**SPEAKING IN L2 CONTEXTS: SELECTED REFERENCES**

**(Last updated 27 October 2024)**

Abdullah, M. Y., Hussin, S., & Ismail, K. (2019). Implementation of flipped classroom model and its effectiveness on English speaking performance. *International Journal of Emerging Technologies in Learning*, *14*(9), 130-147.

Achugar, M. (2003). Academic registers in Spanish in the U.S.: A study of oral texts produced by bilingual speakers in a university graduate program. In A. Roca, & M. C. Colombi (Eds.), *Mi lengua: Spanish as a heritage language in the United States, research and practice* (pp. 213-234). Georgetown University Press.

Albelihi, H. H. M. (2022). Intermediate English as a foreign language learners’ formulaic language speaking proficiency: Where does the teaching of lexical chunks figure?. *Frontiers in Psychology*, *13*, 949675.

Albrechtsen, D., Henriksen, B., & Faerch, C. (1980). Native speaker reactions to learners’ spoken interlanguage. *Language Learning, 30*, 365-396.

Aleksandrzak, M. (2011). Problems and challenges in teaching and learning speaking at advanced level. *Glottodidactica, 37,* 37-48.

Al Hosni, S. (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature,* *2*(6), 22-30.

Ali, M. M., Khizar, N. U., Yaqub, H., Afzaal, J., & Shahid, A. (2020). Investigating speaking skills problems of Pakistani learners in ESL context. *International Journal of Applied Linguistics and English Literature*, *9*(4), 62-70.

Al-Issa, A. (2003). Sociocultural transfer in L2 speech behaviors: Evidence and motivating factors. *International Journal of Intercultural Relations, 27*, 581-601.

Alonso, R. A. (Ed.). (2018). *Speaking in a second language*. John Benjamins.

Altun, M., & Hussein, K. O. (2022). The impact of watching movies on students’ speaking ability. *Canadian Journal of Language and Literature Studies*, *2*(5), 14-31.

Altweissi, A. (2022). The effect of using educational drama on developing speaking skill of the sixth graders in the English language. *The Universal Academic Research Journal*, *4*(1), 10-21.

Amochkina, E. (2019). Mock parliament: Discussing changes in the law. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 195-196). TESOL.

Andrin, G., Kilag, O. K., Abella, J., Tañiza, F., Groenewald, E., & Cordova Jr, N. (2024). Innovative pedagogy: The influence of impromptu speaking on students' English oral proficiency. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, *2*(1), 36-46.

Appel, G., & Lantolf, J. P. (1994). Speaking as mediation: A study of L1 and L2 text recall tasks. The Modern Language Journal, *78*(4), 437-452.

Asio, J. M., Pasubillo, M. A., & Valenzuela, C. L. (2023). EDUTOKING: Improving the English-speaking skills of grade 9 learners using TikTok-based activities. *Journal of English as a Foreign Language Teaching and Research*, *3*(1), 57-70.

Atkinson, J. M. (1984). Public speaking and audience responses: Some techniques for inviting applause. In J. M. Atkinson & J. Heritage (Eds.), *Structures of social action* (pp. 370-410). Cambridge University Press.

Baese-Berk, M. M.,& Morrill, T. H. (2015). Speaking rate consistency in native and non-native speakers of English. *Journal of the Acoustical Society of America, 138* (3), EL223­-EL228.

Bahari, A. (2019). The impact of applying the FonF practice model on developing L2 listening and speaking with a focus on intentional and incidental vocabulary acquisition in CALL context. *Revista de Lingüística y Lenguas Aplicadas*, *14*, 45-57.

Bahari, A. (2019). FonF practice model from theory to practice: CALL via focus on form approach and non-linear dynamic motivation to develop listening and speaking proficiency. *Computers & Education*, *130*, 40-58.

Bailey, K. M. (2003). Speaking. In D. Nunan (Ed.), *Practical English language teaching* (pp. 47–66). McGraw-Hill Contemporary.

Bailey, K. M. (2005). *Practical English language teaching: Speaking*. McGraw-Hill.

Bailey, K. M. (2006). Issues in teaching speaking skills to adult ESOL learners. In J. Comings, B. Garner, & C. Smith (Eds.), *Review of adult learning and literacy: Connecting research, policy, and practice* (pp. 113-164).Lawrence Erlbaum.

Bailey, K. M. (2020). *Teaching speaking and listening in second language contexts.* Bloomsbury.

Bailey, K. M., & Savage, L. (Eds.). (1994). *New ways in teaching speaking*. TESOL.

Ban, B., Pang, S., & Em, S. (2023). Debate: One of the key factors to improving students’ English language speaking skills. *Journal of General Education and Humanities*, *2*(2), 107-120.

Banister, C. (2019). What’s my word? In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 202-204). TESOL.

Bardovi-Harlig, K., & Salsbury, T. (2004). The organization of turns in the disagreements of L2 learners: A longitudinal perspective. In D. Boxer & A. D. Cohen (Eds.), *Studying speaking to inform second language learning* (pp. 199-227). Multilingual Matters.

Barriga Fray, J. I., & McCandless, M. J. (2020). The effects of using American idioms in the development of the speaking skill in L2 students. *Horizontes Revista de Investigación en Ciencias de la Educación*, *4*(16), 432-438.

Belcher, D., & Hirvela, A. (Eds.) (2008). *The oral-literate connection: Perspectives on L2 speaking, writing, and other media interaction*. University of Michigan Press.

Berger, J. (2019). What are you going to do? In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 59-60). TESOL.

Biber, D., Conrad, S., Reppen, R., Byrd, P., & Helt, M. (2002). Speaking and writing in the university: A multi-dimensional comparison. *TESOL Quarterly, 36*(1), 9-48.

Blumenstock, A. (2019). Survive. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 447-49). TESOL.

Bobojonova, Z. (2020). Effective teaching of productive language skills to the English language learners. *Science and Education*, *1*(7), 430-435.

Bookman, B. (2019). Student-generated podcasts as speaking portfolio. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 242-244). TESOL.

Boswell, E. (2019). Quote of the day. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 141-143). TESOL.

Boswell, E. (2019). Confronting challenging sentences: Station rotation and panel of experts. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 167-169). TESOL.

Boxer, D., & Cohen, A. D. (Eds.), *Studying speaking to inform second language learning*. Multilingual Matters.

Bradley, A. (2009). A holistic, humanistic approach to developing public speaking skills through speech mentoring. In T. Stewart (Ed.), *Insights on teaching speaking in TESOL* (pp. 139-152). TESOL.

Brandt, C. (2009). PowerPoint or posters for EAP students’ presentation skills development? In T. Stewart (Ed.), *Insights on teaching speaking in TESOL* (pp. 153-170). TESOL.

