

An Analysis of Role-play Simulated Content Creation and Its Impact on EFL Students Speaking Skills

Ramadhani Saputra¹, Yuliati²

Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Semarang, Indonesia
¹ rmdhina004@gmail.com, ² yuliati@mail.unnes.ac.id

Abstract

This study aims to clarify how simulation and role-play can improve the speaking skills of English as a Foreign Language (EFL) learners, examining their effectiveness in increasing fluency, comprehension, and interaction, while also building students' confidence and motivation to use English. Within this framework, Task-Based Language Teaching (TBLT) plays a crucial role in the research, emphasizing the significance of using meaningful tasks as the core component of the language learning process. A key development in this study is the combination of content creation with social media to support language learning. In today's digital era, the ability to create content has become a vital skill, and its integration into EFL teaching can greatly enhance student involvement. The research employs a thematic analysis approach, examining the learning experiences of students and providing detailed insights for future research efforts. The main research question focuses on how this teaching method can improve students' abilities. The findings provide valuable information for teachers about integrating modern technology into language teaching. Ultimately, this study seeks to understand how students interact with social media and content creation, while offering insights into the potential of these contemporary tools in creating an engaging and dynamic atmosphere for language learning.

Keywords: Content Creation in Language Learning; EFL Speaking Skills; Task-Based Language Teaching

INTRODUCTION

English has achieved unparalleled global status as the essential language for international engagement across all major domains of modern life, with Dolgenko et al., (2023) demonstrating that more than two billion people in the world speak English. In second language acquisition, learners are expected to master four fundamental language skills that support effective communication, consisting of listening, speaking, reading, and writing (Brown, 2019). Among the four fundamental language skills, speaking is often regarded as the most crucial because it enables learners to actively interact, express ideas, and build confidence in real-life communication. Siddiqui and Fauzia (2014) established that speaking skill has a positive correlation with overall language proficiency and plays an effective role in enhancing other language macro skills including listening, reading, and writing. Building on this foundation, Pae et al. (2018) further clarified how the relationship between language skills evolves by demonstrating that the impact of oral language abilities on writing performance becomes increasingly significant as learners' overall language proficiency improves.

Research on EFL learners' speaking skills reveals multiple interconnected factors affecting performance. Tran et al. (2024) identified that frequent English exposure, engaging learning environments, motivation, and effective teaching pedagogy significantly enhance speaking fluency among Vietnamese high school students. Similarly, Pineda and Dela Cerna (2023) found that situational factors including teaching styles, teacher attitudes, classroom

environment, and instructional materials need to be improved to meet students' expectations and to enhance motivation for oral communication practice among secondary learners. Common barriers to speaking proficiency include lack of confidence, limited vocabulary, and unsupportive classroom environments (Malik et al., 2025). Students also experience fear of making errors and peer evaluation as significant obstacles. However, Setianingsih et al. (2024) demonstrated a strong correlation between self-efficacy and speaking skills, with social persuasion and emotional/physiological states being major influencing factors. Effective improvement strategies include participation in English clubs, consistent practice, and creating supportive teaching environments (Malik et al., 2025). As we delve into various methods to improve language skills, the role of teachers remains crucial to this process. In particular, the use of structured instructional approaches such as Task-Based Language Teaching has been shown to effectively address speaking challenges and enhance overall language learning outcomes (Xie & Lan, 2025).

Task-Based Language Teaching (TBLT) has gained significant attention in recent years for its potential to enhance language learning outcomes. Izadpanah (2010) clarifies emphasizing the necessity of task authenticity and learner engagement can maximize effectiveness of this learning approach. Martin East (2022) further explores this theme by emphasizing a learner-centered and experiential approach to language teaching and learning, arguing that second language acquisition (SLA) is enhanced when learners engage in communicative tasks that require them to use language meaningfully and independently. Additionally, Bryfonski and McKay (2019) contribute to the discussion by demonstrating through a meta-analysis that long-term implementation of Task-Based Language Teaching produces strong positive effects on second language learning outcomes and is positively perceived by both learners and stakeholders. Collectively, these studies underscore TBLT's various benefits in language education, from encouraging autonomy to improving specific language skills. Notably, simulation and role-play tasks have been found to significantly improve EFL learners' by fostering communication and providing opportunities for target language use in various "make-believe" situations, while also promoting social interaction and cultural awareness (Amirkhanova & Bobyreva, 2020).

