
TECHNOLOGY MEDIATED MULTIMODAL SPEAKING PRACTICE IN EFL LEARNING: A TIKTOK BASED NEWS ANCHOR CHALLENGE

Fakry Hamdani¹, Aneu Nurbayani^{2*}

¹Islamic State University Sunan Gunung Djati, Indonesia

²Indonesia University of Education, Indonesia

E-mail: aneunurbayani@upi.edu

Received: 18th February 2025; Revised: 28th October 2025; Accepted: 28th December 2025

Abstract

The rapid integration of short-form video platforms into students' daily communication practices offers new possibilities for technology-enhanced English language teaching. Grounded in multimodal communication theory, self-regulated learning, and cognitive load theory, this qualitative case study examines how a TikTok-based News Anchor Challenge mediated EFL students' speaking development through multimodal rehearsal, repeated performance, and technology-supported self-monitoring. Five second-semester students at an Indonesian Islamic university completed two video performance cycles. Data were collected through semi-structured interviews, questionnaires, and rubric-based speaking assessments adapted from Hughes (2003), and were analyzed through methodological triangulation. The findings show that the task encouraged iterative rehearsal, pronunciation imitation, vocabulary development, and more expressive delivery. Most participants reported greater motivation, confidence, and reduced speaking anxiety, while some experienced cognitive load and pressure to achieve native-like pronunciation, which disrupted fluency. Performance data showed varied improvement in pronunciation, fluency, and multimodal expression. The study suggests that structured TikTok-based speaking tasks can support multimodal and self-regulated speaking practice in specific EFL contexts, provided that teachers manage cognitive demands, pronunciation expectations, and platform-related constraints.

Keywords: EFL speaking development, TikTok based learning, multimodal communication, self-regulated learning, cognitive load

Abstrak

Integrasi platform video pendek ke dalam praktik komunikasi sehari-hari mahasiswa membuka peluang baru bagi pembelajaran bahasa Inggris berbasis teknologi. Berlandaskan teori komunikasi multimodal, pembelajaran regulasi diri, dan teori beban kognitif, studi kasus kualitatif ini mengkaji bagaimana News Anchor Challenge berbasis TikTok memediasi pengembangan keterampilan berbicara mahasiswa EFL melalui latihan multimodal, performa berulang, dan pemantauan diri berbantuan teknologi. Lima mahasiswa semester dua di sebuah universitas Islam di Indonesia menyelesaikan dua siklus performa video. Data dikumpulkan melalui wawancara semi-terstruktur, kuesioner, dan penilaian berbicara berbasis rubrik yang diadaptasi dari Hughes (2003), kemudian dianalisis menggunakan triangulasi metodologis. Temuan menunjukkan bahwa tugas ini mendorong latihan iteratif, imitasi pelafalan, pengembangan kosakata, dan penyampaian yang lebih ekspresif. Sebagian besar peserta melaporkan peningkatan motivasi, kepercayaan diri, dan penurunan kecemasan berbicara, sedangkan beberapa peserta mengalami beban kognitif dan tekanan untuk mencapai pelafalan seperti penutur asli, yang mengganggu kelancaran. Data performa menunjukkan peningkatan yang bervariasi pada aspek pelafalan, kelancaran, dan ekspresi multimodal. Studi ini menunjukkan bahwa tugas berbicara terstruktur berbasis TikTok dapat mendukung praktik berbicara multimodal dan regulasi diri dalam konteks EFL tertentu, asalkan guru mengelola tuntutan kognitif, ekspektasi pelafalan, dan kendala platform.

Kata kunci: pengembangan keterampilan berbicara EFL, pembelajaran berbasis TikTok, komunikasi multimodal, pembelajaran mandiri teregulasi, beban kognitif

How to Cite: Hamdani, F., & Nurbayani, A. (2025). Technology Mediated Multimodal Speaking Practice in EFL Learning: A TikTok Based News Anchor Challenge. *TARBIYA: Journal of Education in Muslim Society*, 12(2), 279-298. doi:10.15408/tjems.v12i2.52474.

