
**МЕТОДИКА ПРЕПОДАВАНИЯ ЯЗЫКА И ЛИТЕРАТУРЫ
/ ТІЛ МЕН ӘДЕБИЕТТІ ОҚЫТУ ӘДІСТЕМЕСІ /
METHODS OF TEACHING LANGUAGE AND LITERATURE**

IRSTI 14.35.09

DOI <https://doi.org/10.52081/PhSJ.2026.v14.i2.080>

M.S. Bazarabaeva^a

E-mail: malika_2_0_0_3@inbox.ru

G.I. Baigunisova^{a*}

E-mail: baigunisova@mail.ru. *Corresponding author: baigunisova@mail.ru

^aL.N. Gumilyov Eurasian National University, Astana, Kazakhstan

**PSYCHOLOGICAL, LINGUISTIC AND PEDAGOGICAL FACTORS
INFLUENCING SPONTANEOUS SPEAKING IN EFL LEARNING**

Abstract

Spontaneous speaking is widely recognized as one of the most challenging skills for those who learn of English as a Foreign Language (EFL), as it requires a real-time language production under emotional and cognitive pressure. The article presents a theoretical analysis approach to examine the psychological, linguistic and pedagogical factors influencing the development of spontaneous speaking skills in the context of EFL learning. Drawing on international and Kazakhstani researchers the study synthesizes findings related to speaking anxiety, audience perception, instructional methodology, topic familiarity and linguistic automatization. The analysis demonstrates that spontaneous speaking ability emerges from the dynamic interaction of cognitive constraints, effective variables and classroom practices. This article concludes that effective development of spontaneous speaking requires integrated pedagogical approaches that simultaneously address learners' emotional readiness, strengthen their linguistic automaticity and provide supportive communicative environment.

Keywords:

spontaneous speaking, English as a Foreign Language (EFL), speaking anxiety, communicative competence, affective factors, cognitive factors, pedagogical approaches, speaking skills.

For citation:

Bazarabaeva M.S., Baigunisova G.I., Psychological, Linguistic and Pedagogical Factors Influencing Spontaneous Speaking in EFL Learning // Philological Sciences Journal. – 2026. – Vol.14. – №2. – Pp. 47-53.

DOI <https://doi.org/10.52081/PhSJ.2026.v14.i2.080>

Introduction

In modern EFL pedagogy the ability to speak spontaneously is considered as a core indicator of communicative competence. Spontaneous speaking enables learners to participate in authentic interaction, respond flexibly to unpredictable communicative situations and construct meaning in real time. However, despite its importance, spontaneous speaking remains one of the most difficult skills for EFL learners to master. Many learners demonstrate adequate grammatical knowledge and receptive skills and still experience significant difficulty in situations requiring speaking without preparation [Nada, 2025].

This issue can be attributed to the complex nature of spontaneous oral communication which involves the simultaneous operation of cognitive, linguistic and psychological processes within a social context. This article aims to provide a theoretical analysis of the key factors influencing spontaneous speaking development in EFL learning. By synthesizing existing research, the study seeks to clarify how psychological readiness, linguistic competence and pedagogical conditions interact to shape learners' spontaneous oral performance [Qurbi, 2025].

Materials and research methods

The present study employs its theoretical analysis research method which is appropriate for examining complex pedagogical and psychological phenomena such as spontaneous speaking in EFL learning. Rather than collecting primary empirical data, the research is based on the systematic analysis, comparison and synthesis of existing scholarly literature related to spontaneous speaking development.

Theoretical analysis allows the researcher to identify key concepts, dominant theoretical frameworks and recurring patterns across studies, as well as to reveal gaps and inconsistencies in current research. This method is particularly relevant for exploring multifaceted constructs that involve cognitive, affective, linguistic and pedagogical dimensions.

Literature Review

Theoretical analysis of this article was conducted through several stages. First, relevant literature was selected based on its direct focus on spontaneous speaking, speaking anxiety, communicative competence and pedagogical approaches to oral skill development. Second, the selected sources were examined in order to identify key psychological, linguistic and technological factors influencing spontaneous speaking. Third, these factors were categorized and compared to determine common theoretical positions and divergent perspectives among scholars. Finally, the findings from different studies were synthesized to construct an integrated conceptual understanding of spontaneous speaking development. This process enabled the identification of interrelationships between cognitive load, effective arrivals, linguistic automatization and instructional practices.

Cognitive and Psychological Factors in Spontaneous Speaking

Spontaneous speaking places high cognitive demands on learners, as it requires rapid idea generation, grammatical encoding, lexical retrieval and articulation under time pressure. One of the most prominent cognitive challenges that affect spontaneous speaking is topic familiarity. Learners who lack sufficient background knowledge or related vocabulary often struggled to generate ideas quickly, resulting in long pauses, hesitations, repetition and reduced coherence.