Building on this foundation, it is essential to explore how these interactive approaches not only foster language proficiency but also engage students in meaningful communication. Alzboun et al. (2017) found that role-play strategy had a statistically significant effect on all five components of speaking skill among tenth-grade EFL students compared to traditional teaching methods. Noraisah & Rosnani (2017) reported positive outcomes when using simulation and role-play with Malaysian secondary students, noting that these activities exposed students to real-life communication situations and helped them practice new vocabulary, thereby enhancing fluency. Aprilliai et al. (2024) found that English majors achieved improvement in speaking scores through simulation techniques. Similarly, Kamrach & Sriwichai (2024) reported Thai secondary school students after learning through five different simulation scenarios scored higher in their test. Tipmontree & Tasanameelarp (2018) observed statistically significant improvements in Thai university students' business English oral communication through role-playing simulations, with students showing particular gains in acting confident. Angelini & García-Carbonell (2019) demonstrated that students taught through web-based simulations progressed significantly in vocabulary, pronunciation, variety of expression, and grammar. These studies consistently show that interactive speaking techniques not only improve linguistic competence but also increase student motivation, reduce anxiety, and build confidence in English communication.

Research demonstrates that technology and social media significantly enhance English as a Foreign Language (EFL) learners' speaking skills. Hamad et al. (2019) found that YouTube videos and Listening Audio Tracks Imitation (YATI) is a very effective CALL (Computer-Assisted Language Learning) tool towards improving students in speaking classrooms as pedagogical tools to improve EFL learners' speaking skills. Jin (2023) revealed that vlogging activities significantly reduced foreign language speaking anxiety and increased willingness to communicate among EFL learners, while improving vocabulary, comprehension, fluency, and task proficiency. Dashti and Abdulsalam (2025) confirmed that social media platforms enhance listening, speaking, and reading skills among high school students. Manogaran and Sulaiman (2022) conducted a comprehensive systematic review and concluded that various types of social media effectively support English learning, particularly by enhancing EFL learners' speaking skills.

However, despite the growing body of evidence supporting the use of technology and social media in enhancing EFL speaking skills, limited research has specifically examined the effectiveness of content creation activities from a qualitative perspective. In particular, there is a lack of in-depth analysis of learners' experiences, perceptions, and speaking performance. Therefore, this study aims to employ a qualitative research approach to investigate EFL students' speaking skills in role-play simulated content creation activities and to explore their perceived impact on speaking development.

This study is guided by the following research questions:

1. How does content creation role-play promote immersive speaking practice among EFL high school students?
2. What patterns of speaking performance emerge during digital content creation activities?
3. How do learners perceive the authenticity and effectiveness of content creation role-play for speaking skill development?

METHOD

Data Collection

In our research, we aimed to explore how high school students engage with and perform in speaking tasks through video creation. Wahyudi (2024) found that students who engaged in video-based projects demonstrated improved speaking skills and greater confidence in their communication abilities. We invited enthusiastic students to participate, ensuring they understood the study's goals and provided their consent. In order to facilitate their video-making process, we offered clear instructions and encouraged them to embrace their creativity by trying out different personas and styles that would resonate with their audience. By sharing examples from popular social media, we clarified our expectations for format and content, which helped students feel more comfortable and confident in their creative endeavors.

To enhance the roleplay aspect, we prompted students to reflect on the types of content they enjoy online and consider ways to engage their own audience. We encouraged them to generate ideas that incorporated storytelling, humor, and relatability, which are crucial elements of effective content creation. Chattoo and Feldman (2017) found that comedy narratives were more effective in increasing awareness, knowledge, and intended actions, with these effects mediated by relatability, positive emotions, and entertainment value. This suggests that humor and relatability are key factors in engaging audiences, as they enhance the narrative's impact, significantly enhance message retention and persuasion, as they allow to connect emotionally

with the content. Similarly, Coronel et al. (2021) find that humor increases the likelihood of sharing political information and enhances memory, which aligns with the idea that humor improves information recall. After collecting the videos, we conducted a thorough review, transcribing the spoken content to evaluate the students' communication skills, engagement, and body language. This analysis provided valuable insights into their verbal expressiveness and overall performance.

In order to understand what the students go through, we included reflections with open-ended questions and interviews, allowing them to share their experiences in video-making and the challenges they faced. Open-ended questions help students express and develop their thinking, which aims to uncover detailed and complex information (Çakır & Cengiz, 2016). Also, studies by Skrifvars et al. (2022) show that using open-ended questions can lead to more new ideas and important details, enhancing the depth of student responses. This blend of encouraging clear thinking and generating deeper insights emphasizes the significance of open-ended questions in improving the overall learning experience.

