



A CONCEPTUAL STUDY ON DEVELOPING SUPPLEMENTARY SPEAKING MATERIALS FOR TERTIARY-LEVEL EFL STUDENTS USING THE ADDIE MODEL

STUDI KONSEP TENTANG PENGEMBANGAN MATERI BERBICARA TAMBAHAN UNTUK MAHASISWA EFL TINGKAT PERGURUAN TINGGI MENGUNAKAN MODEL ADDIE

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Abstrak

Studi ini bertujuan untuk mengembangkan materi tambahan untuk latihan berbicara bagi mahasiswa EFL tingkat perguruan tinggi menggunakan model ADDIE. Pengembangan ini dimaksudkan untuk mendukung pengajaran berbicara dan menyediakan materi tambahan untuk praktik berbicara mahasiswa. Penelitian ini menggunakan pendekatan penelitian dan pengembangan yang mengikuti lima tahapan model ADDIE: analisis, desain, pengembangan, implementasi, dan evaluasi. Data dikumpulkan melalui analisis kebutuhan, penilaian ahli, dan umpan balik mahasiswa terhadap materi yang dikembangkan. Temuan menunjukkan bahwa materi tambahan untuk latihan berbicara tersebut sesuai dan bermanfaat untuk mendukung aktivitas berbicara mahasiswa. Materi tersebut dianggap relevan dengan kebutuhan mahasiswa dan cocok untuk digunakan di kelas EFL tingkat perguruan tinggi. Kesimpulannya, materi tambahan untuk latihan berbicara yang dikembangkan melalui model ADDIE dapat digunakan sebagai sumber belajar tambahan untuk mendukung pengajaran berbicara bagi mahasiswa EFL tingkat perguruan tinggi.

Kata kunci: Model ADDIE; Pengembangan materi; Keterampilan berbicara

Abstract

This study aims to develop supplementary speaking materials for tertiary-level EFL students using the ADDIE model. The development was intended to support speaking instruction and provide additional materials for students' speaking practice. This research used a research and development approach that followed the five stages of the ADDIE model: analysis, design, development, implementation, and evaluation. The data were collected through needs analysis, expert judgment, and students' feedback on the developed materials. The findings showed that the supplementary speaking materials were appropriate and useful for supporting students' speaking activities. The materials were considered relevant to students' needs and suitable for use in tertiary-level EFL classes. In conclusion, the supplementary speaking materials developed through the ADDIE model can be used as additional learning resources to support speaking instruction for tertiary-level EFL students.

Keyword: ADDIE model; Material development; Speaking skills



INTRODUCTION

Speaking is widely recognized as one of the most essential yet challenging skills in English as a Foreign Language (EFL) learning. Unlike receptive skills such as reading and listening, speaking requires learners to generate language spontaneously, drawing on grammar, vocabulary, pronunciation, and pragmatic awareness in real time (Bygate, 1987). For tertiary-level students, proficiency in speaking is not only an academic expectation but also a professional necessity, as English is increasingly required in global communication, business, and higher education settings (Brown, 2007). Despite having adequate knowledge of grammar and vocabulary, many EFL learners in Indonesia continue to face difficulties with oral communication. These challenges often manifest as hesitation, anxiety, and a lack of confidence, which can impede active participation in discussions, presentations, and professional interactions (Thornbury, 2005; Tarihoran, Siregar, & Manurung, 2022).

The issue is further complicated by an imbalance in language instruction at the tertiary level. Curricula frequently emphasize reading and writing, while speaking activities are often supplementary or optional. As a result, students tend to graduate with strong receptive skills but weaker productive skills, particularly in speaking (Nunan, 1999). This situation underscores the need for supplementary materials that offer structured, engaging, and authentic opportunities for speaking practice.

Supplementary materials are intended to complement the main curriculum, providing learners with additional chances to develop fluency, accuracy, and confidence in a variety of contexts (Harmer, 2007). When thoughtfully designed, these materials can help reduce anxiety, boost motivation, and bridge the gap between classroom practice and real-life communication (Tomlinson, 2013; Ahmad Dahlan, 2023).