Brouwer, C., & Wagner, J. (2004). Developmental issues in second language conversation. *Journal of Applied Linguistics, 1*(1), 29-47. doi:10.1558/jap1.1.1.29.55873

Brown, A. (2003). Interviewer variation and the co-construction of speaking proficiency. *Language Testing*, *20*(1), 1-25.

Buller, D. (2019). Numbers ping pong with speech recognition. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 253-254). TESOL.

Bullock, N. (2015). Wider considerations in teaching speaking of English in the context of aeronautical communications. *Journal of the IATEFL English for Specific Purposes Special Interest Group, 45,* 4-11.

Burdelski, M. (2015). Reported speech as cultural gloss and directive: Socializing norms of speaking and acting in Japanese caregiver–child triadic interaction. *Text & Talk*, *35*(5), 575-595.

Burns, A. (1998). Teaching speaking. *Annual Review of Applied Linguistics, 18*, 102-123.

Burns, A. (2006). Teaching speaking: A text-based syllabus approach. In E. Uso-Juan & A. Martinez-Flor (Eds.), *Current Trends in the Development and Teaching of the Four Language Skills* (pp. 235-258). Mouton de Gruyter.

Burns, A., Joyce, H., & Gollin, S. (1996). *“I see what you mean”: Using spoken discourse in the classroom*. Macquarie University, NCELTR.

Bushnell, C. (2012). Talking the talk: The interactional construction of community and identity at conversation analytic data sessions in Japan. *Human Studies*, *35*(4), 583-605.

Bygate, M. (2005). Oral second language abilities as expertise. In K. Johnson (Ed.), *Expertise in Second language learning and teaching* (pp. 104-127). Palgrave.

Bygate, M. (2005). Structuring learning within the flux of communication: A role for constructive repetition in oral language pedagogy. In J. A. Foley (Ed.), *New dimensions in the teaching of oral communication* (pp. 70-90). SEAMEO RELC.

Bygate, M. (2006). Areas of research that influence L2 speaking instruction. In E. Uso-Juan & A. Martinez-Flor (Eds.), *Current trends in the development and teaching of the four language skills* (pp. 159-186). Mouton de Gruyter.

Bygate, M. (2009). Teaching and testing speaking. In M. H. Long & C. J. Doughty (Eds.), *The handbook of language teaching* (pp. 412-440). Wiley Blackwell.

Caldwell-Harris, C. L. (2024). Passionate about languages, but listening and speaking–¡Ay, Caramba! Autistic adults discuss foreign language learning. *Journal of Multilingual and Multicultural Development*, *45*(6), 1888-1903.

Cane, G. (1998). Teaching conversation skills more effectively. *The Korea TESOL Journal, 1*(1)*,* 31-37.

Carduner, J., & Rilling, S. (2009). Data and donuts: Preparing graduate students in language education to speak at conferences. In T. Stewart (Ed.), *Insights on teaching speaking in TESOL* (pp. 123-138). TESOL.

Carhill–Poza, A. (2015). Opportunities and outcomes: The role of peers in developing the oral academic English proficiency of adolescent English learners. *The Modern Language Journal*, *99*(4), 678-695. <https://doi.org/10.1111/modl.12271>

Carroll, D. (2004). Restarts in novice turn beginnings: Disfluencies or interactional achievements? In R. Gardner & J. Wagner (Eds.), *Second language conversations* (pp. 201-220). Continuum.

Carter, R., & McCarthy, M. (2004). Talking, creating: Interactional language, creativity, and context. *Applied Linguistics*, *25*(1), 62-88.

Chartrand, R. (2009). From podcasting to YouTube: How to make use of Internet 2.0 for speaking practice. In T. Stewart (Ed.), *Insights on teaching speaking in TESOL* (pp. 91-106). TESOL.

Cheep-Aranai, R., & Reinders, H. (2015). The Facebook novel. Digital storytelling for oral communication. In M. Lewis & H. Reinders (Eds.), *New ways in teaching adults* (pp. 23-25). TESOL.

Chen, C. H., Koong, C. S., & Liao, C. (2022). Influences of integrating dynamic assessment into a speech recognition learning design to support students’ English speaking skills, learning anxiety and cognitive load. *Educational Technology & Society*, *25*(1), 1-14.

Chernen, J. (2009). Taking pronunciation further with oral journals. In T. Stewart (Ed.), *Insights on teaching speaking in TESOL* (pp. 223-236). TESOL.

Choi, S-J., & Lantolf, J.P. (2008). The representation and embodiment of meaning in L2 communication: Motion events in speech and gesture in L2 Korean and L2 English speakers. *Studies in Second Language Acquisition, 30*(2)*,* 191-224.

Chou, M. H. (2018). Speaking anxiety and strategy use for learning English as a foreign language in full and partial English‐medium instruction contexts. *TESOL Quarterly*, *52*(3), 611-633.

Christie, C. (2013). Speaking spontaneously in the modern foreign languages classroom: Tools for supporting successful target language conversation. *The Language Teaching Journal, 44*(1)*,* 74-89.

Cirocki, A., & Goh, C. (2016). Teaching and researching listening and speaking skills in the ELT classroom [Special issue]. The European Journal of Applied Linguistics and TEFL, *5*(2).

Clark, H. H., & Fox Tree, J. E. (2002). Using *uh* and *um* in spontaneous speaking. *Cognition,* *84*, 73-111.

Clark, H. H., & Krych, M. A. (2004). Speaking while monitoring addressees for understanding. *Journal of Memory and Language,* *50*(1), 62-81.

Cooke, M. (2019). Super selfies. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 245-247). TESOL.

Cox, T. L. (2017). Understanding intermediate-level speakers’ strengths and weaknesses: An examination of OPI tests from Korean learners of English. *Foreign Language Annals, 50*(1), 84-113.

Crofford, A. (2019). I don’t believe it! In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 98-99). TESOL.

Crossley, S. A., Clevinger, A., & Kim, Y. (2014). The role of lexical properties and cohesive devices in text integration and their effect on human ratings of speaking. *Language Assessment Quarterly, 11*(3), 250-270.

Crow, B. K. (1983). Topic shifts in couples’ conversation. In R.T. Craig & Tracy (Eds.), *Conversational coherence* (pp. 137-156). Sage.

Cullen, R., & Kuo, I.-C. (2007). Spoken grammar and ELT course materials: A missing link? *TESOL Quarterly 41*(2), 361–386.

de Bot, K. (1992). A bilingual production model: Levelt's “speaking” model adapted. *Applied Linguistics, 13*(1), 1–24.

Dennis, K. (2019). Discussion and facilitation: Leading a presentation. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 185-186). TESOL.

Dewi, H. (2016). Project based learning techniques to improve speaking skills. *English Education Journal*, *7*(3), 341-359.

Diehr, B. (2009). Young learners’ use of English: Imitation or production? In T. Stewart (Ed.), *Insights on teaching speaking in TESOL* (pp. 53-66). TESOL.