Interviews also deepened our insights by creating a relaxed environment, where students could expand on their experiences, tell their stories, and reflect on their educational journeys. By conducting semi-structured interviews, we will be able to provide insights on participants' experiences and perceptions (Peters & Halcomb, 2015). Aligning with the idea where we offer a space for participants to convey their stories and perspectives. Furthermore, Gill and Baillie (2018) note that interviews and focus groups are key methods in qualitative research, highlighting their role in collecting rich, detailed data. These approaches enable participants to share their perspectives and suggestions, offering meaningful insights that can inform both research and practical applications.

Ultimately, our data collection emphasized the importance of integrating technology into education and highlighted the need for ongoing discussions about enhancing speaking skills in a digital context. The study by Tyrou (2022) suggests that digital storytelling enhances communication skills, among other benefits, which directly relates to improving communication in digital projects. Nguyen and Phạm (2022) elaborates that technology plays a significant role in the development of speaking skills among high school students, noting that "speaking is significantly impacted by technology."

Thematic Analysis

Thematic Analysis (TA) was implemented within the context of video performance evaluations, the examination of interview transcripts, and reflection responses, all of which were carefully conducted in accordance with the established framework outlined by Braun and Clarke in their influential work from the year 2006. The whole analysis process included several important steps, including the thorough familiarization with the data, the generation of initial coding, the progressive development of themes, a critical review of those themes, and finally, an interpretation of the findings. Moreover, reviewing themes, as described in the original framework, is an essential step to ensure the strength of the analysis. A recent example of successfully employing thematic analysis to examine students' skills is the study by Sjöden et al. (2018), which analyzed how students developed presentation skills from videos, highlighting reflective processes triggered by "intelligent nudges". This specific method was used to identify and explain the recurring themes tied to immersive learning experiences, motivation factors, authenticity, and the overall engagement of learners.

RESULTS AND DISCUSSION

Results

This section of the research evaluate the various videos submitted by the students for review. The submissions will be categorized into distinct themes, while simultaneously identifying and uncovering patterns that emerge in the types of videos presented.

The assessment of students' speaking skills showed that a large number of participants relied on using partial scripts during their role-play activities. Specifically, at least 68% of learners showed this reliance on partial scripts, indicating that most students grasped key ideas from the original script while also rephrasing and reorganizing their spoken words. Furthermore, the presence of small improvisational actions was found to be more common than full script reliance, suggesting that students were more inclined to add brief spontaneous inputs instead of strictly following the scripted content.

Table 1. Students' Script Reliance

Theme	Code	Percentage
High Script Reliance	Performance follows the prepared script by up to 90% or more, with minimal lexical or structural variation. Students often read directly from the script, especially during monologues.	10%
Partial Script Reliance	Performance maintains the main ideas of the script but includes paraphrasing or minor restructuring of sentences.	68%
Small Addition (Micro-Improvisation)	Performance follows the script structure but includes small spontaneous additions, such as discourse markers, slang, fillers, or emphasis words.	22%

The classification of roleplay videos focused on content creation based on language use showed that narrative-focused content made up about 66.7% of the total performances. Explanatory content accounted for 27.8%, indicating a significant use of clear and instructional speaking tasks. In contrast, interactive dialogue formats were the least common, representing only 5.5% of the overall data. This pattern suggests that students preferred storytelling and personal expression styles over dialog-based tasks in their digital speaking activities.

Table 2. Students' Video Type

Theme	Code	Percentage
-------	------	------------

Narrative	Short story and vlog	66.7%
Informational	Educational videos and tutorials	27.8%
Interactive Dialogue	Interview, talk show, short	5.5%

The interviews that were carefully carried out during this study have highlighted three key areas that deserve our attention, which are, first, the different learning experiences that students have faced throughout their education, along with exploring their personal viewpoints and emotional reactions to using content creation roleplay as a creative method to improve the learning process, and finally, their valuable suggestions and ideas aimed at greatly enhancing the overall effectiveness of future speaking lessons designed to develop better communication skills among students.

Discussion

In this section we will analyze and critically examine similarities in the speaking patterns displayed by the participants. Furthermore, the outcomes and findings from the conducted interviews will be taken into account. Ultimately, all this information will be synthesized to draw a comprehensive conclusion that effectively assists in achieving the objectives of the research project.

Results Analysis of Script and Performance Speaking Outcome

In cases of partial script reliance, students maintained the main ideas of the pre-written script while making changes to their wording and structure. For instance, the original script stated, “There are many kinds of TBC, but mostly it attacks our lung.” During the performance, the student said, “There are many kinds of TBC, but usually this disease attacks the lungs and makes it hard for people to breathe.” This example shows that while the first part stayed the same, the second part was rephrased and expanded, demonstrating active language use instead of just repeating what was written.