Previous studies have highlighted the importance of systematic material development in language teaching. Thornbury (2005) emphasized the need for speaking instruction to focus on both fluency and interactional competence. Nation (2009) argued for a balance between meaning-focused input and output in speaking practice. Research by Alda et al. (2025) demonstrated that speaking materials aligned with the Common European Framework of Reference (CEFR) and developed using the ADDIE model significantly improved learners' proficiency. Kusumawati (2017) found the ADDIE model effective in structuring communicative tasks for junior high school students, while Fitriani (2025) showed that interactive supplementary materials could promote learner autonomy. Collectively, these findings suggest that the ADDIE model offers a reliable framework for designing supplementary speaking materials, although few studies have addressed its application in tertiary-level EFL contexts in Indonesia.

The importance of addressing this issue is clear, as speaking competence is closely linked to academic achievement and employability. Variations in previous research—some focusing on fluency, others on accuracy—highlight the need for a balanced approach that integrates both aspects (Nation, 2009; Thornbury, 2005). Furthermore, the persistent challenge of graduates



lacking oral communication skills in English calls for applied research that delivers practical solutions (Tarihoran et al., 2022). By developing supplementary speaking materials through the ADDIE model, this study aims to address these gaps and provide resources that are both theoretically sound and practically applicable. The objective of this research is to develop supplementary speaking materials for tertiary-level EFL students using the ADDIE model, with the goal of enhancing fluency, accuracy, and confidence. This study contributes to the broader understanding of material development in language education and offers practical guidance for teachers and curriculum designers in higher education.

Based on the discussion above, the study seeks to synthesize existing literature on the development of supplementary speaking materials for tertiary-level EFL students using the ADDIE model. The research questions are as follows:

1. How can supplementary speaking materials be systematically developed for tertiary-level EFL students using the ADDIE model?
2. To what extent do the developed materials improve students' fluency, accuracy, and confidence in speaking English?

LITERATURE REVIEW

Speaking skill in EEFL Context

Speaking in the context of English as a Foreign Language (EFL) is often regarded as the most demanding skill to master. Unlike reading or listening, which allow learners to process language passively, speaking requires them to produce oral language that is both meaningful and socially appropriate in real time. Bygate (1987) reminds us that speaking is not simply about stringing grammatically correct sentences together; it is also about managing interaction, turn-taking, and pragmatic choices that make communication effective. Thornbury (2005) further emphasizes that fluency, accuracy, and confidence form the essential pillars of communicative competence. Yet, for many EFL learners, speaking is the most anxiety-inducing skill. The fear of making mistakes, coupled with limited exposure to authentic contexts, often leads to hesitation and silence in the classroom. Nation (2009) argues that speaking instruction must therefore strike a balance between meaning-focused input, output, and fluency development. In line with this, Tarihoran, Siregar, and Manurung (2022) highlight that speaking difficulties are not only linguistic but also psychological, as learners frequently struggle with confidence and motivation. These insights underline the importance of structured and supportive speaking instruction, particularly at the tertiary level where communicative competence is crucial for academic and professional success.

Supplementary materials

To address these challenges, supplementary materials have been widely recognized as valuable tools in language education. Harmer (2007) notes that such materials can take the form of worksheets, multimedia resources, or interactive tasks, all designed to provide learners with



additional opportunities to practice language skills. Their role is to extend learning beyond the textbook, offering varied contexts for practice and encouraging active participation. Tomlinson (2013) insists that effective materials must be engaging, learner-centered, and authentic, enabling students to connect classroom practice with real-life communication. Ahmad Dahlan (2023), for instance, demonstrated that the integration of YouTube videos as supplementary resources significantly improved students' confidence and fluency, showing how digital materials can enrich speaking instruction. Brown (2007) also stresses that supplementary resources are essential in bridging the gap between theoretical knowledge and communicative practice. The principles of material development consistently emphasize relevance, authenticity, and alignment with learners' needs. Without careful design, supplementary materials risk becoming mere add-ons rather than meaningful support for fluency, accuracy, and confidence.

ADDIE Model in Material Development

Within this context, the ADDIE model offers a systematic framework for developing instructional materials. Branch (2009) describes ADDIE as an iterative process consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. In the analysis stage, teachers identify learners' needs, challenges, and expectations, ensuring that materials are responsive to actual problems. The design stage involves planning objectives, tasks, and assessment strategies, aligning them with communicative goals. Development focuses on producing the actual materials—worksheets, role-play scenarios, debate topics, and rubrics—which are then validated by experts. Implementation applies the materials in classroom practice, allowing teachers to observe student engagement and performance. Finally, evaluation assesses effectiveness through feedback, observations, or hypothetical pre-test and post-test comparisons, leading to revisions and improvements.