Research done by N.T. Tuan and T.T. Mai identifies insufficient topical knowledge as a major contributor to speaking anxiety in EFL learners [Tuan, 2015]. When a learner feels unprepared in terms of content, his confidence decreases and his willingness to participate in spontaneous speaking tasks diminishes, particularly in evaluative classroom contexts. Thus, cognitive difficulty directly contributes to ineffective responses, creating a negative cycle in which anxiety further disrupts linguistic processing and speech fluency [Kasbi, 2017].

Another important psychological factor is learners' perception of audience and interlocutors. Since oral communication is inherently social, learners are often highly sensitive to how their

speech is perceived by other people. According to F. Raja concern about audience evaluation significantly influences learners' fluency, speech rate and complexity of language use. Speaking in front of unfamiliar or large audiences often intensifies anxiety leading learners to over monitor their output, simplify structures and avoid linguistic risks which ultimately reduces spontaneity [Raja, 2017].

Discussion and results

The findings of study of the psychological, linguistic and pedagogical factors influencing spontaneous speaking in EFL learning shows that a psychological factors spontaneous speaking is strongly influenced by linguistic and cognitive mechanisms. E. Qurbi emphasizes that spontaneous oral production requires a high degree of linguistic automatization. Learners may possess declarative knowledge of vocabulary and grammar, however without sufficient proceduralizing, they struggle to retrieve linguistic forms quickly during real time interaction [Qurbi, 2025].

E. Qurbi further highlights the role of working memory limitations and attention control in spontaneous speaking. When learners must simultaneously plan content, select linguistic forms, monitor accuracy and respond to interlocutors, cognitive overload may occur resulting in breakdown in fluency. These findings suggest that spontaneous speaking difficulties should not be attributed solely to linguistic deficiencies but rather understood as the interaction between cognitive constraints and language system development [Qurbi, 2025].

Speaking Anxiety and Multilingual Contexts

Speaking anxiety has been consistently identified as a central psychological barrier to spontaneous oral communication. T. Rakhimzhanova provides a comprehensive examination as English speaking anxiety among EFL preservice teachers in a multilingual Kazakhstani context. The study conceptualizes speaking anxiety as a multidimensional phenomenon which involve emotional tension, cognitive overload and behavioral avoidance which becomes particularly pronounced during spontaneous tasks [Rakhimzhanova, 2022].

T. Rakhimzhanova identified fear of making mistakes, apprehension about negative evaluation, limited confidence in rapid vocabulary retrieval and professional pressure as key sources of anxiety. Importantly, the study demonstrates that even learners with relatively high linguistic competence may experience intense anxiety when required to speak without preparation. The multilingual background of learners further increases cognitive load as frequent language switching leads to hesitations, selfcorrections and reduced fluency [Rakhimzhanova, 2022].

Although learners employ various coping strategies such as simplification, paraphrasing, or self-encouragement. These strategies are often applied intuitively rather than systematically. As a result, their effectiveness in reducing anxiety remains limited. The findings highlight the necessity of pedagogical intervention aimed at developing both communicative strategies and emotional regulation skills [Salieva, 2024].

Pedagogical Factors and Classroom Conditions

Pedagogical methodology plays a crucial role in shaping learners' spontaneous speaking ability according to F. Orazbayeva, R. Rakhmetova and A. Rauandina traditional teacher centered instruction that prioritizes memorization the accuracy limits opportunities for authentic interaction. In contrast, interactive teaching methods such as discussions, communicative tasks and collaborative activities create conditions that encourage learners to express ideas freely, negotiate meaning and take linguistic risks [Orazbaeva, 2021].

Similarly, Z. Salieva and S. Abzhanova argue that speaking proficiency is influenced by both internal and external factors. Internal factors include anxiety, fear of mistakes, low self-confidence and difficulties in idea generation, while external factors involve classroom practices, teacher feedback and the availability of communicative speaking activities. When classroom emphasizes

accuracy over fluency and discourage risk taking, learners tend to avoid spontaneous speech and rely on prepared and memorized language [Salieva, 2024].

Contemporary studies further support these conclusions. S. Ambawani, I. Astarari and E. Rukiati demonstrate that communicative, learner-centered classrooms reduce affective barriers and promote more fluent and adaptive spontaneous speech [Ambawani, 2025]. In addition, A. Maharani et al. establish a strong relationship between learner confidence, intrinsic motivation and success in unprepared oral communication, confirming that psychological readiness is a prerequisite for spontaneous speaking [Maharani, 2025].