*Corresponding author

Introduction

In the current era of globalization, English has become the dominant medium of international communication, with more than one billion speakers worldwide (Lei, 2026; Szmigiera, 2021). In this context, EFL learners are expected to master four core language skills, among which speaking is considered essential for effective communication and meaning negotiation (Thornbury, 2005; Kibbumba et al., 2026). However, developing speaking proficiency remains a persistent challenge for EFL learners due to limited practice opportunities, anxiety, and lack of confidence (Akbarian Chaleshtari et al., 2026). This challenge is particularly pressing because contemporary communication increasingly requires not only linguistic accuracy but also the ability to coordinate verbal, visual, and performative modes in technology-mediated environments.

At the same time, rapid technological advancement has transformed language learning, particularly through the widespread use of social media. Platforms such as TikTok, Instagram, and YouTube are increasingly embedded in students' daily communication practices (Alam & Aktar, 2021; Güney & Gazzardi, 2026). These platforms offer multimodal affordances that enable the integration of speech, facial expression, gesture, pacing, and audience awareness within short-form videos. Previous studies suggest that social media can function as an informal learning environment that supports autonomous and flexible language practice (Al Arif, 2019; Nguyen, 2021; Barrot, 2022). In particular, short-form video platforms support speaking practice by integrating visual, auditory, and performative modes (Lee, 2023; Lee, 2025).

However, the impact of such digital environments on language learning is not uniformly positive. While concerns have been raised regarding distraction or reduced academic focus (Dontre, 2021; Machmud, 2018), other studies emphasize their pedagogical potential. TikTok has been shown to enhance learners' motivation, pronunciation, and speaking fluency through engaging and interactive tasks (Aziz & Sabella, 2021; Pratiwi et al., 2021; Zaitun et al., 2021). Furthermore, TikTok-based activities can reduce learners' affective barriers, such as fear and hesitation, by providing a low-pressure and familiar environment for practice (Aranego, 2020; Ferstephanie & Pratiwi, 2021). Together, these findings suggest that TikTok does not inherently improve speaking proficiency but creates learning opportunities whose effectiveness depends on how its pedagogical affordances are enacted.

Among social media platforms, TikTok has attracted particular attention because of its popularity among young users and its interactive short-form video format (Wu, 2020; Yélamos-Guerra et al., 2022). Its combination of audiovisual production, editing tools, and audience-oriented interaction makes it especially relevant for speaking instruction that extends beyond conventional oral practice toward multimodal performance.

Despite these promising findings, a notable gap remains in the existing literature. Most studies on TikTok in ELT have focused on general activities such as role-play, vocabulary memorization, or informal content creation (Herwanto, 2022; Sinta & Zulfitri, 2022). Limited research has examined structured and cognitively demanding tasks that require both linguistic accuracy and multimodal performance. The News Anchor Challenge represents a specialized task because it requires learners to use formal language, control prosody, imitate pronunciation models, and

integrate verbal and nonverbal communication. Empirical evidence on its implementation in Indonesian Islamic higher education contexts remains scarce.

This study is grounded in an integrated framework that combines multimodal communication theory (Darvin, 2022), self-regulated learning (Zimmerman, 2000), and cognitive load theory (Sweller, 1988). Multimodal theory explains how learners coordinate verbal, visual, and performative resources in digital environments. Self-regulated learning accounts for iterative rehearsal, self-monitoring, and goal-directed practice. Cognitive load theory explains the attentional demands associated with synchronizing speech with the prompter, maintaining pronunciation accuracy, and managing expressive delivery. Together, these perspectives conceptualize the News Anchor Challenge as a technology-mediated performance task that can both support and constrain EFL speaking development.

To address this gap, the present study investigates the implementation of a TikTok-based “News Anchor Challenge” as a pedagogical tool for developing EFL speaking skills. Specifically, it addresses three research questions: (1) How do students experience multimodal speaking practice during the News Anchor Challenge? (2) How do students perceive TikTok as a technology-mediated speaking environment? (3) How does participation in the task influence students’ pronunciation, fluency, and multimodal expression?

Method

Research Design

This study adopted a qualitative case study design to explore how the TikTok-based News Anchor Challenge influenced EFL students’ speaking development within a technology-enhanced learning environment. A case study approach was chosen because it allows an in-depth examination of students’ learning experiences, multimodal speaking practices, and performance progression in a specific educational setting (Creswell, 2012; Cohen et al., 2007). To complement the qualitative analysis, an embedded performance assessment was conducted to identify changes in students’ speaking abilities. The study did not aim for statistical generalization but for detailed, contextualized insight into learners’ engagement through repeated rehearsal, technology-mediated interaction, and multimodal performance. Speaking performance across two tasks was evaluated using an adapted Hughes (2003) rubric focusing on pronunciation, fluency, and multimodal expression.