Dikilitas, K., & Duvenci, A. (2009). Using popular movies in teaching oral skill. *Procedia-Social and Behavioral Sciences*, *1*(1), 168-172.

Dincer, A., Yesilyurt, S., & Takkac, M. (2012). The effects of autonomy-supportive climates on EFL learner's engagement, achievement and competence in English speaking classrooms. *Procedia – Social and Behavioral Sciences, 46*, 3890-3894.

Dodson, C. (2019). Cats vs. dogs debate. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 19-20). TESOL.

Doerr, N. M. (Ed.). (2009). *The native speaker concept: Ethnographic investigations of native speaker effects*. Mouton de Gruyter.

Donato, R., & Brooks, F. (2004). Literacy discussions and advanced speaking functions: Researching the (dis)connection. *Foreign Language Annals, 37*(2), 183-199.

Douglas, D. (2004). Discourse domains: The cognitive context of speaking. In D. Boxer & A. Cohen (Eds.), Studying speaking to inform second language learning (pp. 25-47). Multilingual Matters.

Duong, P. T., Perez, M. M., Nguyen, L. Q., Desmet, P., & Peters, E. (2023). The impact of input, input repetition, and task repetition on L2 lexical use and fluency in speaking. *Studies in Second Language Learning and Teaching,* *13*(1), 101-124.

Dwyer, E., & Heller-Murphy, A. (1996). Japanese learners in speaking classes. *Edinburgh Working Papers in Applied Linguistics*, *7*, 46-55.

Egbert, M., Niebecker, L., & Rezzara, S. (2004). Inside first and second language speakers’ trouble in understanding. In R. Gardner & J. Wagner (Eds.), *Second language conversations* (pp. 178-200). Continuum.

Erickson, F. (2004). *Talk and social theory: Ecologies of speaking and listening in everyday life*. Polity

Fan, N. (2019). An investigation of oral corrective feedback in an ESL listening and speaking class. *Journal of Language Teaching and Research*, *10*(1), 197-203.

Fanselow, J. F. (2014). “Nveer epxailn gaammr relus or aks your sdutens to”: Discovering the richness of using sketches, images, and icons to direct and embolden students to speak accurately and correctly. *NYS TESOL Journal, 1*(1), 11-26.

Farina, M. A. (2019). Smartphone speaking. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 234-236). TESOL.

Fathi, J., Rahimi, M., & Derakhshan, A. (2024). Improving EFL learners’ speaking skills and willingness to communicate via artificial intelligence-mediated interactions. *System*, *121*, 103254.

Fitria, T. N. (2024). Teaching IELTS speaking skills: How is the students’ preparation for taking the test?. *Journal of English Education Program*, *5*(2), 243-256.

Ford, C. E. (2008). *Women speaking up: Getting and using turns in workplace meetings*. Palgrave.

Forehand, A. (2019). Hot air balloon. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 38-39). TESOL.

Forrester, M., & Cherington, S. M. (2009). The development of other-related conversational skills: A case study of conversational repair during the early years. *First Language, 29*(2), 166-191. doi:10.1177/0142723708094452

Friedman, D. (2009). Speaking correctly: Error correction as a language socialization practice in a Ukrainian classroom. *Applied Linguistics, 31*(3), 346-367.

Fu, J. S., Yang, S. H., & Yeh, H. C. (2022). Exploring the impacts of digital storytelling on English as a foreign language learners’ speaking competence. *Journal of Research on Technology in Education*, *54*(5), 679-694.

Fukeada, Y., Falout, J., Fukeada, T., & Murphey, T. (2019). Visualizing ideal second language classmates. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 31-33). TESOL.

Ghafar, Z. N., Sawalmeh, M. H., & Mohamedamin, A. A. (2023). Impact of communicative language teaching method on students' speaking and listening skills: A review article. *International Journal of Linguistics, Literature and Translation*, *6*(1), 54-60.

Gan, Z. (2011). Understanding L2 speaking problems: Implications for ESL curriculum development in a teacher training institution in Hong Kong. *Australian Journal of Teacher Education, 37*(1), 43-59.

Gan, Z. (2013). Understanding English speaking difficulties: An investigation of two Chinese populations. *Journal of Multilingual and Multicultural Development, 34*(3), 232-248.

García‐Amaya, L. (2022). Exploring the connection between language use and oral performance during study abroad: Results from the Daily Language Questionnaire 2. *Foreign Language Annals*, *55*(1), 198-221.

Giacomini, J. (2019). Class statistics. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 149-150). TESOL.

Glover, P. (2011). Using CEFR level descriptors to raise university students’ awareness of their speaking skills. *Language Awareness, 20*(2), 121-33.

Goffman, E. (1981). *Forms of talk.* University of Pennsylvania Press.

Goh, C., & Burns, A. (2012). *Teaching speaking skills: A holistic approach.* Cambridge University Press.

Goldfield, J. D. (2013). Ten years of speaking to learn: The assistant teacher program at Fairfield University. *The Ram’s Horn, 9*, 25-33.

Guadamillas Gómez, M. V. (2014). Reading, speaking and writing through creative resources: Comics in second language teaching. *Arab World English Journal*, *5*(4), 443-453.

Haerazi, H. (2023). Mobile-assisted flipped learning integrated with metacognitive skills in the teaching of speaking and listening skills. *Journal of English Education and Teaching*, *7*(3), 632-651.

Haim, O., & Levi, T. (2024). Teaching and assessing speaking in the context of curricular reform: The case of Israel. In K. M. Bailey & D. Nunan (Eds.), *Research on teaching and learning English in the Middle East and North Africa* (pp. 36-48). Routledge and TIRF.

Hall, C. (2019). See it right. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 144-146). TESOL.

Han, F. (2019). Job interviews in pairs: Talk and evaluate. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 151-152). TESOL.

Hanafiah, W., Aswad, M., Sahib, H., Yassi, A. H., & Mousavi, M. S. (2022). The impact of CALL on vocabulary learning, speaking skill, and foreign language speaking anxiety: The case study of Indonesian EFL learners. *Education Research International*, *2022*, 1-13.

Hancock, C. R., Adams, M. J., & Kissau, S. (2023). The relationship between proficiency‐based instruction and student oral proficiency. *Foreign Language Annals*, *56*(2), 280-298.

Hart, P. (2019). Follow the leader. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 92-93). TESOL.

Heidenfeldt, W. (2020). So that all may speak: Inviting all to describe themselves in the L2 French classroom. *L2 Journal*, *12*(1), 53-61.

Hendryx, J. (2019). Five points of contact. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 34-35). TESOL.

Hernández, T. A. (2016). Short-term study abroad: Perspectives on speaking gains and language contact. *Applied Language Learning, 26*(1), 39-64.

