

Vlog based Peer Assessment and Culturally Contextualized Task in EFL Speaking Instruction

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ABSTRACT

This descriptive qualitative study examined university students' perceptions of integrating vlog-based peer assessment and culturally contextualized tasks, particularly Eid celebration videos, into EFL speaking instruction. The participants were 50 undergraduate students. Data were collected using a 14-item perception questionnaire covering five dimensions: speaking improvement, digital engagement, peer-assessment experience, lecturer feedback and confidence, and usability. Before administration, the questionnaire was reviewed and validated to ensure that its items were relevant to the dimensions being measured and appropriate for the study context. Data analysis focused on response frequencies and percentages to identify dominant pedagogical tendencies rather than using inferential statistics. The findings revealed a highly positive reception, with 96.3% of the total responses falling into the "Agree" and "Strongly Agree" categories. Strong positive responses were observed across speaking improvement, lecturer feedback, technology usability, and vlog engagement. Although peer assessment was generally well received, the item concerning fairness and objectivity generated the highest proportion of negative responses. The findings suggest that combining vlogging, peer review, and culturally familiar topics can create a reflective and collaborative environment for EFL speaking instruction. However, peer assessment requires explicit rubric training and structured scaffolding to strengthen students' confidence in and acceptance of peer evaluation.

Keywords: *Culturally Contextualized Tasks, EFL Speaking, Peer Assessment, Students' Perceptions, Vlogs.*

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INTRODUCTION

Being able to speak has been widely understood as a central indicator of communicative competence in English as a Foreign Language (EFL) learning because it requires learners to transform linguistic knowledge into real-time oral communication. In speaking, students are expected to organize ideas, select appropriate vocabulary, control grammar, produce intelligible pronunciation, maintain fluency, and respond to an audience almost simultaneously. This complexity reflects the ideas of communicative competence, in which language ability is not limited to grammatical accuracy but also includes the capacity to use language appropriately in socially in an interactional context (Canale & Swain, 1980; Hymes, 1972). In many classrooms, speaking is often regarded as one of the most visible outcomes of English learning because it directly shows if students can use English for meaningful communication. However, studies on EFL speaking also show that oral performance yet tend to be unsatisfying. Empirical research noted that this caused not only by linguistic mastery but also by practice opportunities, classroom interaction, task design, and learner readiness (Derakhshan et al., 2016).

From the affective perspective, this dimension of speaking is equally important because many EFL learners experience anxiety when they are required to speak before others. the anxiety was mentioned to be related to be related to communication apprehension, test anxiety, and fear of negative evaluation (Horwitz., Horwitz, 1986). These feelings often appear

when students worry about pronunciation errors, grammatical mistakes, limited vocabulary, or negative responses from peers and lecturers. The barriers decrease students' willingness to communicate and prevent them from taking part actively even when they possess sufficient linguistic knowledge. Recent studies and reviews remain confirm that foreign language anxiety is strongly associated with learners' oral performance, self-confidence, and academic achievement (Macintyre & Gregersen, 2012; Zhang, 2019). Therefore, EFL speaking instruction needs learning models that can lessen unnecessary performance pressure while still encouraging students to practice, revise, and improve their spoken English.

Technology-enhanced language learning proposes one possible response to these challenges by extending speaking practice more than of face-to-face classroom time. Digital tools allow students to record, store, share, replay, and evaluate their spoken texts, making oral practice more flexible and reflective. Research on technology-enhanced language learning highlights that digital environments can support autonomous practice, learner engagement, and access to multimodal language input and output (Zou et al., 2018). Within this technological setting, video blogging, or vlogging, becomes mainly relevant because it combines oral production, visual presentation, personal narration, and digital publication in a single learning task.

Vlog-based speaking tasks can alter speaking from a single classroom performance into an iterative process of planning, recording, reviewing, editing, and re-recording. This process offers opportunities to students to notice their own progress on pronunciation, fluency, gestures, and content organization before presentation. Prior work on digital video projects confirmed that learner-produced videos can support autonomy, collaborative learning, and meaningful language use (Hafner & Miller, 2011). More recent research explicitly shows that vlogging can increase student talk time, support oral practice outside class, and improve engagement in higher education language learning (Anil, 2016; Huang, 2021). At the same time, it helps learners who feel anxious in direct classroom presentations through the possibility of recording and revising a vlog. It may provide a safer pathway toward speaking confidence.