Research Site and Participants

This study was conducted in the English Education Department at a State Islamic University in Bandung, Indonesia. The site was selected because digital and multimodal learning practices were increasingly being integrated into speaking instruction. Purposive sampling was used to select information-rich cases relevant to the research objectives (Creswell, 2012). Five second-semester students enrolled in a foundational speaking course participated in the study. The small sample allowed close analysis of individual learning processes, rehearsal strategies, reflective experiences, and repeated video performances across multiple data sources. At this early stage of speaking development, participants primarily focused on pronunciation, fluency, and expressive delivery.

Their familiarity with short-form video platforms also supported active engagement with the TikTok-based task.

Data Collection and Instruments

Data were collected through three complementary techniques to capture students' experiences, perceptions, and speaking performances. First, semi-structured interviews were conducted to explore students' learning experiences, rehearsal strategies, technological challenges, and affective responses during the implementation of the News Anchor Challenge. The flexible interview format allowed participants to provide detailed reflections on their experiences.

Second, questionnaires were administered through Google Forms to examine students' perceptions of TikTok as a technology-mediated speaking environment. The questionnaire focused on several dimensions, including motivation, confidence, usability, speaking anxiety, and perceived learning benefits. Questionnaire data complemented the interview findings by identifying recurring affective and pedagogical patterns.

Video data were collected during two performance cycles and labeled Video #1 and Video #2. The recordings were analyzed using a speaking assessment rubric adapted from Hughes (2003). To fit the multimodal requirements of the News Anchor Challenge, the rubric emphasized three dimensions: pronunciation, focusing on articulation accuracy and intelligibility; fluency, assessing speech continuity and hesitation; and expression, covering facial expression, confidence, and congruence between verbal and nonverbal cues. The videos were scored independently by the researchers, and scoring discrepancies were resolved through discussion until consensus was reached. The adapted rubric was reviewed by experts and pilot-tested to ensure its suitability for the task.

Data Analysis

Data analysis followed Braun and Clarke's (2006) six-phase thematic approach, using interview transcripts and open-ended questionnaire responses. The process began with transcribing recordings, organizing responses, and compiling video performance data, followed by repeated familiarization with the dataset. Inductive coding focused on students' learning experiences, affective responses, rehearsal practices, and technological challenges. These codes were then grouped into broader themes that reflected recurring patterns.

Students' speaking performances were also assessed using an adapted rubric to compare the two videos, with emphasis on pronunciation, fluency, and multimodal expression. Methodological triangulation was used to integrate the datasets by comparing interview themes, questionnaire responses, and rubric scores. For instance, students' self-reported rehearsal strategies and confidence levels were compared with observable changes in fluency and expression to identify convergences, divergences, and complementary insights.

This integrated approach strengthened the study's credibility by reducing reliance on a single evidence source. Coding decisions, inter-rater discussions, theme development, and triangulation procedures were documented to maintain transparency and methodological rigor.

Ethical Considerations

The study received approval from the institutional ethics committee. Informed consent was obtained from all participants, who were assured of voluntary participation, confidentiality, and the right to withdraw at any time. Anonymity was maintained through the use of pseudonyms.

Results and Discussion

Results

The findings of this study are organized into three interconnected dimensions. First, students' experiences illustrate the cognitive and behavioral processes involved in preparing, rehearsing, and refining multimodal speaking. Second, students' perceptions show the affective benefits and challenges of using TikTok, including increased confidence and motivation, but also anxiety and technological issues. Third, speaking performances were evaluated through rubric-based assessment of two video tasks, with attention to pronunciation, fluency, and multimodal expression. Together, these dimensions show how the News Anchor Challenge influenced students' linguistic development, multimodal communication, and technology-mediated performance practices.

