’ positions, negotiate agreements and propose alternative solutions.

The educational outcomes of drama-based activities should be assessed in terms of their contribution to the quality of spoken performance. A learner may portray a character convincingly while producing very little English, in which case the activity may offer limited opportunities for developing spontaneous speaking skills. By contrast, the appropriateness of spoken contributions to the communicative objective, responsiveness to interlocutors, effective clarification and the ability to sustain interaction should constitute principal assessment criteria. Such an approach transforms drama-based activities from merely enjoyable classroom exercises into purposeful instruments of communicative language teaching.

The development of spontaneous speaking skills depends not only on learners’ ability to produce independent utterances but also on the refinement of their linguistic performance through interaction. During communicative activities, learners express their own ideas while simultaneously

observing their interlocutors' language use, acquiring alternative means of expression and attempting to resolve misunderstandings. The provision of corrective feedback is therefore an important methodological consideration. Immediate teacher intervention whenever a grammatical error occurs may disrupt the natural flow of communication and divert learners' attention from the intended message. Conversely, the systematic disregard of errors may encourage the repeated use of inaccurate forms. The timing and manner of corrective feedback must consequently be determined by the objectives of the spontaneous speaking activity.

Sato and Lyster experimentally investigated the effects of peer interaction and corrective feedback on spoken language performance. Their study involved 167 university-level learners of English in Japan. Improvements in both accuracy and fluency were observed in groups receiving different forms of corrective feedback. By comparison, the group engaged exclusively in peer-interaction activities demonstrated an advantage over the control group primarily in measures of fluency [7, pp. 592–601]. These findings suggest that interaction between learners can support the development of oral fluency, while appropriately structured corrective feedback may additionally contribute to more accurate language use.

An important distinction in corrective feedback concerns the difference between explicitly identifying an error and encouraging learners to correct it independently. For instance, when a learner produces the sentence He go to university every day, the teacher may provide the correct form: He goes to university every day. Alternatively, the teacher may use a brief prompt, such as He...?, encouraging the learner to identify and correct the error. The former technique provides an accurate linguistic model, whereas the latter activates the learner's existing grammatical knowledge. The appropriateness of each approach depends on the communicative purpose, the learner's proficiency level and the extent to which the error affects mutual understanding.

The organisation of peer corrective feedback also requires appropriate preparation. Repeated interruptions of an interlocutor's speech may interfere with the natural progression of dialogue. Accordingly, learners should be informed before the activity about the circumstances in which clarification is appropriate. When meaning is unclear, expressions such as Could you explain what you mean?, Do you mean that...? or Could you give an example? may be employed. These expressions help maintain communicative continuity while providing speakers with an opportunity to reformulate their ideas more clearly. Peer feedback can therefore function not only as a means of correcting linguistic errors but also as a mechanism for establishing mutual understanding.

The nature of teachers' questions and the opportunities provided for learner participation are significant factors in classroom discourse. Walsh's approach to classroom discourse regards interaction as a central component of the learning process and associates the development of classroom interactional competence with the quality of communication between teachers and learners [12]. From this perspective, lessons designed to develop spontaneous speech should reduce reliance on questions requiring predetermined answers and place greater emphasis on open-ended questions allowing learners to adopt different positions. A question such as What is the capital of the United Kingdom? primarily requires factual recall, whereas How would you persuade a foreign

student to visit your country? requires learners to select content, justify their arguments, consider their audience and develop individual communication strategies.

Strengthening the teacher's role as an observer and facilitator during spontaneous speaking activities may contribute to learners' communicative independence. Rather than evaluating every utterance as it is produced, the teacher can identify situations in which learners struggle to sustain interaction, expressions they use excessively and communication strategies they need to develop. A subsequent review of these observations enables the teacher to address linguistic difficulties without interrupting the flow of speech [3].

During the preparatory stage of a spontaneous speaking activity, learners are introduced to the general topic without being provided with a complete script or predetermined responses. This stage aims to establish the necessary communicative context, activate relevant background knowledge and explain the conditions of the task. During the active speaking stage, learners interact in pairs or small groups. As they receive different pieces of information and are assigned different communicative roles, the precise development of the conversation cannot be determined in advance. In the following stage, the teacher introduces a new condition and requires participants to reconsider their initial decisions. During the analytical stage, learners examine the expressions employed, linguistic difficulties encountered and communication strategies adopted. Finally, they complete a similar task involving different content.

On the basis of this model, a 45-minute lesson may be organised around the topic Solving an Unexpected Problem. During the first five minutes, the teacher reviews expressions used to make requests, provide explanations, offer suggestions and reach agreements in problematic situations. During the following five minutes, learners work in pairs and receive role cards containing different information. They then spend fifteen minutes completing the communicative task and proposing alternative solutions. The teacher subsequently introduces an additional condition, allowing learners five minutes to reconsider their decisions. During a ten-minute analytical stage, the difficulties observed in speaking performance are discussed. In the final five minutes, learners produce a short, unprepared dialogue involving a comparable situation. This structure is intended to ensure that a substantial proportion of the lesson is devoted to active oral communication.

The assessment of spontaneous speaking should not be based exclusively on the number of grammatical errors or the duration of spoken contributions. As spoken performance is multidimensional, its evaluation requires a range of indicators. Skehan's distinction between "complexity, accuracy, fluency and lexical use" provides a methodological foundation for such an approach [9, p. 512]. In the assessment of spontaneous speech, these dimensions may be supplemented by communicative appropriateness and the ability to maintain interaction.

Conclusion. Developing spontaneous speaking skills in English language teaching represents a methodological process through which learners progress from acquiring linguistic knowledge to applying it independently and efficiently in authentic communicative situations. The formation of spontaneous speaking competence cannot be restricted to vocabulary development and grammatical instruction; it requires the integrated development of rapid speech planning, the interpretation of communicative situations, responsiveness to interlocutors and the ability to maintain conversational

continuity. Rather than correcting every error immediately during communication, teachers should employ feedback strategies appropriate to the communicative objective so that the natural flow of interaction is preserved. A comprehensive assessment incorporating fluency, grammatical accuracy, lexical diversity, communicative appropriateness and interactional competence can provide a more nuanced understanding of learners' speaking abilities. Effective development of spontaneous speech consequently requires communicative tasks to be adapted to learners' proficiency levels, opportunities for active speaking to be expanded and unprepared oral activities to be systematically integrated into English language teaching

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