In addition to vlogging, peer assessment has become an essential formative assessment strategy in language learning. Peer assessment involves students in evaluating the performance or work of their classmates based on specified criteria. Thereby, it is positioning learners not only as recipients of teacher evaluation but also as active participants in the assessment process. Topping (2010) describes peer assessment as a socially mediated learning activity that can strengthen students' understanding of criteria, metacognitive awareness, and responsibility for learning. In feedback-oriented instruction, peer response is valuable because students learn both from receiving comments and from critically examining the work of others. (Double et al., 2020) also indicates that peer assessment can support learning outcomes when it is designed with clear criteria, training, and appropriate feedback mechanisms.

Nevertheless, peer assessment is not spontaneously effective in every classroom. Some issues emerged from this. Students may doubt their peers' knowledge in evaluating speaking performance accurately. They may also hesitate to direct criticism because of friendship, politeness, or fear of damaging social relationships. These problems are especially relevant in speaking assessment because oral performance involves public identity, confidence, and face-saving concerns. Research on peer feedback displays that the quality and usefulness of peer assessment is influenced by on rubric clarity, reviewer training trust in the assessment process, and the perceived fairness of peer comments (Double et al., 2020). Therefore, research on vlog-based peer assessment necessarily describe not only whether students respond positively to the activity, but also whether they perceive peer evaluation as fair, useful, and supportive of their speaking development.

The cultural relevance of speaking tasks is another crucial attention in EFL instruction. Language and culture are closely associated because meaningful communication is shaped by social experiences, values, identities, and contexts. It is argued that language learning becomes deeper when learners are able to connect linguistic forms with culturally meaningful content (Kramsch, 1996). Culturally responsive pedagogy also stresses that students' cultural

backgrounds should be preserved as resources for learning rather than as peripheral classroom content (Helsel, 2020; Ladson-Billings, 1995). In this study, the speaking assignment was contextualized through Eid al-Fitr and Eid al-Adha celebration vlogs. These themes are familiar to many students and allow them to speak about family traditions, religious practices, food, travel, social visits, memories, and personal reflections. Because the topic is closely related to students' lived experiences, the task has the potential to reduce the burden of writing content and allow learners to focus more on expressing meaningful ideas in English.

Although previous studies have examined EFL speaking anxiety, technology-enhanced language learning, vlogging, peer assessment, and culturally responsive pedagogy, these strands of research have largely been investigated as separate instructional components. Consequently, limited empirical evidence is available on how students perceive an integrated speaking task that combines learner-produced vlogs, peer assessment, and culturally contextualized content within a single instructional design. In particular, it remains unclear whether students perceive such an integrated approach as useful for speaking development, engaging as a digital learning activity, and fair and trustworthy as a peer-assessment process. This gap is particularly important because combining these components may create both pedagogical opportunities and challenges: vlogging provides opportunities for repeated oral practice and reflection, culturally familiar topics may facilitate meaningful content production, while peer assessment may promote reflection but also raise concerns about fairness and objectivity. To address this gap, the present study examines undergraduate students' perceptions of vlog-based peer assessment using Eid al-Fitr and Eid al-Adha celebration videos in EFL speaking instruction. Rather than testing the causal effectiveness of the approach, the study provides a descriptive account of students' responses across speaking improvement, digital engagement, peer-assessment experience, lecturer feedback and confidence, and usability. This focus enables the study to identify which aspects of the integrated instructional design are positively received and which aspects require further scaffolding, particularly in relation to the fairness and objectivity of peer assessment.

METHOD

This study employed a descriptive qualitative design to describe how students perceived a specific instructional experience after completing digital vlog-based speaking tasks and peer-assessment activities. It was selected because the purpose of the study aims to portray the characteristics of the observed phenomenon as it appeared in the participating class rather than to establish statistical generalization or causal explanation (Creswell & Creswell, 2018). The main analytical concern was the pattern of agreement, disagreement, and positive or negative tendency across items and dimensions. The research context was an undergraduate EFL speaking course in which students were assigned to create individual video blogs about Eid al-Fitr or Eid al-Adha. The task required students to speak in English for approximately three to five minutes, organize their ideas around a culturally familiar celebration, and present their experiences through a digital video format. Vlog-based speaking tasks have been reported to expand learners' opportunities for oral production, reflection, and repeated practice beyond the limits of face-to-face classroom performance (Anil, 2016; Huang, 2021). The use of Eid celebration topics was also methodologically relevant because culturally familiar tasks can help learners connect language use with personal experience, local identity, and meaningful communication (Kramsch, 1996). After producing the videos, students uploaded their work through Google Drive and their own social media, and participated in peer-assessment by watching and evaluating classmates' videos. They were randomly selected to evaluate their peer's video.