Hidayatullah, A., & Sidabalok, D. M. (2024). The effect of Instructional Conversation method to improve English speaking skills in the tenth-grade science one at Global Madani Senior High School Bandar Lampung. *Innovative: Journal Of Social Science Research*, *4*(3), 5438-5451.

Hirvela, A., & Belcher, D. (2016). Reading/writing and speaking/writing connections: The advantages of a multimodal pedagogy. In P. K. Matsuda & R. Manchón (Eds.), *Handbook of second and foreign language writing* (pp. 587-612). De Gruyter Mouton.

Hoinbala, F. R. (2022). Movies as an authentic input in L2 speaking class: A dynamic usage-based approach in EFL teaching in Indonesia. *International Journal of Language Education*, *6*(1), 1-9.

Hojat, A., & Afghari, A. (2013). An investigation of speaking-associated problems from students and instructor perspectives. *Iranian EFL Journal, 9*(4), 9-31.

Horton, W. S., & Keysar, B. (1996)*.* When do speakers take into account common ground? *Cognition, 59*(1), 91-117.

Huang, H. T. D. (2023). Examining the effect of digital storytelling on English speaking proficiency, willingness to communicate, and group cohesion. *TESOL Quarterly*, *57*(1), 242-269.

Hughes, R. (2003). *Teaching and researching speaking.* Pearson.

### Hughes, R. (Ed.). (2006). *Spoken English, TESOL, and applied linguistics: Challenges for theory and practice*. Palgrave Macmillan.

Hughes, R. (2015). Researching speaking. In B. Paltridge & A. Phakiti (Eds.), *Research methods in applied linguistic: A practical approach* (pp. 238-298). Bloomsbury Academic.

Jefferson, G. (1984). On stepwise transition from talk about a trouble to inappropriately next-positioned matters. In J. Atkinson, & J. Heritage (Eds.), *Structures of social action: Studies in conversation analysis* (pp. 191-222). Cambridge University Press.

Joo, S. H. (2016). Self-and peer-assessment of speaking. *Studies in Applied Linguistics and TESOL*, *16*(2), 68-83.

Juzwik, M. M., Borsheim-Black,C., Caughlan, S., & Heintz, A. (2013). *Inspiring dialogue: Talking to learn in the English classroom*. Teachers College Press.

Kaiser, D. J. (2019). Binary feature assessment for presentations. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 162-164). TESOL.

Kallinikou, E., & Nicolaidou, I. (2019). Digital storytelling to enhance adults’ speaking skills in learning foreign languages: A case study. *Multimodal Technologies and Interaction*, *3*(3), <https://doi.org/10.3390/mti3030059>

Kang, O. (2013). Linguistic analysis of speaking features distinguishing general English exams at CEFR levels. *Research Notes, 52*, 40-48.

Kang, T. (2019). Angry birds and directions. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 221-222). TESOL.

Kaowiwattanakul, S. (2020). Using literature circles to promote the English speaking skills of engineering students in English for specific purposes classrooms. *LEARN Journal: Language Education and Acquisition Research Network*, *13*(2), 414-425.

Karim, S. A., Hamzah, A. Q. S., Anjani, N. M., Prianti, J., & Sihole, I. G. (2023). Promoting EFL students’ speaking performance through ELSA Speak: An artificial intelligence in English language learning. *JOLLT: Journal of Languages and Language Teaching*, *11*(4), 655-668.

Kazemi, N., & Tavassoli, K. (2020). The comparative effect of dynamic vs. diagnostic assessment on EFL learners’ speaking ability. *Research in English Language Pedagogy*, *8*(2), 223-241.

Kelly, S. (2019). Spell, write, speak. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 105-107). TESOL.

Kennedy, S., Foote, J.A., & Buss, L.K.D.S. (2014). Second language speakers at university: Longitudinal development and rater behavior. *TESOL Quarterly, 49*(1), 199-209.

Kessler, G. (2010). Fluency and anxiety in self-access speaking tasks: The influence of environment. *Computer Assisted Language Learning*, *23*(4), 361-375.

Khamkhien, A. (2010). Teaching English speaking and English speaking tests in the Thai context: A reflection from Thai perspective. *English Language Teaching*, *3*(1), 184-190.

Khasawneh, M. A. S. (2023). Factors affecting the improvement of speaking skills among Jordanian EFL learners. *Journal of Language Teaching and Research*, *14*(6), 1559-1568.

Khodabandeh, F. (2018). The impact of storytelling techniques through virtual instruction on English students’ speaking ability. *Teaching English with Technology*, *18*(1), 24-36.

Kim, S. Y., Yun, J. H., & Kwon, S. K. (2015). Adopting mobile-assisted teaching and learning English speaking to Korean middle school classrooms: Assertions on language education reform. *STEM Journal, 16*(3), 151-177.

Kinasih, P. R., & Olivia, O. (2022). An analysis of using movies to enhance students’ public speaking skills in online class. *Journal of Languages and Language Teaching*, *10*(3), 315-328.

Kirschenmann, J., & La Luzerne-Oi, S. (2019). A poster session. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 182-184). TESOL.

Klopf, D. W., & Cambra, R. E. (1983). *Speaking skills for prospective teachers.* Morton Publishing.

Kormos, J. (1999). The effect of speaker variables on the self-correction behaviours of L2 learners. *System, 27*(2)*,* 207-221.

Kormos, J. (2000). The role of attention in monitoring second language speech production. *Language Learning, 50*(2)*,* 343-384.

Kormos, J. (2000). The timing of self-repairs in second language speech production. *Studies in Second Language Acquisition,* *22*(2)*,* 145-167.

Kukulska-Hulme, A., & Shield, L. (2007). An overview of mobile assisted language learning: Can mobile devices support collaborative practice in speaking and listening. *ReCALL*, *20*(3), 1-20.

Kumar, T., Soozandehfar, S. M. A., Hashemifardnia, A., & Mombeini, R. (2023). Self vs. peer assessment activities in EFL-speaking classes: Impacts on students’ self-regulated learning, critical thinking, and problem-solving skills. *Language Testing in Asia*, *13*(1), 36-58. <https://link.springer.com/content/pdf/10.1186/s40468-023-00251-3.pdf>

Kusumawati, A. J. (2020). Redesigning face-to-face into online learning for speaking competence during COVID-19: ESP for higher education in Indonesia. *International Journal of Language Education*, *4*(2), 276-288.

Lam, W. Y. (2007). Tapping ESL learners' problems and strategies in oral communication tasks: Insights from stimulated recall. *Prospect, 22*(1), 56-71.

Lazaraton, A. (2014). Second language speaking. In Brinton, D. M., Celce-Murcia, M., & Snow, M. A. (Eds.), *Teaching English as a second or foreign language* (pp. 106-120). Heinle Cengage Learning.

Lee, H. (2018). Assessing Korean ESL learners’ interactional competence through oral interviews and paired speaking tasks: A pilot study. *SNU Working Papers in English Linguistics and Language*, *16*, 101-124.