Students' Learning Experiences through the News Anchor Challenge

The interview data identified three interconnected themes in students' learning during the News Anchor Challenge: preliminary preparation, imitation and repetition, and persistence with thoroughness. These themes show an iterative process of cognitive engagement, multimodal rehearsal, and self-monitoring. Students first addressed linguistic uncertainties by translating scripts, exploring vocabulary, and checking pronunciation. They then used imitation, shadowing, and repeated recording to improve pronunciation, pacing, and expressiveness. Finally, they integrated pronunciation, fluency, facial expression, synchronization with digital prompts, and audience awareness. Table 1 summarizes the themes and sub-themes identified through the analysis.

Table 1. Themes and Sub-themes of Students' Learning Experiences

Themes	Sub-themes
Preliminary preparation	Text translation; vocabulary development; pronunciation awareness
Imitation and repetition	Shadowing native speakers; use of digital tools; repeated practice
Persistence and thoroughness	Multiple recordings; attention to accuracy; prompter adjustment

Table 1 shows that students' learning experiences involved recursive rehearsal supported by digital tools and repeated performance cycles. The task also required considerable cognitive effort because students had to balance linguistic accuracy, expressive delivery, and technological coordination. *Preliminary Preparation*

Students first prepared the news scripts by translating difficult sentences, identifying unfamiliar vocabulary, and checking pronunciation before recording. This phase functioned as linguistic preparation and cognitive scaffolding, as reflected in one participant's statement: "I had to translate almost all the sentences first so I could understand the news and know how to say the

difficult words." Another participant noted, "There were many new words, so I learned their meanings and how to pronounce them correctly." These responses show that students approached the task as a planned performance rather than spontaneous speaking.

Questionnaire responses and performance assessments supported this interpretation. Students prioritized vocabulary development and pronunciation practice, and rubric-based scores indicated moderate pronunciation gains across the two video tasks. However, preparation was cognitively demanding because students had to process meaning, pronunciation, and delivery at the same time.

Viewed through cognitive load theory, this anticipatory work helped students reduce real-time lexical and pronunciation demands during recording. From a self-regulated learning perspective, it also represents Zimmerman's (2000) forethought phase, in which learners set goals and select strategies before performance. The emphasis on understanding all sentences and pronouncing words correctly further suggests that preparation served both cognitive and affective functions.

Imitation and Repetition

After understanding the content, students used imitation and repetition to improve pronunciation, fluency, and expressive delivery. They drew on native-speaker videos on TikTok, online dictionaries, and text-to-speech tools to model pronunciation and rhythm. This process resembled technology-mediated shadowing because students repeatedly listened to and reproduced pronunciation, intonation, and pacing. One participant stated, "I listened to how native speakers pronounce the words and tried to imitate them," while another said, "Sometimes I used Google Translate audio to ensure my pronunciation was correct." These resources functioned as models rather than reciprocal conversational partners. They enabled extensive practice without social pressure, but offered limited opportunities for negotiated interaction. This pattern aligns with the performance phase in self-regulated learning, in which learners use self-monitoring strategies while technology mediates feedback (Zimmerman, 2000).

Repetition functioned as recursive self-monitoring rather than mechanical drilling. Students recorded and replayed their performances to evaluate pronunciation, fluency, and delivery before final submission. One participant stated, "I repeated the recording many times, maybe more than 10, until it sounded better." Questionnaire responses and rubric-based assessments supported this pattern, showing reported gains in confidence, pronunciation, and fluency. However, imitation also increased performance pressure for some students, disrupting speech continuity and causing hesitation.

Persistence and Thoroughness

Students also showed persistence during the News Anchor Challenge. They repeatedly recorded their performances to improve pronunciation, fluency, and expressive delivery before final submission. One participant stated, "I had to record around 15 times to achieve perfection," while another noted, "I repeated everything from the beginning after making a mistake." These responses indicate continuous self-correction driven by high performance standards. This persistence also required students to monitor pacing, facial expression, prompter synchronization, and audience engagement within a single performance.

However, persistence was accompanied by cognitive and technological challenges. Several students struggled to synchronize their speech with the digital prompter while maintaining pronunciation accuracy and fluency. One participant remarked, “It was difficult to follow the prompter because sometimes it was too fast for me.” Students therefore had to divide attention among reading, pronunciation monitoring, expressive delivery, and technological coordination. This divided attention sometimes produced cognitive overload, disrupted fluency, and increased hesitation. From a cognitive load perspective, the fixed prompter speed created extraneous load because it competed with pronunciation monitoring and speech production.