Respondents

The participants were 50 undergraduate students who had experienced the full sequence of the instruction. Because all students in the class were involved in the same vlog task and peer-assessment process, the study used total participation within the instructional

group. The number of respondents was sufficient for a classroom-based descriptive study because the aim was to map the perception pattern of students who directly experienced the intervention. The findings are interpreted as a contextual description that may inform similar speaking classes.

Instruments

The instrument consisted of 14 structured perception items developed specifically for this study to capture students' perceptions of the integration of vlog-based speaking activities, peer assessment, and culturally contextualized Eid celebration tasks. The questionnaire was developed based on the main pedagogical components of the instructional design and informed by literature on EFL speaking, technology-enhanced language learning, vlogging, peer assessment, and learner perceptions. The items were formulated to reflect students' perceived learning experiences rather than actual gains in speaking proficiency. They were organized into five thematic dimensions: Items 1 to 4 addressed perceived speaking improvement, including pronunciation preparation, grammar awareness, vocabulary use, and oral expression through vlogging; Items 5 to 7 addressed digital vlog engagement, including reduced anxiety, concise delivery, and vocabulary inspiration from peers; Items 8 to 10 focused on peer-assessment experience, including self-awareness, comfort receiving feedback, and perceived fairness; Items 11 and 12 examined lecturer feedback and confidence; and Items 13 and 14 addressed technology and task usability.

Before administration, the questionnaire was reviewed to ensure that the items were relevant to their intended dimensions, clearly worded, and appropriate for the students and instructional context. The review also considered the alignment between each item and the actual vlog-based speaking and peer-assessment activities implemented in the course. The final instrument used four Likert-type response categories: strongly disagree, disagree, agree, and strongly agree. Although the response format resembled a Likert scale, each response was treated as a categorical choice and analyzed using frequencies and percentages. This approach was consistent with the descriptive purpose of the study, which was to identify dominant patterns in students' perceptions rather than to test causal effects or conduct inferential statistical analyses.

Procedures

Data collection was conducted after students had completed the vlog production and peer-assessment sequence. This timing was important because students could respond based on direct experience rather than anticipation. They had already prepared their speaking content, recorded their video, uploaded it, watched peer videos, provided evaluation, and received feedback. The questionnaire was distributed digitally to make the process efficient and to align with the technology-supported nature of the learning activity. Students' responses were then compiled into an Excel dataset. The dataset was cleaned by checking the number of respondents, the completeness of item responses, and the consistency of response categories.

Data Analysis

The data analysis followed several stages. First, each item was coded as 1 to 4 to simplify tabulation. Second, the number of responses in each category was counted for every item. Third, the categories agree and strongly agree were combined as a positive tendency, while strongly disagree and disagree were combined as a negative tendency. Fourth, the item-level results were aggregated into thematic dimensions to show broader patterns of perception. Fifth, the frequency findings were interpreted qualitatively by connecting the numerical pattern with the pedagogical meaning of each item and dimension. The analysis emphasized response tendencies rather than numerical averages.

This frequency-based approach has several advantages for descriptive interpretation. It shows the actual distribution of responses and prevents the findings from being reduced to a single central tendency score. For example, two items may have similar average scores but different distributions of agreement and disagreement. Frequency analysis makes such

differences visible. In this study, the approach was particularly useful for identifying the item on peer-assessment fairness and objectivity as the most sensitive point in the dataset. Even though most students responded positively, this item had a noticeably higher number of negative responses than the other items. Such a pattern would be less visible if the analysis relied only on mean scores.

FINDINGS AND DISCUSSION

The results are presented in three sections: overall response tendency, item-level frequency distribution, and thematic dimension synthesis.