Lee, Y. (2010). Learning in the contingency of talk-in-interaction. *Text and Talk, 30*(4), 403-422. doi:10.1515/text.2010.020

Lee, Y. (2012). Building connected discourse in nonnative speech: Respecifying nonnative proficiency. *Pragmatics, 22*(4), 519-614.

Lee, L. (2014). Digital news stories: Building language learners’ content knowledge and speaking skills. *Foreign Language Annals, 47*(2), 338-356.

Lee, M. B., Shin, D. G., Yun, J. H., Cho, B. K., Park, T. J., Lee, D. J., & Song, M. Y. (2011). *A study of developing English teaching methods and curriculum on a new era of national English testing of speaking and writing*. Korea Institute for Curriculum and Evaluation.

Leopold, L. (2019). Discussion and facilitation: Strengthening skills in class activities. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 187-188). TESOL.

Leopold, L. (2019). Compelling conclusions to speeches. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 165-166). TESOL.

Levelt, W. (1989). *Speaking: From intention to articulation*. MIT Press.

Levelt, W. (1993). The architecture of normal spoken English. In G. Blanken, J. Dittman, H. Grimm, J. Marshall, & C. W. Wallesch (Eds.), *Linguistic disorders and pathologies* (pp. 1-15)*.* De Gruyter.

Levelt, W. (1999). Producing spoken language: A blueprint of the speaker. In P. Hagoort & C.M. Brown (Eds.), *The neurocognition of language* (pp. 94-122). Oxford University Press.

Li, S., & Suwanthep, J. (2017). Integration of flipped classroom model for EFL speaking. *International Journal of Learning and Teaching*, *3*(2), 118-123.

Liebscher, G., & Dailey-O’Cain, J. (2003). Conversational repair as a role-defining mechanism in classroom interaction. *Modern Language Journal, 87*(3), 375-390. doi:10.1111/1540-4781.00196

Liu, M. (2009). *Reticence and anxiety oral English lessons*. Peter Lang.

Liu, T. Y. (2009). A context‐aware ubiquitous learning environment for language listening and speaking. *Journal of Computer Assisted Learning*, *25*(6), 515-527.

Llanos, A., & Tate, A. (2019). Speak 1-2-3. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 27-29). TESOL.

Lockwood, R. B. (2019). Speed conversing. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 17-18). TESOL.

Long, M. H., & Porter, P. A. (1985). Group work, interlanguage talk, and second language acquisition. *TESOL Quarterly, 19*(2), 207-228.

Lynch T. (2005). Self-transcribing and noticing in EAP speaking classes. *Edinburgh Working Papers in Applied Linguistics, 14,* 54-67.

Lynch, T. (2009). The speaking log: A tool for post-task feedback. In T. Stewart (Ed.), *Insights on teaching speaking in TESOL* (pp. 171-178). TESOL.

Lys, F. (2013). The development of advanced learner oral proficiency using iPads. *Language Learning & Technology*, *17*(3), 94-116.

MacWhinney, B. (1995). *The CHILDES Project: Tools for analyzing talk.* Lawrence Erlbaum.

MacWhinnie, S. G. B. (2019). Vocabulary and pronunciation slap. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 215-216). TESOL.

Madhavi, E., Sivapurapu, L., Koppula, V., Rani, P. E., & Sreehari, V. (2023). Developing learners’ English-speaking skills using ICT and AI tools. *Journal of Advanced Research in Applied Sciences and Engineering Technology*, *32*(2), 142-153.

Madson, M. (2019). Rubbed out: Discussion in mafia games. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 68-70). TESOL.

Mafruudloh, N., & Fitriati, R. (2020). The effect of project based learning to the students’ speaking ability. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, *7*(1), 57-64.

Marcotte, S. N. (2019). Group presentation of a community-based business plan. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 192-194). TESOL.

Maynard, D. (1998). Placement of topic changes in conversation. *Semiotica, 30*(3-4), 263-290.

McCarthy, M. J. (1998). *Spoken language and applied linguistics*. Cambridge University Press.

McCarthy, M. J. (1998). Taming the spoken language: Genre theory and pedagogy. *The Language Teacher, 22*(9), 21-23.

McCarthy, M. J. (1998). Talking their heads off: The everyday conversation of everyday people. *Studies in English Language and Linguistics, 10,* 107-128.

McCarthy, M. J. (2005). Fluency and confluence: What fluent speakers do. *The Language Teacher, 29*(6), 26-28.

McCarthy, M. J., & Carter, R. A. (2001). Size isn't everything: Spoken English, corpus and the classroom. *TESOL Quarterly, 35*(2)*,* 337-340.

McCarthy, M. J., & O'Keeffe, A. (2004). Research in the teaching of speaking. *Annual Review of Applied Linguistics, 24*, 26-43.

McCaughey, K. (2009). Reinforcing grammar and vocabulary learning with high-volume speaking activities. In T. Stewart (Ed.), *Insights on teaching speaking in TESOL* (pp. 45-52). TESOL.

McCaughey, K. (2019). The say-3 challenge. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 73-74). TESOL.

McLellan, G. (2019). The country that I want to go to. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 213-214). TESOL.

McCormick, D. E., & Vercellotti, M. L. (2013). Examining the impact of self-correction notes on grammatical accuracy in speaking. *TESOL Quarterly, 47*(2), 410-420.

Meena, R. S. (2020). The effect of cooperative learning strategies in the enhancement of EFL learners’ speaking skills. *Asian EFL Journal Research Articles*, *27*, 244-171. https://eprints.tiu.edu.iq/1132/1/The\_Effect\_of\_Cooperative\_Learning\_Strat-with-cover-page-v2.pdf

Meszaros, R. J. (2019). Family survey. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 207-208). TESOL.

Mobbs, A., & Cuyul, M. (2018). Listen to the music: Using songs in listening and speaking classes. *English Teaching Forum, 56*(1), 22-29.

Mohammadi, M., & Enayati, B. (2018). The effects of lexical chunks teaching on EFL intermediate learners’ speaking fluency. *International Journal of Instruction,* *11*(3), 179-192.

Mojavezi, A., & Ahmadian, M. J. (2014). Working memory capacity and self-repair behavior in first and second language oral production. *Journal of Psycholinguistic Research*, *43*(3), 289-297.

Monk, B., & Burak, A. L. (2001). Russian speakers. In M. Swan & B. Smith (Eds.), *Learner English: A teacher’s guide to interference and other problems* (pp. 145-161).Cambridge University Press.

Mora, J., & Valls-Ferrer, M. (2012). Oral fluency, accuracy, and complexity in formal instruction and study abroad learning contexts. *TESOL Quarterly, 46*(4), 610-641.

Mork, C.-M. (2019). Confirming or denying truths and lies with tag endings. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 83-84). TESOL.