Questionnaire and performance data confirmed that repeated rehearsal was beneficial but uneven. Some students reported fatigue, nervousness, and frustration, and rubric scores showed that improvement was not consistent across all speaking components, particularly fluency.

Students’ Perceptions of TikTok as a Speaking Tool

The interview and questionnaire data show that students perceived TikTok as both supportive and challenging for speaking practice. Three themes emerged: affective factors, pedagogical utility, and challenges or distractions. Most participants reported greater confidence, motivation, and engagement, but some also experienced technological limitations, performance anxiety, and attentional demands. These findings indicate that TikTok-based speaking practice involves both pedagogical affordances and cognitive-affective constraints.

Table 2. Themes and Sub-themes of Students’ Perceptions

Themes	Sub-themes
Affective factors	Motivation; confidence; reduced anxiety
Pedagogical utility	Accessibility; interactivity; self-paced learning
Challenges and distractions	Lack of confidence; native-speaker pressure; technical issues

Table 2 summarizes these themes and shows that students’ perceptions of TikTok included both learning support and performance-related challenges.

Affective Factors

The findings indicate that TikTok generally fostered positive emotional responses toward speaking practice. Most participants reported increased motivation and confidence because the platform allowed repeated recording before submission, which reduced pressure associated with live classroom performance. One participant stated, “I felt more confident because I could record again if I made mistakes,” while another noted, “I wasn't as nervous as when speaking directly in front of the class.” These responses suggest that private rehearsal helped learners regulate performance and gradually build confidence.

Questionnaire data supported this interpretation. Most students agreed that TikTok created a more engaging learning environment and encouraged independent speaking practice. The opportunity to record multiple times reduced fear of immediate evaluation because students could revise their performance before submitting it. Within Zimmerman’s (2000) framework, this repeated recording reflects self-reflection, in which learners evaluate, revise, and improve their performance.

However, positive affective experiences were not universal. Some participants remained nervous, self-conscious, and afraid of making mistakes. One student remarked, "Even after recording many times, I was still worried that my pronunciation was not good enough." Rather than eliminating anxiety, repeated recording sometimes shifted it from live classroom pressure to sustained self-evaluation during playback. TikTok therefore functioned both as a confidence-building tool and as a space that intensified awareness of linguistic and performative limitations.

Pedagogical Utility

Students regarded TikTok as valuable for speaking practice because it supported repeated practice, self-monitoring, and autonomous learning. Recording, replaying, and editing videos helped learners identify pronunciation errors, assess fluency, and refine expressive delivery before submission. One participant noted, "After watching my own video, I knew which words I pronounced incorrectly and recorded it again," while another said, "The more I repeated it, the better my speaking became." These responses show that audiovisual feedback promoted reflective learning.

Questionnaire data also indicated perceived benefits for pronunciation, fluency, and speaking confidence. Students appreciated the flexibility of practicing independently outside the classroom with familiar digital tools. TikTok therefore supported an iterative learning cycle of rehearsal, self-evaluation, and revision, consistent with self-regulated learning.

TikTok also enhanced multimodal awareness beyond pronunciation and fluency. Students reported increased attention to facial expression, eye contact, pacing, and audience-oriented delivery, suggesting that they understood speaking as both linguistic and nonverbal communication.

Challenges and Distractions

Despite these benefits, students identified several challenges in using TikTok for speaking practice. The most frequent difficulties involved technological constraints, including prompter synchronization, scrolling speed, and text visibility. One participant noted, "Sometimes the prompter moved too quickly, causing me to lose my place and forget what I wanted to say." Another explained, "I had to focus on reading while also thinking about pronunciation." These responses show that students struggled to divide attention between language production and technological coordination.

The interface also imposed extraneous cognitive demands because students had to monitor pronunciation, fluency, facial expression, prompter synchronization, and digital operation at the same time. These demands came from the platform interface rather than from speaking itself and occasionally disrupted speech continuity and performance consistency.

Students also acknowledged potential distractions on TikTok. Although the platform supported learning, entertainment content and notifications sometimes diverted their attention from practice. One participant remarked, "When I opened TikTok, I sometimes watched other videos before practicing." However, most students managed these distractions by focusing on the task and limiting unrelated browsing.