Micro-improvisational behavior was seen when students followed the original script format while adding small spontaneous elements to enhance expressiveness or encourage interaction. For example, the scripted line “Cool? Pfft! More like circus clown. Cigarettes give you cancer, not superpowers.” was expressed as “Cool? Pfft! More like circus clown, bro. Cigarettes give you cancer, not superpowers.” The addition of the word “bro” illustrates a slight improvisation that didn’t change the message’s meaning but added to a more genuine and conversational tone.

Improvisation and the ability to express oneself freely are crucial components of immersive language learning activities, particularly in developing speaking skills. Improvisation activities facilitated spontaneous speech practice and strengthened speaking confidence through enjoyment. The ‘spontaneous speech mindset’ enabled participants to explore linguistic and creative boundaries (Zondag, 2021). This immersion allows students to navigate real-life communication scenarios, fostering a deeper understanding of language nuances and cultural contexts. Students who engaged in role-play activities that encouraged spontaneous speech demonstrated stronger expressive abilities than those who relied solely on scripted dialogues. In particular, non-scripted role-play activities significantly enhanced English students’ speaking performance in terms of accent, comprehension, vocabulary, and fluency, making them more effective than scripted approaches in promoting the holistic development of oral

English skills among EFL learners (Rodpradit, 2013). The freedom to improvise not only enhances language retention but also promotes a more engaging and interactive learning environment, leading to greater student motivation and participation (Brown, 2019). Overall, the correlation between improvisational speaking activities and language acquisition underscores the importance of creating dynamic and flexible learning experiences in the classroom.

Video Type Distribution Based on Language Use

Patterns of casual and informal communication, known for being relaxed and unstructured, often create a space where people feel at ease and more confident to express their thoughts and feelings without fear of judgment. Research in language learning shows that when learners participate in informal and relaxed conversations, they are more likely to engage actively in discussions and are more willing to take risks with their language use (Brown, 2019). This informal approach not only encourages a smoother exchange of ideas but also helps reduce anxiety and fosters a strong sense of comfort among participants. Students' lack of self-confidence and limited knowledge of language rules hinder their ability to develop speaking skills, highlighting the importance of building speaking confidence through regular practice. In addition, the use of metacognitive, compensation, and communication strategies is recommended to create a learning environment that encourages personal expression and mutual support (Zakaria et al., 2018).

Young learners usually prefer casual and simple learning environments because these places greatly boost their confidence and reduce the stress often linked to learning a language. In the context of educational psychology, Eccles and Wigfield's (2020) Subjective Task Value Theory (SEVT) posits that a learner's motivation is influenced by the perceived value of a task. According to this theory, when students find a task personally meaningful and interesting, their motivation to engage with it increases. Building on this framework, Meyer et al. (2024) explore the role of informal learning in enhancing motivation and achievement in English as a foreign language. This informal engagement allows students to access information and ideas that resonate with their personal interests, thus enhancing their motivation and comprehension. Lam Ky Nhan (2024) elaborates on Dobao and Blum's (2019) research that highlights role-plays and group discussions create a low-pressure environment for learners to practice language, which encourages them to experiment with new vocabulary and complex grammatical structures.

Previous Teaching Methods

Through the interviews we found that regarding the earlier teaching methods, many students noted that English speaking activities were mainly conducted through traditional classroom approaches. One student mentioned that speaking lessons were usually given through "Mengajar biasa di papan tulis" (traditional teaching using the whiteboard), while another said that speaking was mostly learned "Melalui buku paket" (through the textbook). These answers highlight that past speaking lessons were largely focused on teacher-led and text-focused methods, with few chances for interactive or performance-based practice.

In a recent study by Nguyen and Phạm (2022), teachers should make full use of the available sources on the Internet, as emphasized to enhance the learning experience. This approach is further supported by Jalaluddin (2016), who stated that new technology has always given language teachers creative tools that enhance the value and engagement of English lessons. Incorporating technology-driven lessons into language education is crucial for enhancing

student engagement and improving learning outcomes, rather than solely depending on traditional methods. Haq et al. (2024) highlight that using technology in language learning boosts student motivation and helps customize learning based on each student's pace and style. This personalized approach is further supported by Arifin et al. (2023), who indicate that e-learning not only enhances students' learning experiences but also leads to improved learning outcomes and language skills, thereby reinforcing the positive impact of technology on student engagement and success.