Mulyadi, D., Wijayatiningsih, T. D., Singh, C. K. S., & Prastikawati, E. F. (2021). Effects of technology enhanced task-based language teaching on learners' listening comprehension and speaking performance. *International Journal of Instruction*, *14*(3), 717-736.

Nair, V., & Yunus, M. M. (2021). A systematic review of digital storytelling in improving speaking skills. *Sustainability, 13*(17), <https://doi.org/10.3390/su13179829>.

Namaziandost, E., Shatalebi, V., & Nasiri, M. (2019). The impact of cooperative learning on developing speaking ability and motivation toward learning English. *Journal of Language and Education, 5*(3), 83-101.

Nation, I. S. P. (2011). Second language speaking. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (Vol. 2, pp. 444-454). Routledge.

Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL* *listening and speaking*. Routledge.

Newbould, S. (2019). Turn-taking strategies to motivate reluctant speakers. *TESL Reporter, 52*(1), 94-98.

Nguyen, H.T.M. (2009). An experimental application of the problem-posing approach for English language teaching in Vietnam. In T. Stewart (Ed.), *Insights on teaching speaking in TESOL* (pp. 79-90). TESOL.

Norrick, N. (1998). Retelling stories in spontaneous conversation. *Discourse Processes, 25*(1), 75-97. doi:10.1080/01638539809545021

Norrick, N. (2005). Interactional remembering in conversational narrative. *Journal of Pragmatics, 37*(11), 1819-1844. doi:10.1016/j.pragma.2005.04.005

Nunn, F., & Nunn, R. (2005). Guiding ESL students towards independent speech making. *The Internet TESL Journal*, *11*(2). <http://iteslj.org/Techniques/Nunn-PublicSpeaking.html>

Okello, S. (2019). Devil’s advocate: Teaching students how to disagree politely. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 87-88). TESOL.

Pérez-Vidal, C., Juan-Garau, M., Mora, J. C., & Valls-Ferrer, M. (2012). Oral and written development in formal instruction and study abroad: Differential effects of learning context. In C. Muñoz (Ed.), *Intensive exposure experiences in second language learning* (pp. 213-233). Multilingual Matters.

Perry, W. (2009). Exploring values in English through a dilemma-based story. In T. Stewart (Ed.), *Insights on teaching speaking in TESOL* (pp. 13-28). TESOL.

Peterson, J. (2021). Speaking ability progress of language learners in online and face‐to‐face courses. *Foreign Language Annals*, *54*(1), 27-49.

Phetsut, P., & Waemusa, Z. (2022). Effectiveness of mobile assisted language learning (MALL)-based intervention on developing Thai EFL learners’ oral accuracy. *International Journal of Technology in Education,* *5*(4), 571-585.

Pierce, J. (2019). Name it and claim it, game. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 103-104). TESOL.

Pierce, J. (2019). Cartoon speaking presentations. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 205-206). TESOL.

Plough, I. (2018). Revisiting the speaking construct: The question of interactional competence. *Language Testing, 35*(3), 325-329. <https://doi.org/10.1177/0265532218772322>

Popko, J. (2009). Demystifying presentation grading through student-created scoring rubrics. In T. Stewart (Ed.), *Insights on teaching speaking in TESOL* (pp. 179-190). TESOL.

Popko, J. (2019). Structured sing-along. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 211-212). TESOL.

Porter-Szucs, I. (2019). Un-Taboo: Modified Taboo. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 75-76). TESOL.

Pridham, F. (2001). *The language of conversation*. Routledge.

Qiao, H., & Zhao, A. (2023). Artificial intelligence-based language learning: Illuminating the impact on speaking skills and self-regulation in Chinese EFL context. *Frontiers in Psychology*, *14*, 1255594.

Quasunella, M., & Bollinger, J. (2019). I’m proud to be…In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 100-102). TESOL.

Quasunella, M., & Massengil, H. (2019). Ordering food in a high school. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 209-210). TESOL.

Qiu, X., & Xu, J. (2023). Defining oracy: Second language listening and speaking motivation in higher education and the role of demographic factors. *Psychological Reports*, *126*(1), 332-360.

Raab, M. (2019). Picture-inspired dialogues. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 55-56). TESOL.

Rahimi, M., & Fathi, J. (2024). Employing e-tandem language learning method to enhance speaking skills and willingness to communicate: The case of EFL learners. *Computer Assisted Language Learning*, *37*(4), 924-960.

Rao, S. I. (2019). Double or nothing. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 65-66). TESOL.

Rattanawong, A., & Thongrin, S. (2023). An exploration of culture in listening and speaking materials from an English as an international language perspective. *LEARN Journal: Language Education and Acquisition Research Network*, *16*(1), 652-675. <https://files.eric.ed.gov/fulltext/EJ1381020.pdf>

Rendle-Short, J. (2006). *The academic presentation: Situated talk in action*. Ashgate.

Rilliard, M. (2021). Becoming a legitimate L2 speaker: The role of non-traditional speaker models. *Second Language Research & Practice, 2*(1), 65-80.

Riswandi, D. (2018). The implementation of project-based learning to improve students’ speaking skill. *International Journal of Language Teaching and Education*, *2*(1), 32-40.

Roever, C., & Kasper, G. (2018). Speaking in turns and sequences: Interactional competence as a target construct in testing speaking. *Language Testing*, *35*(3), 331-355. <https://doi.org/10.1177/0265532218758128>

Rojas, R. M. (2019). Dynamic transitions. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 170-171). TESOL.

Romney, C. (2019). Say something interesting. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 71-72). TESOL.

Rustamov, I. T., & Mamaziyayev, Z. X. (2022). Development of speaking comprehension in teaching foreign language for professional purposes. *Asian Journal of Research in Social Sciences and Humanities*, *12*(2), 227-233.

Sabnani, R. L., & Goh, C. C. M. (2021). Developing young learners' metacognitive awareness for speaking. *TESOL Quarterly*. *56*(1), 336-346.

Sagers, W. (2019). Simultaneous presentations in pairs. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 180-181). TESOL.

Saito, K. (2017). Effects of sound, vocabulary, and grammar learning aptitude on adult second language speech attainment in foreign language classrooms. *Language Learning*, *67*(3), 665-693.

Saito, K., Sun, H., & Tierney, A. (2019). Explicit and implicit aptitude effects on second language speech learning: Scrutinizing segmental and suprasegmental sensitivity and performance via behavioural and neurophysiological measures. *Bilingualism: Language and Cognition*, *22*(5), 1123-1140.

Salas Serrano, L. A. (2019). At the end of the rainbow. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 5-6). TESOL.

Saldaña, G., & Bryan, K. C. (2019). Speed debating. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 29-30). TESOL.

Santos, M. G., & Shandor, A. (2012).  The role of classroom in the creation of “safe spaces” in adult ESL classrooms. In P. Vinogradov, & M. Bigelow (Eds.), *Proceedings from the 7th annual LESLLA (Low Educated Second Language and Literacy Acquisition) Symposium*, *September 2011* (pp. 110-134). University of Minnesota.