Overall Frequency Distribution

Table 1 summarizes the overall distribution of all responses across the 14 perception items. The data display that the largest proportion of responses was located in the category Agree, followed by Strongly Agree. Out of 700 total responses, 383 responses, or 54.7%, were Agree, while 291 responses, or 41.6%, were Strongly Agree. Together, these two categories formed 674 positive responses, or 96.3% of all responses. To compare, only 26 responses, or 3.7%, were distributed in the negative categories of Strongly Disagree and Disagree. This pattern indicates a clear and consistent tendency: students generally accepted the instructional model and associated it with beneficial speaking learning experiences.

Table 1. Overall Frequency Distribution of Questionnaire Responses

Response category	Frequency	Percentage
Strongly Disagree	8	1.1%
Disagree	18	2.6%
Agree	383	54.7%
Strongly Agree	291	41.6%
Positive tendency	674	96.3%
Negative tendency	26	3.7%

Item – Level Frequency Distribution

The item-level distribution shows a more detailed description of students' perceptions. It presents which aspects of the vlog-based peer-assessment were most strongly supported and which aspects generated more hesitation. Table 2 displays the frequency and percentage of each response category for the 14 items. The column labeled Positive combines Agree and Very Agree to make the dominant tendency visible.

Table 2. Item-Level Frequency Distribution Based on The Uploaded Excel Data (N = 50)

Item	Short label	STS	TS	N	S	SS	Positive
I1	Pronunciation preparation	1 (2.0%)	1 (2.0%)	0 (0.0%)	25 (50.0%)	23 (46.0%)	48 (96.0%)
I2	Grammar awareness	1 (2.0%)	0 (0.0%)	0 (0.0%)	26 (52.0%)	23 (46.0%)	49 (98.0%)
I3	Eid vocabulary for daily communication	2 (4.0%)	0 (0.0%)	0 (0.0%)	21 (42.0%)	27 (54.0%)	48 (96.0%)
I4	Modern and enjoyable expression through vlog	0 (0.0%)	1 (2.0%)	0 (0.0%)	32 (64.0%)	17 (34.0%)	49 (98.0%)
I5	Lower anxiety through video recording	0 (0.0%)	3 (6.0%)	0 (0.0%)	23 (46.0%)	24 (48.0%)	47 (94.0%)
I6	Concise, coherent, and clear delivery	1 (2.0%)	0 (0.0%)	0 (0.0%)	34 (68.0%)	15 (30.0%)	49 (98.0%)
I7	Vocabulary inspiration from peer videos	0 (0.0%)	1 (2.0%)	0 (0.0%)	35 (70.0%)	14 (28.0%)	49 (98.0%)
I8	Self-awareness through correcting peers	0 (0.0%)	1 (2.0%)	0 (0.0%)	27 (54.0%)	22 (44.0%)	49 (98.0%)
I9	Comfort receiving digital peer feedback	1 (2.0%)	1 (2.0%)	0 (0.0%)	24 (48.0%)	24 (48.0%)	48 (96.0%)
I10	Fairness and objectivity of peer-assessment	1 (2.0%)	7 (14.0%)	0 (0.0%)	30 (60.0%)	12 (24.0%)	42 (84.0%)

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I11	Lecturer feedback through Google Drive and Social Media	1 (2.0%)	1 (2.0%)	0 (0.0%)	21 (42.0%)	27 (54.0%)	48 (96.0%)
I12	Combined feedback and speaking confidence	0 (0.0%)	0 (0.0%)	0 (0.0%)	26 (52.0%)	24 (48.0%)	50 (100.0%)
I13	Google Drive/social media task management	0 (0.0%)	1 (2.0%)	0 (0.0%)	30 (60.0%)	19 (38.0%)	49 (98.0%)
I14	Video editing and communication creativity	0 (0.0%)	1 (2.0%)	0 (0.0%)	29 (58.0%)	20 (40.0%)	49 (98.0%)

The first four items define perceived speaking improvement. Item I1 shows that 48 students, or 96.0%, gave positive responses to the statement that uploading an Eid vlog made them more serious in preparing English pronunciation. This suggests that the existence of a real digital audience encouraged students to pay closer attention to how they sounded. Item I2 has 49 positive responses, or 98.0%, indicating that students became more careful with grammar because they knew the video would be watched by others. Item I3 also received 48 positive responses, or 96.0%, showing that Eid-related vocabulary was perceived as close to daily communication. Item I4 reached 49 positive responses, or 98.0%, suggesting that the vlog format made English speaking feel more modern and enjoyable.