Students' Perspective on Content Creation Roleplay

Active learning involves different interactive teaching methods and is very important for improving students' academic performance as well as their emotional health and mental wellness, which are vital for their overall growth. Many studies show that when students take part in various learning activities such as engaging discussions, team projects, reflective writing, presentations, and problem-solving tasks, their attention and participation rise significantly, leading to a much better and deeper grasp of the subject matter (Mohammed and Al-Hassan, 2023; Cavenagh, 2016).

In the specific context of roleplay activities focused on content creation, students have reported very positive emotional results that highlight the success of these methods, showing a notable rise in both their motivation and self-confidence due to their involvement. One student stated, "It improves my skills, because it gave me many chances to use the words I found and learn then practice them," highlighting the increased chances for active language use. Another student emphasized the importance of being engaged and familiar with the topic by saying, "It boosts my confidence, because it's more engaging for me, and with a topic I know well, I feel more comfortable to say what I want." These comments suggest that content creation tasks not only helped with speaking practice but also reduced anxiety and increased learners' confidence through relevant and relatable topics.

Moreover, it is important to recognize that active learning methods greatly benefit students' emotional well-being by sparking a true interest in their studies, boosting creativity, and ultimately encouraging them to participate in their education while also fostering a genuine love for learning itself (Owens, Sadler, Barlow, and Smith-Walters, 2017). When looked at together, these results highlight the crucial role of active learning in building a caring and encouraging learning atmosphere that not only enhances academic performance and success but also supports and promotes a healthy emotional state among students, which is essential for their overall achievement.

Further Development of Speaking Pedagogy

Students have provided suggestions to enhance future speaking instruction, emphasizing the need for technology-driven, task-based, and project-based learning to improve their English-speaking abilities. One student stated, "In my opinion, to improve English skills, especially speaking, it would be better to increase projects such as video creation or also use interactive games". Another participant added, "Projects such as making videos can help students start speaking gradually and build confidence in using English". These insights align with a study conducted by Chen (2019), which investigated the effects of technology-mediated Task-Based Language Teaching (TBLT) in an English as a Foreign Language (EFL) course, where students were required to produce seven five-minute English videos using their mobile phones over one semester. The pre-test and post-test results indicated that these tasks significantly improved students' speaking skills.

This evidence highlights the importance of shifting from teacher-centered methods to student-centered approaches, particularly in a technology-rich learning environment. Teachers are encouraged to utilize digital tools as instructional resources to support the development of students' speaking abilities and promote learner confidence. Task-Based Learning provides a structured framework that motivates learners to engage in meaningful communicative tasks (Anil, 2016). Furthermore, Krashen (1981) emphasizes that language acquisition occurs when learners receive comprehensible input and are motivated to interact with the language. Supporting this view, Sato (2017) found that peer feedback improves language accuracy and fosters learner autonomy through collaborative learning. In addition, Nhan (2024) reported that peer interaction increases opportunities for language practice, reduces anxiety, and enhances learners' confidence. Collectively, these findings suggest that integrating role-play activities, peer feedback, and collaborative learning strategies creates a supportive learning environment that promotes accuracy, independence, and speaking confidence among EFL learners.

CONCLUSION

This thorough study clearly indicates that the thoughtful implementation of content creation roleplay serves as a powerful and effective teaching strategy that significantly aids in providing engaging and immersive speaking practice for high school students studying English as a Foreign Language (EFL). The interactive and dynamic activity creates an environment for active participation, encourages meaningful dialogue, and facilitates authentic language use in various digital learning contexts that are increasingly prevalent today. This strong evidence suggests that intentionally incorporating innovative digital roleplay and captivating content creation assignments into EFL speaking instruction may greatly enhance not only communication skills but also overall student enthusiasm for learning. Educators are strongly encouraged to integrate a variety of technology-driven speaking activities in their lessons to foster interactive, vibrant, and immersive learning atmospheres that can significantly enrich the educational experience. Future research initiatives could explore the long-term effects, examine larger groups of participants, and employ mixed-methods approaches to further investigate and evaluate the effectiveness of content creation roleplay in the wider realm of language learning and teaching methodologies.

ACKNOWLEDGMENTS

I want to express my sincere appreciation to Yuliati, S.Pd., M.Pd., M.Ed., Ph.D., for her outstanding guidance and mentorship during my academic journey, as her insightful knowledge, combined with her broad experience, has greatly influenced my academic path and helped me grow. I offer my heartfelt thanks to all of you for being a key part of my achievements, as your support has been priceless at every step of my journey.