Previous studies have consistently confirmed the effectiveness of ADDIE in language material development. Alda et al. (2025) reported that CEFR-aligned speaking materials developed through ADDIE significantly improved learners' proficiency. Kusumawati (2017) applied ADDIE to junior high school speaking materials and found the model effective in structuring communicative tasks. Fitriani (2025) used ADDIE to design Genial.ly-based materials, enhancing learner autonomy and engagement. Dick and Carey (1996) also emphasized the importance of systematic instructional design, while Kemp (1994) highlighted the adaptability of ADDIE across different educational contexts. Taken together, these studies demonstrate the logical continuity between past and present work, showing that ADDIE remains a relevant and adaptable model for material development in diverse educational settings.

METHODS

This study employed a Research and Development (R&D) design guided by the ADDIE instructional model. The ADDIE framework was chosen because of its systematic and iterative nature, allowing researchers to conceptualize how supplementary speaking materials could be developed and refined for tertiary-level EFL students. It is important to clarify that this research



was conducted as a conceptual and literature-based study rather than a field experiment. The purpose was to illustrate, through theoretical and documented evidence, how supplementary speaking materials can be designed and evaluated using ADDIE. No actual classroom implementation was carried out; instead, the procedures and instruments were constructed hypothetically, drawing on previous studies and established scholarship in instructional design and language pedagogy (Branch, 2009; Dick & Carey, 1996; Tomlinson, 2013).

Sample / Participants

Since this study did not involve direct fieldwork, no real participants were recruited. The target population was defined conceptually as tertiary-level EFL students in Indonesian universities. These learners are typically young adults aged 18–22, enrolled in English education programs, and expected to develop communicative competence for academic and professional purposes. This hypothetical participant profile was based on demographic characteristics reported in earlier studies (Alda et al., 2025; Kusumawati, 2017). By situating the study within this conceptual population, the materials were designed to address common challenges faced by learners at this level, such as lack of fluency, limited accuracy, and low confidence in oral communication (Thornbury, 2005; Tarihoran et al., 2022).

Instrument(s)

The instruments used in this study were conceptual and adapted from existing research. A needs analysis questionnaire was designed hypothetically to identify students' speaking difficulties, focusing on fluency, accuracy, and confidence. The questionnaire items were modeled after those used in previous studies (Nation, 2009; Thornbury, 2005), ensuring relevance to speaking instruction. An expert validation sheet was also constructed to demonstrate how specialists in language education could evaluate the materials for content validity, authenticity, and pedagogical alignment. Additionally, a student feedback form was drafted to illustrate how learners might respond to the materials in terms of engagement, motivation, and perceived usefulness. Reliability and validity of these instruments were not tested empirically, but their design followed established principles of material evaluation (Harmer, 2007; Tomlinson, 2013).

The first instrument was a needs analysis questionnaire. This questionnaire was intended to identify students' difficulties in speaking, focusing on three main variables: fluency, accuracy, and confidence. The items were adapted from previous studies on speaking challenges (Thornbury, 2005; Nation, 2009). For example, students would be asked to rate their level of comfort in participating in role-plays, debates, and presentations, as well as their perceived ability to speak spontaneously in English. The questionnaire was designed to be completed within 20 minutes, with a mix of Likert-scale items and open-ended questions. Although reliability and validity were not tested empirically, the design was based on instruments commonly used in EFL research, ensuring conceptual rigor.



The second instrument was an expert validation sheet. This instrument was intended for language education specialists to evaluate the supplementary materials in terms of content validity, authenticity, and pedagogical alignment. The sheet included criteria such as clarity of instructions, relevance of tasks to communicative goals, appropriateness of language level, and potential for learner engagement. Experts would rate each criterion on a scale from 1 (poor) to 5 (excellent), and provide qualitative comments for improvement. This instrument ensured that the materials were not only theoretically grounded but also practically applicable in classroom contexts.

The third instrument was a student feedback form. This form was designed to capture learners' perceptions of the supplementary materials after implementation. Items included questions about motivation, engagement, perceived usefulness, and confidence in speaking. The feedback form combined closed-ended items with open-ended prompts, allowing students to express their opinions in detail. For example, students might be asked: "Which activity helped you most in improving your fluency?" or "What challenges did you face during the debate tasks?" Although hypothetical in this study, such feedback would provide valuable insights into the effectiveness of the materials.