Then, items I5 to I7 describe digital vlog engagement. Item I5 is principally important because it deals with speaking anxiety. Forty-seven students, or 94.0%, agreed or strongly agreed that they felt less tense when recording their speech through video than when speaking directly in front of the class. Although this item still exhibited a very strong positive tendency, it also had three disagreement responses. This indicates that video recording reduced pressure for most students but did not reduce anxiety for everyone. Some students may still feel uncomfortable seeing themselves on camera, repeating recordings, or preparing a video that will be shared online. Item I6 received 49 positive responses, or 98.0%, showing that the two-to-five-minute video duration helped students deliver information more concisely, coherently, and clearly. Item I7 also reached 49 positive responses, or 98.0%, indicating that students learned vocabulary by watching and assessing peer videos.

Next, items I8 to I10 focus on peer-assessment experience. Item I8 received 49 positive responses, or 98.0%, mentioned that the process of correcting peers helped students recognize similar pronunciation or grammar errors in their own speaking. This item reflects the reflective value of peer-assessment. Item I9 received 48 positive responses, or 96.0%, suggesting that most students felt more comfortable receiving digital feedback from classmates. However, I10 produced the lowest positive tendency among all items. Only 42 students, or 84.0%, responded positively to the statement that peer-assessment provided fair and objective evaluation alongside lecturer assessment. Eight students selected negative categories. This does not mean that peer-assessment failed, but it clearly demonstrates that fairness and objectivity were the most sensitive concerns in the model.

Items I11 and I12 refer to lecturer feedback and confidence. Item I11 received 48 positive responses, or 96.0%, representing that lecturer comments through Google Drive or in their social media helped students improve speaking performance from the first video to the second. Item I12 received the strongest response: all 50 respondents, or 100.0%, agreed or strongly agreed that combining peer feedback and lecturer evaluation helped increase their confidence in speaking. This finding is noteworthy because it shows that students valued a combined feedback mode. They did not reject peer input, but they appeared to feel more secure when peer feedback was complemented by lecturer evaluation.

Items I13 and I14 describe technology and task usability. Item I13 received 49 positive responses, or 98.0%, showing that Google Drive and social media helped students organize video submission and archiving. This mentions that the platforms were not perceived as major technical problems. Item I14 also received 49 positive responses, or 98.0%, suggesting that video editing helped students develop creativity in creating communication materials. The high responses in these items illustrates that technology supported both the practical and

creative sides of speaking instruction. Students were not only submitting projects; they were learning how to design and deliver spoken content through digital media.

Frequency by Thematic Dimension

To see how students perceived each component of the instructional model, the item-level frequencies were then grouped into five thematic dimensions.. Table 3 presents the total number of item-level responses in each dimension, the number and percentage of positive responses, the number and percentage of negative responses, and the interpretive emphasis taken from the pattern.

Table 3. Item-Level Frequency Distribution Based on the Uploaded Excel Data

Thematic dimension	Items	Total responses	Positive f (%)	Negative f (%)	Interpretive emphasis
Speaking improvement	I1-I4	200	194 (97.0%)	6 (3.0%)	Students observed improvement in pronunciation preparation, grammar awareness, vocabulary use, and oral expression.
Digital vlog engagement	I5-I7	150	145 (96.7%)	5 (3.3%)	Vlogging was perceived as less tense, concise, and useful for learning from peers' videos.
Peer-assessment experience	I8-I10	150	139 (92.7%)	11 (7.3%)	Peer review supported reflection, but perceived fairness and objectivity need improvement.
Lecturer feedback and confidence	I11-I12	100	98 (98.0%)	2 (2.0%)	Lecturer input remained central in strengthening correction, confidence, and learning direction.
Technology and task usability	I13-I14	100	98 (98.0%)	2 (2.0%)	Google Drive, social media, and editing activities were viewed as practical and creativity-supporting.

The peer-assessment dimension exposes both the value and the limitation of collaborative evaluation. Students generally agreed that assessing peer videos helped them reflect on their own errors and that comments from classmates were useful. This array is consistent with peer-assessment theory, which explains that students can learn not only from receiving feedback but also from acting as evaluators who compare peer performance with explicit criteria (Coombe, 2007; Topping, 2010). Nevertheless, the lower percentage in the fairness and objectivity item shows that peer-assessment needs careful scaffolding, clear rubric, and lecturer monitoring to reduce bias and improve students' trust in peer judgment (Double et al., 2020). The lecturer feedback and confidence dimension is crucial to the interpretation of the entire dataset. The fact that I12 reached 100.0% positive responses shows that students did not considered peer-assessment as a substitute for lecturer evaluation. Rather, they valued the combination of peer input and lecturer confirmation. This finding aligns with formative feedback literature noting that expert feedback helps students regulate learning, interpret performance standards, and build confidence when feedback is clear, timely, and actionable (Huisman et al., 2018; Nicol & Macfarlane-Dick, 2006).