REFERENCES

- Al-Labadi, L., & Sant, S. (2021). Enhance learning experience using technology in class. *Journal of Technology and Science Education*, 11(1), 44–52. <https://doi.org/10.3926/jotse.1050>
- Alzboun, B. K., Smadi, O. M., & Baniabdelrahman, A. (2017). The effect of role-play strategy on Jordanian EFL tenth grade students' speaking skill. *Arab World English Journal*, 8(4), 121–136. <https://doi.org/10.24093/awej/vol8no4.8>

- Amirkhanova, K. M., & Bobyрева, N. N. (2020). Communication in training future EFL teachers: Simulation and role-play in the English classroom. *International Journal of Higher Education*, 9(8), 7–15. <https://doi.org/10.5430/ijhe.v9n8p7>
- Angelini, M. L., & García-Carbonell, A. (2019). Developing English speaking skills through simulation-based instruction. *The Journal of Teaching English with Technology*, 19(2), 3–20. <https://tewtjournal.org/download/2-developing-english-speaking-skills-through-simulation-based-instruction-by-m-laura-angelini-and-amparo-garcia-carbonell/>
- Anil, B. (2016). A study on developing speaking skills through techno-driven tasks. *BELT - Brazilian English Language Teaching Journal*, 7(1), 97–109. <https://doi.org/10.15448/2178-3640.2016.1.23458>
- Aprilliai, A., Andayani, E., & Sulistyawati, M. (2024). The use of simulation technique to improve students' speaking skills. *EDULINK: Education and Linguistics Knowledge Journal*, 6(2), 116–127. <https://doi.org/10.32503/edulink.v6i2.5359>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706QP063OA>
- Brown, H. D. (2019). Principles of language learning and teaching. Longman.
- Bryfonski, L., & McKay, T. H. (2019). TBLT implementation and evaluation: A meta-analysis. *Language Teaching Research*, 23(5), 603–632. <https://doi.org/10.1177/1362168817744389>
- Çakır, H., & Cengiz, Ö. (2016). The use of open ended versus closed ended questions in Turkish classrooms. *Open Journal of Modern Linguistics*, 6(2), 78–89. <https://doi.org/10.4236/ojml.2016.62006>
- Cavanagh, A. J., Aragón, O. R., Chen, X., Couch, B., Durham, M., Bobrownicki, A., ... Graham, M. J. (2016). Student buy-in to active learning in a college science course. *CBE—Life Sciences Education*, 15(4), ar76. <https://doi.org/10.1187/cbe.16-07-0212>
- Chattoo, C. B., & Feldman, L. A. (2017). Storytelling for social change: Leveraging documentary and comedy for public engagement in global poverty. *Journal of Communication*, 67(5), 683–708. <https://doi.org/10.1111/jcom.12318>
- Chen, K. (2019). The effects of technology-mediated TBLT on enhancing the speaking abilities of university students in a collaborative EFL learning environment. *Applied Linguistics Review*, 10(4), 695–721. <https://doi.org/10.1515/applirev-2018-0126>
- Coronel, J. C., O'Donnell, M., Pandey, P., Carpini, M. D., & Falk, E. (2021). Political humor, sharing, and remembering: Insights from neuroimaging. *Journal of Communication*. <https://doi.org/10.1093/joc/jqaa041>
- Creswell, J. W. (2013). Qualitative inquiry and research design: Choosing among five approaches (3rd ed.). Sage Publications. <https://collegepublishing.sagepub.com/products/qualitative-inquiry-and-research-design-3-235677>
- Dashti, F., & Abdulsalam, H. M. (2025). The influence of social media applications on learning English as a second language. *Heliyon*, 11(2), e41874. <https://doi.org/10.1016/j.heliyon.2025.e41874>
- Dobao, A. F., & Blum, A. (2019). Peer interaction and language learning. *Language Learning Journal*, 47(2), 163–181. <https://www.tandfonline.com/loi/rlj20>
- Dolgenko, A. N., Kosyreva, M. S., & Bogoslovskaya, V. R. (2023). English language: The last bastion of globalization. *Theory and Practice in Language Studies*, 13(7), 1632–1637. <https://doi.org/10.17507/tpls.1307.04>
- Du, T. T., Cao, B. T. N., & Dang, D. T. B. (2024). Factors influencing EFL learners' speaking fluency: A case study at a high school in Vietnam. *Edelweiss Applied Science and Technology*, 8(6), 3979–3996. <https://doi.org/10.55214/25768484.v8i6.2876>