Research shows that the most effective approaches for encouraging spontaneous speech are:

- Improvisation and drama. These techniques help students overcome language barriers.
- Creating communicative needs. Situations are designed that require immediate response.

Students have to solve these problems with words.

- Using compensatory strategies. This includes learning to paraphrase, using similar words, and non-verbal communication.

These techniques involve cognitive, psychological, and pedagogical factors (see Figure 1).

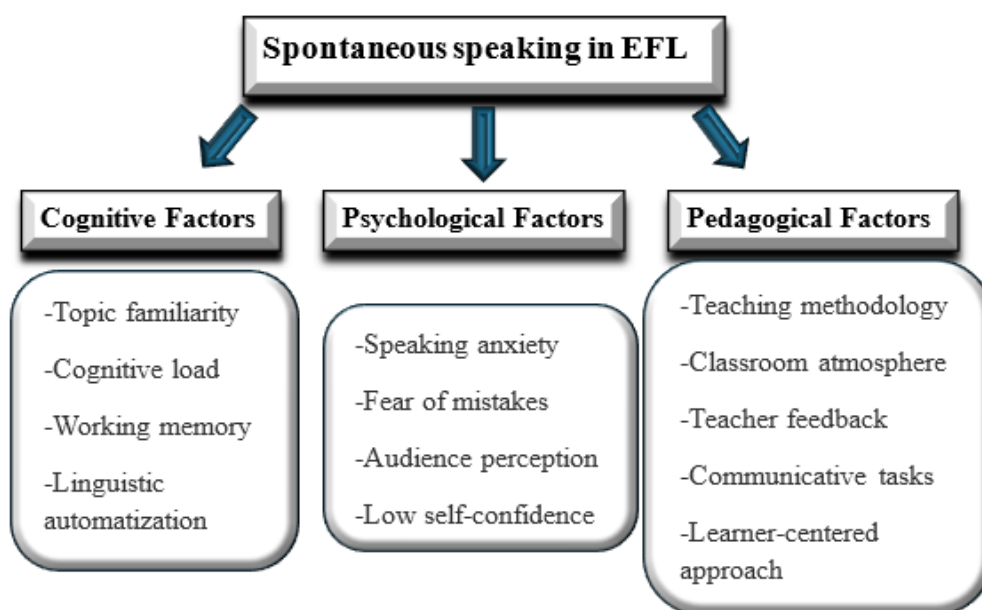


Figure 1 – Spontaneous speaking in EFL

Conclusion

The theoretical analysis presented in this article demonstrates that spontaneous speaking in EFL learning is shaped by a complex interaction of psychological, linguistic and physiological factors. Cognitive challenges such as limited topic familiarity and insufficient linguistic automatization interact closely with affective variables including speaking anxiety, fear of negative evaluation and low self-confidence. At the same time, pedagogical conditions - particularly interactive, learner centered methodologies and supportive teacher practices – play a decisive role in reducing anxiety and fostering spontaneous oral communication.

The findings suggest that effective development of spontaneous speaking skills requires an integrated instructional approach that simultaneously addresses learners' emotional readiness, strengthen linguistic automaticity and provides meaningful opportunities for authentic communication. This approach is particularly relevant in multilingual EFL contexts where cognitive load and anxiety may be intensified. Future research may further explore how these factors interact across proficiency levels and educational settings contributing to more effective pedagogical models for spontaneous speaking development.