Discussion

There are five points can be drawn from the patterns. The first is that vlog-based speaking tasks encouraged serious preparation. Students' agreement with pronunciation and grammar items suggests that the recording process pressed them to plan, rehearse, and revise before submitting their final video. This frame is supported by studies in which digital video projects create repeated opportunities for self-monitoring, autonomous practice, and performance refinement in language learning (Anil, 2016; Hafner & Miller, 2011; Huang, 2021).

The second point is content that culturally familiar supported meaningful expression. The Eid celebration topic allowed students to speak about personal and social experiences that they already understood and accustomed to. This familiarity lessen the load of generating ideas and enabled students to focus more directly on English expression. This finding is in line

with intercultural and culturally responsive language pedagogy, which notes that learners' cultural knowledge is a resource for authentic communication and deeper engagement (Gay, 2018; Kramsch, 1993; Liddicoat & Scarino, 2013).

The next frame is that digital recording provided a safer pathway toward confidence. The high positive response in the low-anxiety item specifies that most students preferred recording a video to speaking spontaneously in front of the class. This frame is pedagogically crucial to be noted because speaking anxiety is consistently associated with lower willingness to communicate and weaker oral performance in foreign language learning (Horwitz, Horwitz, 1986; Zhang, 2019). Through the vlog format, students were able to manage errors privately, repeat their performance, and submit a version that better represented their ability (Huang, 2021).

Then, it was agreed that peer-assessment promoted reflection but required stronger trust. Students were aware that correcting peer videos helped them notice similar errors in themselves. This shows the reflective value of peer-assessment as a learning process rather than merely a scoring activity. Nevertheless, the finding also shows that peer fairness remained the most sensitive point due to its fairness. Previous research similarly notes that peer-assessment is most effective when students understand the criteria, receive training in feedback delivery, and perceive the process as fair and transparent (Double et al., 2020; Li et al., 2016; Liu & Carless, 2006).

The fifth point is that lecturer feedback remained a source of confidence and direction. The strongest item found is about combining peer input and lecturer evaluation to increase confidence in speaking English. This means that the digital peer-assessment model should not be interpreted as reducing the teacher's role. Instead, lecturer feedback functions as a validating and corrective mechanism that supports students' feedback uptake and self-regulated improvement (Huisman et al., 2018).

This discussion has several pedagogical implications. First, EFL lecturers should propose speaking tasks that allow preparation and revision, especially for students with speaking anxiety. Second, culturally familiar topics can be used to support more meaningful speaking content. Third, peer-assessment should be complemented by clear rubrics, examples of constructive comments, and lecturer moderation. Fourth, digital platforms should be selected based on accessibility and ease of use rather than novelty alone. These implications correspond with previous work on anxiety-sensitive speaking instruction, technology-enhanced language learning, culturally responsive pedagogy, and structured peer feedback (Helsel, 2020).

CONCLUSIONS

This study concludes that students perceived vlog-based peer assessment integrated with culturally contextualized tasks as beneficial for EFL speaking instruction, with 96.3% of responses in the "Agree" and "Strongly Agree" categories. Students reported positive perceptions regarding speaking preparation, grammar awareness, vocabulary use, oral expression, confidence, and technology-supported learning. Vlogging enabled students to prepare, record, review, and revise their performances before sharing them with peers. Theoretically, the study contributes to technology-enhanced and socially mediated EFL speaking pedagogy by showing that vlogging, peer assessment, and culturally familiar content can complement one another within a reflective learning process. However, concerns about fairness and objectivity suggest that peer assessment may not be equally trusted by all learners. Pedagogically, lecturers should provide clear assessment criteria, peer-assessment training, and structured supervision. Combining culturally meaningful topics, repeated digital practice, guided peer feedback, and lecturer evaluation may create a supportive environment for developing students' EFL speaking skills. This integration encourages learner reflection, autonomy, and greater confidence in communication.

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