- Eccles, J. S., & Wigfield, A. (2020). From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation. *Contemporary Educational Psychology*, 61, 101859. <https://doi.org/10.1016/j.cedpsych.2020.101859>
- Ellis, R. (2020). The effectiveness of task-based language teaching: A review of the research. *Language Teaching*, 53(1), 1–28. <https://doi.org/10.1017/S026144481900020X>
- Gill, P., & Baillie, J. (2018). Interviews and focus groups in qualitative research: An update for the digital age. *British Dental Journal*, 224(7), 423–428. <https://doi.org/10.1038/sj.bdj.2018.815>
- Hamad, M. M., Metwally, A. A., & AlFaruque, S. (2019). The impact of using YouTube's and audio tracks imitation (YATI) on improving speaking skills of EFL learners. *English Language Teaching*, 12(6), 191–205. <https://doi.org/10.5539/elt.v12n6p191>
- Haq, A. Z., Akmansyah, M., Erlina, E., & Koderi, K. (2024). Technology integration in Arabic language learning: A literature review on the effectiveness of e-learning and mobile applications. *Journal of Research in Instructional*, 4(2). <https://doi.org/10.30862/jri.v4i2.473>
- Izadpanah, S. (2010). A study on task-based language teaching: From theory to practice. *US-China Foreign Language*, 8(3), 47–56. <http://onlinepretesol.wordpress.com/wp-content/uploads/2013/03/task-based-language-teaching.pdf>
- Jalaluddin, M. (2016). Using YouTube to enhance speaking skills in ESL classroom. *English for Specific Purposes World*. https://www.academia.edu/29383525/Using_YouTube_to_Enhance_Speaking_Skills_in_ESL_Classroom_Using_YouTube_to_Enhance_Speaking_Skills_in_ESL_Classroom
- Jin, S. (2023). Speaking proficiency and affective effects in EFL: Vlogging as a social media-integrated activity. *British Journal of Educational Technology*, 54(5), 1413–1432. <https://doi.org/10.1111/bjet.13381>
- Kamrach, S., & Sriwichai, C. (2024). The use of simulation techniques to enhance English speaking skills of EFL secondary school students. *World Journal of English Language*, 15(1), 434–453. <https://doi.org/10.5430/wjel.v15n1p434>
- Krashen, S. D. (1981). *Second language acquisition and second language learning*. Pergamon Press.
- Malik, E., Rohmatillah, R., & Rahmawati, I. (2025). An analysis of English as a foreign language (EFL) learners' problems in speaking skills based on their perception at senior high school. *Edunesia: Jurnal Ilmiah Pendidikan*, 6(1), 190–206. <https://doi.org/10.51276/edu.v6i1.1106>
- Manogaran, D., & Sulaiman, N. (2022). Systematic review: Effectiveness of social media in improving speaking skills of ESL learners. *International Journal of Academic Research in Progressive Education and Development*, 11(3). <https://doi.org/10.6007/ijarped/v11-i3/14722>
- Meyer, J., Fleckenstein, J., Krüger, M., Keller, S. D., & Hübner, N. (2024). Read at home to do well at school: Informal reading predicts achievement and motivation in English as a foreign language. *Frontiers in Psychology*, 14, 1289600. <https://doi.org/10.3389/fpsyg.2023.1289600>
- Mohammed, A., & Al-Hassan, M. M. A. A. (2023). Effectiveness of implementing active learning strategies in enhancing EFL learners' motivation, attitudes, aptitudes, and skills. *Global Journal of Arts, Humanities and Social Sciences*, 11(6), 79–87. <https://doi.org/10.37745/gjahss.2013/vol11n67987>
- Mudinillah, A., Rahmi, S. N., & Taro, N. (2024). Task-based language teaching: A systematic review of research and applications. *Lingeduca: Journal of Language and Education Studies*, 3(2). <https://doi.org/10.70177/lingeduca.v3i2.1352>