Overall, TikTok was a pedagogically useful but cognitively demanding speaking environment. It supported repeated rehearsal, learner autonomy, and multimodal practice, but its interface and entertainment-oriented design also increased attentional demands during the News Anchor Challenge.

Analysis of Speaking Performances

Students' speaking performances were evaluated through rubric-based assessment of two video tasks, Video #1 and Video #2. The analysis focused on pronunciation, fluency, and multimodal expression to identify changes in linguistic accuracy, speech continuity, and performative delivery. Overall, students showed gradual progress through repeated rehearsal, but improvement varied across learners and speaking components.

Pronunciation and Fluency

The rubric-based assessment showed improvement in pronunciation from Video #1 to Video #2. Most participants demonstrated clearer articulation and fewer perceptible pronunciation errors in their second performance. As Figure 1 indicates, repeated rehearsal and exposure to pronunciation models contributed to better intelligibility, although the degree of improvement differed across participants.

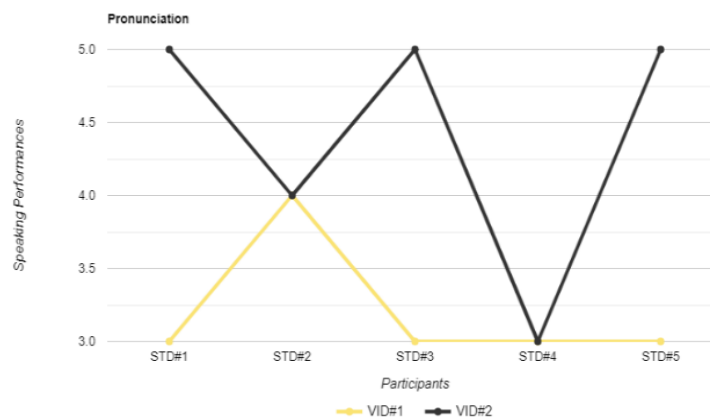


Figure 1. Pronunciation Scores

Figure 1 demonstrates that most students showed moderate improvements in pronunciation accuracy from VID#1 to VID#2, correlating with their self-reported use of imitation, shadowing, and audiovisual rehearsal strategies. The extent of improvement varied among learners and was closely associated with repeated exposure to digital pronunciation models and iterative self-monitoring during recordings. Repeated listening, imitation, and playback facilitated recursive self-monitoring, enabling learners to refine their articulation through immediate audiovisual feedback. However, increased focus on pronunciation occasionally imposed additional cognitive load, disrupting fluency and causing hesitation, especially among those striving for native-like accuracy. While pronunciation rehearsal enhanced intelligibility, excessive self-monitoring sometimes conflicted with fluent speech production.

Additionally, Figure 2 shows that many students demonstrated improved fluency in VID#2, producing smoother, less hesitant speech after repeated rehearsal. This suggests that iterative

recording may have contributed to reducing some aspects of speaking hesitation over time. Nonetheless, the degree of improvement remained inconsistent; while some students maintained stable performance, others showed no change or a decline, as exemplified by one participant.