References

- Ambawani S., Astasari I., Rukiati E. Overcoming barriers to EFL speaking proficiency: A multidimensional analysis of language learning challenges // Journal of English in Academic and Professional Communication. – 2025. – Vol. 11, No. 1, pp. 23-36. URL: <https://publikasi.polije.ac.id/jeapco/article/view/5769> (02.02.2026)
- Kasbi S., Shirvan M.E. Ecological understanding of foreign language speaking anxiety: Emerging patterns and dynamic systems // Asian-Pacific Journal of Second and Foreign Language Education. – 2017. - Vol. 2, Article 2, pp. 1–16. URL: <https://shorturl.at/KEXEH> (02.02.2026)
- Maharani A.D., Kamaruddin A., Sadilia S., Said M.M. (2025). Psychological factors affecting speaking performance of EFL students at Tadulako University // Journal of English Language and Education. – 2025. – Vol. 10, No. 6. URL: <https://jele.or.id/index.php/jele/article/view/1657> (13.03.2026)
- Nada K., Malak A. Breaking the Silence: Challenges in Spontaneous Listening and Speaking for EFL Students // International Journal of Educational Sciences and Arts – 2025. – Vol (4), No (8). 483-516. URL: <https://shorturl.at/UWj4J> (13.03.2026)
- Orazbaeva, F., Rakhmetova R., Rauandina, A. The development of learners' speaking skills through interactive methods // Pedagogy and Psychology. – 2021. – № 3(48). – C.211–218. URL: <https://journal-pedpsy.kaznpu.kz/index.php/ped/article/view/299/812> (13.03.2026)
- Qurbi E. Factors contributing to second language speaking development: Cognitive aspects and theoretical models // Forum for Linguistic Studies. – 2025. – Vol. 7, Iss. 9, pp.879-890. URL: <https://shorturl.at/iljMb> (02.02.2026)
- Raja F. Anxiety level in students of public speaking: Causes and remedies // Journal of Education and Educational Development. – 2017. – Vol. 4, No. 1, pp. 94-110. URL: <https://shorturl.at/uBRJ5> (02.02.2026)
- Rakhimzhanova T. English Language Speaking Anxiety of EFL Pre-Service Teachers and Their Strategy Use: Evidence from a Multilingual Context // Nazarbayev University Graduate School of Education. – 2022. – pp.1–120. URL: <http://nur.nu.edu.kz/handle/123456789/6734> (02.02.2026)
- Salieva Z., Abzhanova S. Factors affecting speaking proficiency in English language education: internal and external factors, including psychological inhibition, idea generation challenges, and classroom participation issues // Foreign Linguistics and Linguodidactics Journal. – 2024. – 2(5), pp.9-16. URL: <https://inlibrary.uz/index.php/foreign-linguistics/article/view/67837> (02.02.2026)
- Tuan N., Mai T. Factors affecting students' speaking performance at Le Thanh Hien High School // Asian Journal of Educational Research. – 2015. – Vol. 3, No. 2, pp. 8-23. URL: <https://shorturl.at/vkWyD> (02.02.2026)

М.С. Базарбаева

E-mail: malika_2_0_0_3@inbox.ru

Г.И. Байгунисова

E-mail: baigunisova@mail.ru. *Корреспондент авторы: baigunisova@mail.ru

Л.Н.Гумилев атындағы Еуразия ұлттық университеті, Астана, Қазақстан

**АҒЫЛШЫН ТІЛІН ШЕТ ТІЛІ РЕТІНДЕ (EFL) ОҚЫТУ БАРЫСЫНДА
ӨЗДІГІНЕН СӨЙЛЕУГЕ ӘСЕР ЕТЕТІН ПСИХОЛОГИЯЛЫҚ, ЛИНГВИСТИКАЛЫҚ
ЖӘНЕ ПЕДАГОГИКАЛЫҚ ФАКТОРЛАР**

Аңдатпа. Өздігінен сөйлеу ағылшын тілін шет тілі ретінде (EFL) үйренушілер үшін ең күрделі дағдылардың бірі ретінде кеңінен мойындалады, себебі ол эмоциялық және

когнитивтік қысым жағдайында нақты уақыт режимінде сөйлеуді талап етеді. Мақалада ағылшын тілін шет тілі ретінде (EFL) оқыту контексінде өздігінен сөйлеу дағдыларының қалыптасуына ықпал ететін психологиялық, лингвистикалық және педагогикалық факторлардың теориялық негіздеріне талдау жасалды. Халықаралық және Қазақстандық ғалымдардың еңбектеріне сүйене отырып, мақалада сөйлеу мазасыздығы, аудиториян тарапынан қабылдауы, оқыту әдістемесі, тақырыптың таныстық деңгейі және тілдік автоматтандыру мәселелеріне қатысты ғылыми тұжырымдар жүйеленді. Талдау нәтижелері өздігінен сөйлеу қабілетінің когнитивтік шектеулер, аффекттік факторлар және сыныптағы практикалық тәжірибе арасындағы өзара ұдайы байланыс нәтижесінде қалыптасатынын көрсетті. Зерттеу нәтижесінде өздігінен сөйлеуді тиімді дамыту үшін білім алушылардың эмоционалдық дайындығын ескере отырып, олардың шетел тілін автоматты түрде сөйлеуін қамтамасыз ететін әрі қолайлы коммуникативтік орта қалыптастыратын кешенді педагогикалық тәсілдер қажет деген қорытынды жасалады.

Тірек сөздер: өздігінен сөйлеу, ағылшын тілін шет тілі ретінде оқыту (EFL), сөйлеу мазасыздығы, коммуникативтік құзыреттілік, аффективтік факторлар, когнитивтік факторлар, педагогикалық тәсілдер, сөйлеу дағдылары.