- Nguyen, T. D. T., & Phạm, V. (2022). Effects of using technology to support students in developing speaking skills. *International Journal of Language Instruction*, 11(1), 1–11. <https://doi.org/10.54855/ijli.22111>
- Nhan, L. K. (2024). Exploring students' perceptions of peer interaction in developing English speaking skills. *International Journal of Innovative Science and Research Technology*, 9(9), 2333–2343. <https://doi.org/10.38124/ijisrt/IJISRT24SEP1094>
- Noraisah, N. F. M. R., & Rosnani, I. (2017). The use of simulation and role-play in enhancing speaking skills in learning English language. *Journal of Education and Social Sciences*, 6(2), 72–78. <https://umpir.ump.edu.my/id/eprint/18991/1/pbmsk-2017-noraisah-Use%20Of%20Simulation%20And%20Role-Play%20In%20Enhancing.pdf>
- Owens, D. C., Sadler, T. D., Barlow, A. T., & Smith-Walters, C. (2017). Student motivation from and resistance to active learning rooted in essential science practices. *Research in Science Education*, 50(1), 253–277. <https://doi.org/10.1007/s11165-017-9688-1>
- Pae, H., & O'Brien, B. (2018). Overlap and uniqueness: Linguistic componential traits contributing to expressive skills in English as a foreign language. *Reading Psychology*, 39(2), 1–29. <https://doi.org/10.1080/02702711.2018.1443298>
- Peters, K., & Halcomb, E. (2015). Interviews in qualitative research. *Nurse Researcher*, 22(4), 6–7. <https://doi.org/10.7748/nr.22.4.6.s2>
- Pineda, F. G., Jr., & Dela Cerna, I. A. (2023). Situational factors: Bases for improving the attitude and motivation of ESL learners' speaking skills in the College of Arts and Letters. *European Journal of English Language Teaching*, 8(1). <http://dx.doi.org/10.46827/ejel.v8i1.4726>
- Rodpradit, S. (2013). Using scripted and non-scripted role-plays to improve speaking performance of hotel engineering staff (Master's thesis, Prince of Songkla University). *Prince of Songkla University Institutional Repository*. <https://kb.psu.ac.th/psukb/bitstream/2010/9444/1/373924.pdf>
- Sato, M. (2017). Oral peer corrective feedback: Multiple theoretical perspectives. In H. Nassaji & E. Kartchava (Eds.), *Corrective feedback in second language teaching and learning: Research, theory, applications, implications* (pp. 19–34). Routledge. <https://doi.org/10.4324/9781315621432>
- Setianingsih, T., Nafisah, B. Z., Sumarni, B., & Kamarudin. (2024). Investigating EFL students' speaking skills viewed from self-efficacy: Instructional experiences learned from senior high schools. *JOLLS: Journal of Language and Literature Studies*, 4(4), 883–894. <https://doi.org/10.36312/jolls.v4i4.2249>
- Siddiqui, F. (2014). Capitalizing on speaking skill of EFL learners for language literacy. *International Journal of Applied Linguistics & English Literature*, 3(2), 47–52. <https://doi.org/10.7575/aiac.ijalel.v3n.2p.47>
- Sjödén, B., Dimitrova, V., & Mitrovic, A. (2018). Using thematic analysis to understand students' learning of soft skills from videos. In G. L. Popescu, C. D. Kloos, & M. I. Torres (Eds.), *European Conference on Technology Enhanced Learning* (pp. 711–714). Springer. https://doi.org/10.1007/978-3-319-98572-5_67
- Skrifvars, J., Antfolk, J., van Veldhuizen, T., Sui, V., & Korkman, J. (2022). Eliciting information in official Finnish asylum interviews. *Applied Cognitive Psychology*, 36(3), 508–519. <https://doi.org/10.1002/acp.3936>
- Tipmontree, S., & Tasanameelarp, A. (2018). The effects of role-playing simulation activities on the improvement of EFL students' business English oral communication. *Journal of Asia TEFL*, 15(3), 735–749. <https://doi.org/10.18823/asiatefl.2018.15.3.11.735>

- Tran, D. T., Cao, B. T. N., & Dang, D. T. B. (2024). Factors influencing EFL learners' speaking fluency: A case study at a high school in Vietnam. *Edelweiss Applied Science and Technology*, 8(6), 3979–3996. <https://doi.org/10.55214/25768484.v8i6.2876>
- Tyrou, I. (2022). Undergraduate students' perceptions and attitudes about foreign language related digital storytelling. *International Journal of Education*, 10(1), 104–117. <https://doi.org/10.5121/ije.2022.10104>
- Wahyudi, I. (2024). The effect of video project based learning on students' speaking skill. *Prosodi: Journal of English Education*, 16(2). <https://doi.org/10.21107/prosodi.v16i2.15980>
- Xie, C., & Lan, G. (2025). The effectiveness of task-based language teaching in improving communicative competence. *International Journal of Advanced and Applied Sciences*. <https://doi.org/10.21833/ijaas.2025.01.025>
- Zakaria, N. Y. K., Zakaria, S. N., & Azmi, N. E. (2018). Language learning strategies used by secondary school students in enhancing speaking skills. *Creative Education*, 9, 2357–2366. <https://doi.org/10.4236/ce.2018.914176>
- Zondag, A. (2021). Student teachers' experience with improvisation activities for spontaneous speech practice in English. *Language Teaching Research*, 28(6), 2190–2213. <https://doi.org/10.1177/13621688211044725>