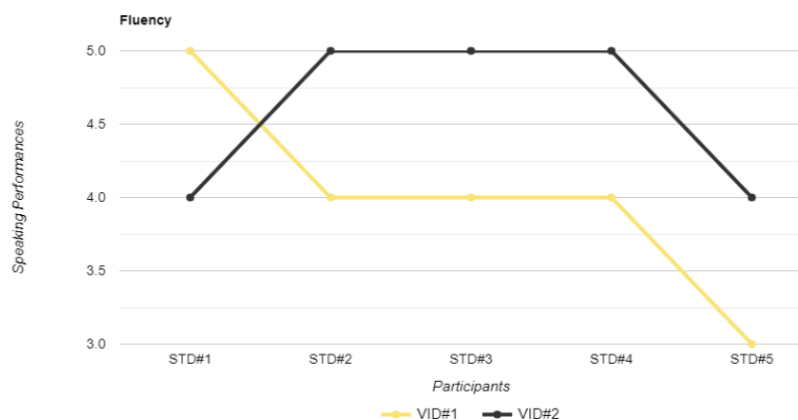


Figure 2. Fluency Scores

Figure 2 shows that most participants exhibited moderate fluency improvements between the two video tasks, supporting the idea that repeated recording generally promotes smoother delivery. However, this benefit was not consistent, as some learners experienced declines, suggesting that technology-mediated speaking both facilitates and complicates oral production. Students must coordinate pronunciation, pacing, prompt synchronization, and expressive delivery within a single performance, resulting in attentional competition between fluency and accuracy. Consequently, fluency appears to reflect learners' ability to balance multiple cognitive and performative demands rather than solely the effect of practice. Regarding multimodal expression, Figure 3 indicates an increase in scores from VID#1 to VID#2, demonstrating improved confidence and better coordination of verbal and non-verbal communication during the news delivery.

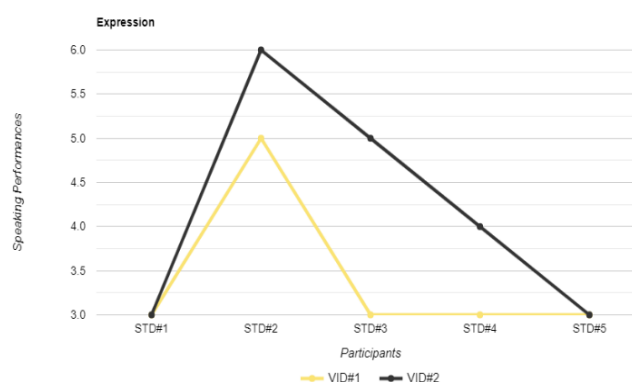


Figure 3. Expression Scores

Figure 3 shows that most students improved their expression scores from the first to the second video performance, demonstrating increased facial expressiveness and confidence. However, the degree of improvement varied; some students' scores remained stable despite repeated rehearsals. These findings suggest that multimodal expression develops through repeated practice, enhancing awareness of facial cues, pacing, and audience engagement beyond verbal skills. Nonetheless, development is uneven across learners, influenced by factors such as confidence, attentional focus,

and priorities. For example, some students prioritized pronunciation accuracy over expressive communication, perceiving linguistic correctness as more important than visual performance. Overall, these results indicate that while multimodal competence can improve with practice, individual differences significantly affect learning outcomes.

Case Variations

Speaking performance varied across pronunciation, fluency, and expression. Although most participants improved, some remained stable or declined in specific areas, especially fluency. This variability suggests that speaking development during the News Anchor Challenge was influenced by engagement, confidence, attentional control, and adaptation to multimodal task demands. From a theoretical standpoint, these uneven gains align with the idea that differences in working memory capacity and self-efficacy beliefs impact learners' attentional resources for fluent speech, particularly when monitoring pronunciation and tracking prompts. For example, a decline in fluency may result from an overemphasis on accuracy, which compromises speech continuity. This supports a capacity-limited perspective rather than a motivational one. However, it is important to note that interview and questionnaire data alone cannot definitively distinguish between these explanations, which constitutes a limitation of the current study.

Triangulated data from interviews, questionnaires, and rubrics revealed variability in students' rehearsal intensity, confidence, and comfort with public performance. These differences influenced their ability to adapt to technological and performative challenges. Additionally, many learners experienced cognitive overload while reading from the prompter, monitoring pronunciation, maintaining fluency, regulating facial expressions, and coordinating their delivery. This overload sometimes compromised speech continuity, indicating that successful performance depended on the simultaneous coordination of linguistic, technological, and multimodal resources.

Overall Performance

Overall scores were calculated by combining pronunciation, fluency, and expression scores across the two video tasks. Interview and questionnaire data showed that students engaged in repeated rehearsal, self-evaluation, and iterative refinement. These perceptions corresponded with the overall improvement shown in Figure 4.