Сілтеме жасау үшін: Базарбаева М.С., Байгунисова Г.И. EFL оқытуындағы өздігінен сөйлеуге әсер ететін психологиялық, лингвистикалық және педагогикалық факторлар // *Philological Sciences Journal*. – 2026. – Vol.14. – №2. – 47-53 бб.

DOI <https://doi.org/10.52081/PhSJ.2026.v14.i2.080>

М.С.Базарбаева

E-mail: malika_2_0_0_3@inbox.ru

Г.И. Байгунисова

E-mail: baigunisova@mail.ru. *Автор для корреспонденции: baigunisova@mail.ru

Евразийский национальный университет имени Л.Н.Гумилева, Астана, Казахстан

ПСИХОЛОГИЧЕСКИЕ, ЛИНГВИСТИЧЕСКИЕ И ПЕДАГОГИЧЕСКИЕ ФАКТОРЫ, ВЛИЯЮЩИЕ НА СПОНТАННУЮ РЕЧЬ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ (EFL)

Аннотация. Спонтанная речь широко признается одной из наиболее сложных навыков для изучающих английский язык как иностранный (EFL), так как требует порождения речи в реальном времени в условиях эмоционального и когнитивного напряжения. В данной статье представлен теоретический анализ психологических, лингвистических и педагогических факторов, влияющих на развитие навыков спонтанной речи в контексте обучения EFL. Опираясь на исследование зарубежных и казахстанских ученых, в работе синтезируются выводы, касающиеся речевой тревожности, особенности восприятия речи аудиторией, методики преподавания, степени знакомства с темой и с языковой автоматизацией. Анализ показывает, что способность к спонтанной речи формируется в результате динамического взаимодействия когнитивных ограничений, аффективных переменных и практики в учебной аудитории. В исследовании делается вывод о том, что эффективное развитие спонтанной речи требует комплексного педагогического подхода, в котором одновременно учитывались бы эмоциональная готовность обучающихся, факторы, укрепляющие их языковой автоматизм, которые, в конечном итоге, и создают поддерживающую коммуникативную среду.

Ключевые слова: спонтанная речь, английский язык как иностранный (EFL), речевая тревожность, коммуникативная компетенция, аффективные факторы, когнитивные факторы, педагогические подходы, навыки устной речи.

Для цитирования: Базарбаева М.С., Байгунисова Г.И. Психологические, лингвистические и педагогические факторы, влияющие на спонтанную речь при обучении английскому языку как иностранному (EFL) // *Philological Sciences Journal*. – 2026. – Vol. 14. – №2 – С. 47-53.

DOI <https://doi.org/10.52081/PhSJ.2026.v14.i2.080>

Information about author:

Bazarbayeva Malika Serikovna, master student in Teacher Training in Foreign Language Program, L.N. Gumilyov Eurasian National University, Astana, Kazakhstan

ORCID: 0009-0008-6832-2213

Baigunisova Gulbarshin Idrisovna, Doctor of philology, dotzent, Professor of the Foreign Languages Theory and Practice Department, L.N. Gumilyov Eurasian National University, Astana, Kazakhstan

ORCID: 0000-0001-8964-853X

Сведения об авторе:

Базарбаева Малика Сериковна, магистрант программы подготовки педагогов иностранного языка, Евразийский национальный университет им Л.Н. Гумилева, Астана, Казахстан

ORCID: 0009-0008-6832-2213

Байгунисова Гүлбаршин Идрисовна, доктор филологических наук, доцент. Профессор кафедры теории и практики иностранных языков. Евразийский национальный университет им. Л.Н. Гумилева. Астана, Казахстан

ORCID ID: 0000-0001-8964-853X

Авторлар туралы мәлімет:

Базарбаева Малика Сериковна, магистрант, шет тілдері педагогтерін даярлау бағдарламасы, Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Астана, Қазақстан

ORCID: 0009-0008-6832-2213

Байгунисова Гүлбаршын Ыдырысқызы, филология ғылымдарының докторы, доцент. Шетел тілдерінің теориясы және тәжірібесі кафедрасының профессоры. Л.Н. Гумилёв атындағы Еуразия ұлттық университеті. Астана, Қазақстан

ORCID: 0000-0001-8964-853X

The article was submitted on 11.05.2026; approved after reviewing on 23.05.2026;

accepted for publication on 1.06.2026

Мақала редакцияға 11.05.2026 ж. келіп түсті; 23.05.2026 ж. рецензиядан кейін мақұлданды;

1.06.2026 ж. баспаға қабылданды.

Статья поступила в редакцию 11.05.2026г.; одобрена после рецензирования 23.05.2026 г.;

принята к публикации 1.06.2026.