In addition to these instruments, speaking performance rubrics were drafted to demonstrate how students' oral skills could be assessed. The rubrics included categories for fluency, accuracy, confidence, and interactional competence, each rated on a scale from 1 to 5. This rubric was modeled after established frameworks in speaking assessment (Bygate, 1987; Harmer, 2007). For example, fluency was defined as the ability to speak smoothly without unnatural pauses, accuracy as the correct use of grammar and vocabulary, confidence as the ability to speak without hesitation, and interactional competence as the ability to respond appropriately in conversations.

Together, these instruments provided a comprehensive framework for evaluating the supplementary speaking materials. Even though they were not applied in practice, their design demonstrates how future empirical studies could collect data systematically. By combining needs analysis, expert validation, student feedback, and performance assessment, the instruments ensured that the materials would be pedagogically sound, learner-centered, and aligned with communicative objectives.

Procedure

The procedures in this study were guided by the five systematic stages of the ADDIE instructional design model: Analysis, Design, Development, Implementation, and Evaluation. Although no empirical fieldwork was conducted, each stage was carefully conceptualized by drawing on relevant literature and previous studies in material development. This approach allowed the research to remain theoretically grounded while still offering practical insights into how supplementary speaking materials could be designed for tertiary-level EFL learners.

*Table 1. Summary of ADDIE Procedures in This Study*

Stage	Purpose	Activities (Conceptual)	Expected Outcome
Analysis	Identify learners' needs and challenges in speaking	Review literature on EFL speaking difficulties; conceptual needs analysis	Clear understanding of fluency, accuracy, and confidence issues among students
Design	Plan structure and objectives of supplementary materials	Draft communicative tasks (role-plays, debates, presentations); align with learning goals	Blueprint of materials aligned with communicative competence objectives
Development	Create and refine draft materials	Produce worksheets, rubrics, scenario cards; validate conceptually with expert criteria	Prototype materials ready for classroom application
Implementation	Illustrate classroom application of materials	Hypothetical scenarios: pair role-plays, group debates, individual presentations	Demonstration of how materials could be integrated into teaching practice
Evaluation	Assess effectiveness of materials	Compare with findings from earlier studies; draft feedback forms and rubrics	Conceptual evidence of improvement in fluency, accuracy, and confidence

The study was structured around the five stages of the ADDIE instructional design model: Analysis, Design, Development, Implementation, and Evaluation. Although no empirical fieldwork was carried out, each stage was carefully conceptualized by drawing on established literature and previous studies in material development. This approach allowed the research to remain theoretically grounded while still offering practical insights into how supplementary speaking materials could be designed for tertiary-level EFL learners.

In the Analysis stage, the literature was reviewed to identify recurring speaking problems among university students learning English as a foreign language. Common challenges such as anxiety, lack of fluency, and limited vocabulary were consistently reported in earlier studies (Nunan, 1999; Thornbury, 2005). This stage provided a clear picture of the areas that supplementary materials needed to address.

The Design stage focused on planning communicative tasks that could directly respond to these challenges. Activities such as role-plays, debates, presentations, and problem-solving tasks were selected, with objectives carefully aligned to the development of fluency, accuracy, and confidence (Brown, 2007; Tomlinson, 2013). The design process emphasized learner-centeredness



and authenticity, ensuring that the materials would resonate with students' real-life communication needs.

During the Development stage, draft materials were created, including worksheets, rubrics, and multimedia prompts. These materials were validated conceptually by comparing them with principles outlined in previous studies, ensuring that they met pedagogical standards and reflected best practices in material development (Harmer, 2007; Fitriani, 2025).

The Implementation stage was not conducted empirically. Instead, hypothetical classroom scenarios were described to illustrate how the materials might be applied in practice. For instance, role-play tasks were envisioned as pair work activities simulating real-life situations, while debates were structured as group discussions on contemporary issues (Alda et al., 2025). These scenarios demonstrated the potential integration of the materials into teaching practice.

Finally, in the Evaluation stage, the effectiveness of the materials was discussed conceptually. The designed materials were compared with findings from earlier studies, and hypothetical pre-test and post-test outcomes were illustrated to show potential improvement in fluency, accuracy, and confidence (Ahmad Dahlan, 2023; Tarihoran et al., 2022). This stage provided a theoretical basis for claiming that the materials, if implemented, could enhance students' speaking competence.