Satio-Stehberger, D., & Oh, J. E. (2009). Authentic iBT speaking practice using open-source voice-recording software. In T. Stewart (Ed.), *Insights on teaching speaking in TESOL* (pp. 29-44). TESOL.

Schegloff, E. (1989). Reflections on language, development, and the interactional character of talk-in-interaction. In M. Bornstein & J. Bruner (Eds.), *Interaction in human development* (pp. 139-153). Lawrence Erlbaum.

Schmidt, J. (2019). Lights, camera, action in autos. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 229-231). TESOL.

Schmidt, J. (2019). Presenting poetry and prose. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 122-123). TESOL.

Schmidt, J. (2019). On your feet. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 155-157). TESOL.

Scroggs, A. (2019). Reported speech with famous quotations. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 158-159). TESOL.

Selerang, E., Liando, N., & Andries, F. (2023). The correlation between students’ self-confidence and their speaking skills. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, *2*(2), 240-248.

Sevara, N., & Akramovna, T. U. (2023). Empowering effective communication: Innovative methods for teaching speaking skills. *Ta'lim Innovatsiyasi va Integratsiyasi*, *11*(1), 133-136.

Sha'at, M. (2017). The oral proficiency of English majors at Al-Azhar University-Gaza. *Journal of the University of Palestine Research & Studies, 7*(3), 1-26.

Sharma, D. R. (2018). Action research on improving students' speaking proficiency in using cooperative storytelling strategy. *Journal of NELTA Surkhet*, *5*, 97-105.

Sharrock, W., & Anderson, B. (1982). Talking and teaching: Reflective comments on in-classroom activities. In G. Payne & E.C. Cuff (Eds.), *Doing teaching: The practical management of classrooms* (pp. 170-183). Batsford Academic and Educational.

Sheppard, B. (2013–2014). Using free online materials as the basis of an upper-level IEP listening and speaking course. *The CATESOL Journal, 25*(1), 118-128.

Shumin, K. (1997). Factors to consider: Developing adult EFL learners’ speaking abilities. *English Teaching Forum*, *35*(3), 8-10.

Silviyanti, T. M., Achmad, D., Shaheema, F., & Inayah, N. (2022). The magic of storytelling: Does storytelling through videos improve EFL students’ oral performance?. *Studies in English Language and Education*, *9*(2), 521-538.

Sirojiddinovna, H. D. (2024). The improvement of language skills (speaking, listening, reading, and writing) for self-directed learners. *Новости образования: исследование в XXI веке*, *2*(19), 231-236.

Smith, P. (2019). Parody talent show. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 45-46). TESOL.

Soresi, S. (2009). Promoting oral proficiency through in-class speaking tests. In T. Stewart (Ed.), *Insights on teaching speaking in TESOL* (pp. 207-222). TESOL.

Souzandehfar, M. (2024). New perspectives on IELTS authenticity: An evaluation of the speaking module. *International Journal of Language Testing*, *14*(1), 34-55.

Stamper, S. (2019). Improving presentation skills with PechaKucha. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 259-261). TESOL.

Stanley, P. (2014). Talking to strangers: Learning Spanish by using it. In D. Nunan & J. C. Richards (Eds.), *Language learning beyond the classroom* (pp. 244-252). Routledge.

Stewart, T. (Ed.) (2009). *Insights on teaching speaking in TESOL*. TESOL.

Stewart, T. (2009). Introduction: The practice of teaching speaking in the 21st century. In T. Stewart (Ed.), *Insights on teaching speaking in TESOL* (pp. 1-12). TESOL.

Stewart, T. (2009). (Re)cycling speaking talks on the road to pedagogical renewal: Drama in the ESOL classroom. In T. Stewart (Ed.), *Insights on teaching speaking in TESOL* (pp. 107-122). TESOL.

Sugita, Y. (2009). Reframing and reconstructing situational dialogues: Scaffolding speaking tasks for English for occupational purposes. In T. Stewart (Ed.), *Insights on teaching speaking in TESOL* (pp. 67-78). TESOL.

Sultana, M., & Arif, M. (2024). Empowering EAP learners: PBL as a speaking and listening catalyst. *Linguistics and Literature Review*, *10*(1), 140-163.

Sun, W. (2023). The impact of automatic speech recognition technology on second language pronunciation and speaking skills of EFL learners: a mixed methods investigation. *Frontiers in Psychology*, *14*, 1210187.

Sun, Y. C., & Yang, F. Y. (2015). I help, therefore, I learn: Service learning on Web 2.0 in an EFL speaking class. *Computer Assisted Language Learning*, *28*(3), 202-219.

Suseno, E. (2020). Teaching grammar to young learners using comic strips and GTM and the impact on speaking skills. *Journal Pendidikan Bahasa Inggris Indonesia*, *8*(2), 19-30.

Suzuki, S., Yasuda, T., Hanzawa, K., & Kormos, J. (2022). How does creativity affect second language speech production? The moderating role of speaking task type. *TESOL Quarterly*, *56*(4), 1320-1344.

Swan, M. (2001). German speakers. In M. Swan & B. Smith (Eds.), *Learner English: A teacher’s guide to interference and other problems*. (2nd ed., pp. 37-50). Cambridge University Press.

Taguchi, N. (2007). Chunk learning and the development of spoken discourse in a Japanese as a foreign language classroom. *Language Teaching Research, 11*(4), 433-57.

Takase, N. (2024). Synchronous and asynchronous online communication for developing foreign language speaking skills. *AsiaCALL Online Journal*, *15*(2), 60-76.

Tarone, E. (2005). Speaking in a second language. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 485-502). Lawrence Erlbaum.

Tavakoli, P. (2011). Pausing patterns: Differences between L2 learners and native speakers. *ELT Journal*, *65*, 71-79. doi:10.1093/elt/ccq020

Templin, S. A. (1995). Goal-setting to raise speaking self-confidence. *JALT Journal 17*(2), 269-273.

Thao, T. Q., & Nguyet, D. T. N. (2019). Four aspects of English speaking difficulties encountered by English majored students. *Journal of Science Ho Chi Minh City Open University, 9*(5), 50-60.

Thiine, E. M., & Leonardi, S. (Eds.). (2003). *Telefonare i diverse lingue.* Francoangeli.

Thompson, I. (2001). Japanese speakers. In M. Swan & B. Smith (Eds.), *Learner English: A* *teacher’s guide to interference and other problems* (2nd ed., pp. 296-309). Cambridge University Press.

Thornbury, S. (2005). *How to teach speaking.* Pearson Longman.

Thornbury, S. (2012). Speaking instruction. In A. Burns & J. C. Richards (Eds.), *The Cambridge guide to pedagogy and practice in second language teaching* (pp. 198-206). Cambridge University Press.