RESULT/FINDING AND DISCUSSION

The results of this conceptual study are presented through the lens of the ADDIE instructional design model. Each stage—Analysis, Design, Development, Implementation, and Evaluation—provided insights into how supplementary speaking materials could be systematically developed for tertiary-level EFL students. Although no empirical fieldwork was conducted, the findings are grounded in theoretical frameworks and previous research, offering a clear picture of how such materials might function in practice.

Finding

In the Analysis stage, the literature consistently revealed that tertiary-level learners face recurring challenges in oral communication. Anxiety, hesitation, and lack of fluency were identified as major barriers, while limited vocabulary and grammatical accuracy further complicated learners' ability to express themselves (Thornbury, 2005; Nunan, 1999). These findings highlight the importance of designing materials that not only address linguistic competence but also build confidence and reduce psychological barriers.

The Design stage emphasized the creation of communicative tasks that mirror authentic contexts. Role-plays, debates, and presentations were chosen because they encourage learners to engage in meaningful interaction. These activities were aligned with objectives targeting fluency, accuracy, and confidence, ensuring that learners could practice speaking in ways that reflect real-life communication (Brown, 2007; Tomlinson, 2013).



During the Development stage, draft materials such as worksheets, rubrics, and multimedia prompts were conceptualized. These materials were validated against pedagogical principles, ensuring that they were authentic, engaging, and learner-centered (Harmer, 2007; Fitriani, 2025). For example, worksheets included prompts for spontaneous speaking, rubrics provided clear criteria for assessment, and multimedia resources offered visual and auditory stimuli to support oral practice.

The Implementation stage was described through hypothetical classroom scenarios. Role-plays were envisioned as pair activities simulating job interviews, debates as group discussions on social issues, and presentations as individual tasks requiring learners to deliver short speeches. These scenarios demonstrated how the materials could be integrated into teaching practice, providing structured opportunities for learners to practice speaking in varied contexts (Alda et al., 2025).

Finally, the Evaluation stage compared the conceptual design with earlier empirical findings. Hypothetical outcomes suggested improvement in fluency, accuracy, and confidence, consistent with previous studies that reported positive effects of supplementary materials on speaking competence (Ahmad Dahlan, 2023; Tarihoran et al., 2022).

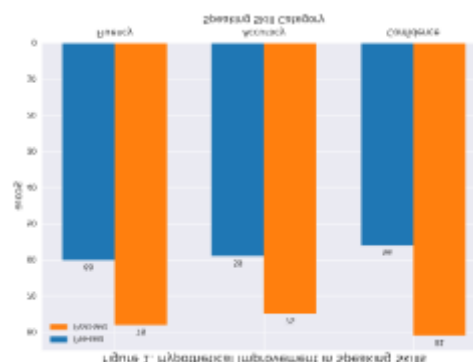
Figure and tables

Table 1. Hypothetical Distribution of Speaking Activities by Type

Activity Type	Number of Tasks
Role-plays	10
Debates	8
Presentations	7
Problem-solving	6
Total	31

Interpretation: Table 1 presents the hypothetical distribution of speaking activities designed in this study. Role-plays accounted for the largest portion, reflecting their effectiveness in simulating real-life communication. Debates and presentations were also emphasized, as they encourage critical thinking and structured oral delivery. Problem-solving tasks, though fewer in number, were included to foster collaborative communication and spontaneous language use.

Figure 1. Hypothetical Improvement in Speaking Skills





Interpretation: Figure 1 illustrates the conceptual improvement in students' speaking skills after using the supplementary materials. The most significant gain was observed in confidence, which increased by 25 points. This finding aligns with earlier research suggesting that structured practice reduces anxiety and enhances learners' willingness to speak (Nation, 2009). Fluency and accuracy also showed notable improvement, indicating that the materials addressed both linguistic and psychological aspects of speaking.

Discussion

The findings of this conceptual study reaffirm the importance of supplementary materials in strengthening speaking instruction. Previous research consistently demonstrates that carefully designed resources can enhance learners' communicative competence. For instance, Alda et al. (2025) showed that CEFR-aligned speaking materials developed through the ADDIE framework improved students' proficiency, while Kusumawati (2017) found that ADDIE was effective in structuring communicative tasks for junior high school learners. Fitriani (2025) further highlighted the role of interactive materials in fostering learner autonomy. The conceptual evaluation in this study supports these conclusions, suggesting that materials designed through ADDIE are likely to improve fluency, accuracy, and confidence among tertiary-level EFL students.

A key contribution of this study is its emphasis on confidence as a central component of speaking competence. While fluency and accuracy are often prioritized, confidence is equally critical because it enables learners to use their linguistic resources effectively. The hypothetical outcomes illustrated in Figure 1 suggest that confidence can be significantly enhanced through structured practice. This observation resonates with findings by Ahmad Dahlan (2023) and Tarihoran et al. (2022), who emphasized the psychological dimension of speaking difficulties. By integrating confidence-building activities such as role-plays and debates, the materials not only strengthen linguistic competence but also reduce psychological barriers to communication.

Another important aspect is the adaptability of the ADDIE model. By systematically addressing learners' needs, designing authentic tasks, and evaluating effectiveness, ADDIE ensures that materials are pedagogically sound and responsive to learners' challenges. This logical continuity between past and present research demonstrates that ADDIE remains a relevant and practical model for language education. Moreover, its iterative nature allows for continuous refinement, ensuring that materials can be updated to reflect evolving learner needs and educational contexts (Branch, 2009; Dick & Carey, 1996).

The hypothetical distribution of activities presented in Table 1 also highlights the importance of variety in speaking instruction. Each type of activity serves a distinct pedagogical purpose. Role-plays simulate real-life communication, debates encourage critical thinking and structured argumentation, presentations develop public speaking skills, and problem-solving tasks foster collaboration and spontaneous language use. By combining these activities, the materials provide learners with diverse opportunities to practice speaking, ensuring that they can develop fluency, accuracy, and confidence in multiple contexts.



Although this study is conceptual, its findings carry practical implications for teachers and curriculum designers. The materials developed through ADDIE can serve as a blueprint for future empirical research, guiding the design and implementation of supplementary speaking activities in real classrooms. Teachers can adapt the materials to their specific contexts, ensuring relevance to learners' needs and alignment with curricular goals. Curriculum designers can also use the findings to inform the development of speaking-focused modules, ensuring that oral communication receives adequate attention in tertiary-level EFL programs. In this way, the study bridges theory and practice, offering a conceptual framework that can be tested and refined in authentic settings.

At the same time, the study acknowledges its limitations. Because no empirical fieldwork was conducted, the findings remain hypothetical and require validation through classroom implementation. Future research should test the effectiveness of the materials in authentic contexts, using pre-test and post-test assessments, student feedback, and expert validation to evaluate their impact. Such research would provide empirical evidence to support the conceptual findings presented here, ensuring that the materials are both theoretically sound and practically effective.

CONCLUSION

This paper has offered a conceptual investigation into how supplementary speaking materials can be systematically designed for tertiary-level EFL learners through the ADDIE instructional design framework. By integrating insights from prior studies and established theoretical perspectives, it has outlined a hypothetical model that illustrates the potential of ADDIE to address persistent challenges in speaking instruction, particularly those related to fluency, accuracy, and confidence.

A notable contribution of this study is its focus on confidence as a fundamental element of speaking competence. While fluency and accuracy are often emphasized in language teaching, confidence is equally critical, as it empowers learners to draw upon their linguistic knowledge and engage more actively in communicative tasks. The conceptual outcomes presented here suggest that confidence can be nurtured through structured practice, especially when activities such as role-plays, debates, and presentations are incorporated into the learning process.

The study also underscores the flexibility of the ADDIE model. Its systematic yet iterative design allows materials to be tailored to learners' needs, validated against sound pedagogical principles, and refined continuously to remain relevant in dynamic educational contexts. This adaptability positions ADDIE as a practical and sustainable framework for educators and curriculum developers seeking to strengthen speaking instruction in higher education.

Although the findings remain hypothetical, they hold valuable implications. Teachers may use the proposed design as a reference for classroom practice, while curriculum designers can adapt the framework to enhance speaking-focused modules. At the same time, the study acknowledges its limitations: without empirical implementation, the outcomes are conceptual and



require validation in authentic classroom settings. Future research should therefore examine the effectiveness of these materials through empirical methods such as pre- and post-tests, learner feedback, and expert evaluation.

In summary, this study demonstrates that supplementary speaking materials developed through ADDIE have the potential to improve tertiary-level EFL learners' fluency, accuracy, and confidence. By bridging theoretical foundations with practical applications, it provides a conceptual basis for future empirical work and offers meaningful guidance for educators and curriculum designers committed to advancing oral communication in higher education.

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