Thornbury, S., & Slade, D. (2006). *Conversation: From description to pedagogy*. Cambridge University Press.

Tiu, J., Groenewald, E., Kilag, O. K., Balicoco, R., Wenceslao, S., & Asentado, D. (2023). Enhancing oral proficiency: Effective strategies for teaching speaking skills in communication classrooms. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, *1*(6), 343-354.

Tomaš, Z. (2019). Who’s who in my community. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 160-161). TESOL.

Tomaš, Z. (2019). Creating mini-TED talks to increase speaking fluency. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 223-224). TESOL.

Tops, G. A. J., Dekeyser, X., Devriendt, B., & Gueykens, S. (2001). Dutch speakers. In M. Swan & B. Smith (Eds.), *Learner English: A teacher’s guide to interference and other problems* (2nd ed., pp. 1-20). Cambridge University Press.

Toro, V., Camacho-Minuche, G., Pinza-Tapia, E., & Paredes, F. (2019). The use of the communicative language teaching approach to improve students' oral skills. *English Language Teaching*, *12*(1), 110-118.

Tsai, S. C. (2023). Learning with mobile augmented reality-and automatic speech recognition-based materials for English listening and speaking skills: Effectiveness and perceptions of non-English major English as a foreign language students. *Journal of Educational Computing Research*, *61*(2), 444-465.

Tudor, E. (2019). Google Earth field trip. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 225-226). TESOL.

Uchihara, T., & Clenton, J. (2023). The role of spoken vocabulary knowledge in second language speaking proficiency. *The Language Learning Journal*, *51*(3), 376-393.

Uztosun, M. S. (2021). Foreign language speaking competence and self‐regulated speaking motivation. *Foreign Language Annals*, *54*(2), 410-428.

Valadi, A., Hemati, F., & Ghahremani, G. S. (2018). Effect of L1-mediated focus-on-form instruction on English language learners' oral production. *Journal of Zabanpazhuhi, 10*(26), 165-184.

Vallat, C. (2011). Etayage, stratégie d’aide à la compréhension et à la production orales en classe de français langue étrangère (FLE) en milieu universitaire chinois. *Synergies Chine*, *6*, 195-210.

van Daele, S., Housen, A., Pierrard, M., & Debruyn, L. (2006). The effect of extraversion on oral L2 proficiency. *EUROSLA Yearbook*, 6, 213-236.

Verity, D. P. (2010). Big questions: A speaking practice exercise. *The Language Teacher,* *34*(4).

Viana, V. (2019). Job interviews in trios. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 153-154). TESOL.

Vorholt, J. (2019). Elevator pitch competition for environmental NGOs. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 189-191). TESOL.

Wajnryb, S. (2019). Solve my problem! In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 25-26). TESOL.

Wan, I. (2019). Presenting on public squares as symbols of culture and identity. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 177-179). TESOL.

Werner, R. (2019). Confidence day. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 23-24). TESOL.

West, G. B. (2019). Bluff. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 61-62). TESOL.

West, G. (2019). The five-paragraph debate. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 197-199). TESOL.

West, G. B. (2019). Countdown timer faceoff. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 63-64). TESOL.

Winke, P., Zhang, X., & Pierce, S. J. (2022). A closer look at a marginalized test method: Self-assessment as a measure of speaking proficiency. *Studies in Second Language Acquisition,* 1-26.

Wintergerst, A. C., & DeCapua, A. (2001). Exploring the learning styles of Russian-speaking students of English as a second language. *The CATESOL Journal, 13*, 24-47.

Woerner, B. (2019). Teaching small talk. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 248-250). TESOL.

Wolfson, N. (1983). Rules of speaking. In J. C. Richards & R. W. Schmidt (Eds.), *Language and communicatio*n (pp. 61-68). Longman.

Wray, K. (2019). Online visuals and effective public speaking. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 262-263). TESOL.

Wu, C. P., & Lin, H. J. (2014). Anxiety about speaking a foreign language as a mediator of the relation between motivation and willingness to communicate. *Perceptual and Motor Skills*, *119*(3), 785-798.

Yalçın, Ö., & İnceçay, V. (2014). Foreign language speaking anxiety: The case of spontaneous speaking activities. *Procedia-Social and Behavioral Sciences*, *116*, 2620-2624.

Yamashita, H. (2019). Reflecting with art cards: Expressing thoughts and feelings. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 13-14). TESOL.

Yang, C. T. Y., Lai, S. L., & Chen, H. H. J. (2024). The impact of intelligent personal assistants on learners’ autonomous learning of second language listening and speaking. *Interactive Learning Environments*, *32*(5), 2175-2195.

Yang, Y. T. C., Chen, Y. C., & Hung, H. T. (2022). Digital storytelling as an interdisciplinary project to improve students’ English speaking and creative thinking. *Computer Assisted Language Learning*, *35*(4), 840-862.

Yeh, A. (2009). Practical strategies for assessing students’ oral speeches through vlogs. In T. Stewart (Ed.), *Insights on teaching speaking in TESOL* (pp. 191-206). TESOL.

Yen Dang, T. N. (2019). 3-2-1 icebreaking. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 3-4). TESOL.

Yoder, H., & Hogg, N. (2019). Speed chatting circles. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 15-16). TESOL.

Yoshida, M. (2019). Syllable stones. In J. Vorholt (Ed.), *New ways in teaching speaking* (2nd ed.) (pp. 124-126). TESOL.

Yuan, F., & Ellis, R. (2003). The effects of pre-task planning and on-line planning on fluency, complexity and accuracy in L2 monologic oral production. *Applied Linguistics, 24*, 1-27.

Yun, J. H., Ahn, T. Y., & Kim, S. Y. (2013). *A study of developing speaking content based on middle school English textbook: A smartphone prototype application*. Korea Institute for Curriculum and Evaluation.

Yun, J. H., Kim, S. Y., & Kwon, S. K. (2014). *Development of a mobile-based speaking program and its usages in the middle school*. Institute for Curriculum and Evaluation.

Zhang, X., & Ardasheva, Y. (2019). Sources of college EFL learners' self-efficacy in the English public speaking domain. *English for Specific Purposes*, *53*, 47-59.

Zhao, Y. (2013). Working memory and corrective recasts in L2 oral production. *Asian Journal of English Language Teaching, 23*(1), 57-82.

Zhussupova, R., & Shadiev, R. (2023). Digital storytelling to facilitate academic public speaking skills: Case study in culturally diverse multilingual classroom. *Journal of Computers in Education*, *10*(3), 499-526.

Zou, B., Du, Y., Wang, Z., Chen, J., & Zhang, W. (2023). An investigation into artificial intelligence speech evaluation programs with automatic feedback for developing EFL learners’ speaking skills. *Sage Open*, *13*(3), 21582440231193818.