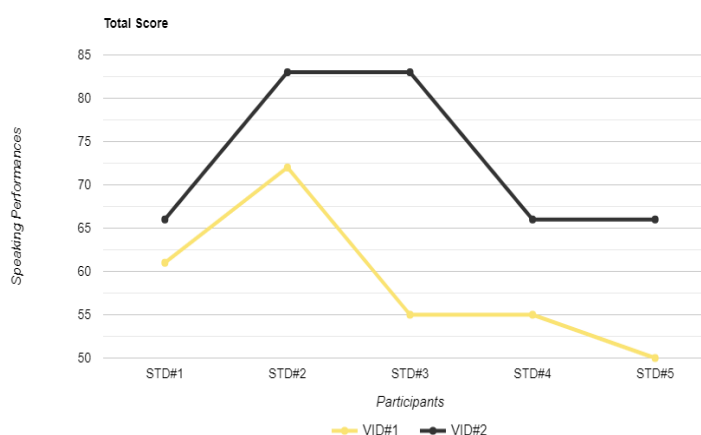


Figure 4. Total Scores

Figure 4 illustrates that all participants achieved higher overall scores in VID#2, demonstrating a general improvement across the two performances. This trend persists despite variations in individual speaking components. However, it is important to interpret these findings within the specific context of the study. Rather than indicating uniform development in speaking skills, these results suggest that repeated multimodal rehearsal can enhance performance. At the same time, such practice may introduce cognitive and performative challenges that impact learners differently, underscoring the complexity of the learning process.

Discussion

The findings of this study demonstrate that the TikTok-based News Anchor Challenge created a technology-mediated speaking environment that significantly promoted multimodal rehearsal, repeated self-monitoring, and performance-oriented communication among students. Unlike traditional speaking activities, this task necessitated learners to simultaneously coordinate linguistic, technological, and multimodal resources. Consequently, these results suggest that speaking development within short-form video environments extends beyond mere oral production, emphasizing the importance of integrating multiple modalities in language acquisition.

A key finding of this study is the vital role of repeated rehearsal in speaking development, demonstrated by students engaging in cycles of recording, playback, and refinement prior to submission, an example of recursive self-regulated learning. This pattern aligns with research suggesting that digital environments promote autonomous language practice through continuous self-evaluation (Al Arif, 2019). Specifically, the recording-playback-refinement cycle corresponds to Zimmerman's (2000) three phases of self-regulation: forethought during script preparation, performance monitoring during recording, and self-reflection during playback, which then restarts. Notably, for these participants, self-reflection was often accompanied by visible discomfort with their recorded image and voice, indicating an emotional or affective component in video-based rehearsal that may be less pronounced in text or audio-only self-regulation.

The findings highlight that imitation and shadowing were fundamental to students' pronunciation development. Students frequently used videos of native speakers, online dictionaries, and text-to-speech tools to imitate pronunciation and intonation. This underscores the importance of pronunciation learning principles that prioritize repeated exposure and imitation as key to improving speaking skills (Harmer, 2007; Thornbury, 2005). Beyond mere practice, imitation functioned as multimodal rehearsal, requiring learners to coordinate pronunciation, pacing, and expressive delivery simultaneously. However, it is crucial to clarify what this process was not: it was not dialogic. Although students modeled native-speaker videos and synthetic speech, these did not facilitate negotiation of meaning, clarification, or corrective feedback typical of genuine interaction. Instead, students treated these recordings as standards to match, rather than as conversational partners. This may explain why many described pronunciation as matching a fixed target rather than achieving mutual intelligibility. Overall, these observations suggest that what the study terms "multimodal rehearsal" aligns more with modeled self-practice than with the interactive, multimodal communication outlined in the theoretical framework.

A key finding concerns students' cognitive preparation prior to recording. Activities such as script translation, vocabulary exploration, and pronunciation checks help reduce linguistic

uncertainty, suggesting that digital speaking relies more on anticipatory rehearsal than spontaneous production. This underscores the importance of lexical processing and pronunciation awareness in speaking development, as highlighted by Cao and Meng (2020). Additionally, this preparatory work functions as cognitive scaffolding, enabling learners to manage linguistic complexity before engaging in multimodal performance. Within cognitive load theory, such activities generate germane load, cognitive effort aimed at building durable schemas for vocabulary and pronunciation, facilitating easier retrieval during performance. This approach aligns with the principle that intrinsic and germane loads should be managed beforehand to conserve working memory for fluency and delivery. However, the technological and accuracy-related disruptions observed suggest that this management was only partially effective for some participants.

In this study, TikTok served as an interactive platform that supported repeated recording, replaying, and self-monitoring. These features enabled iterative improvement through audiovisual feedback and aligned with evidence that TikTok facilitates autonomous speaking practice and metacognitive regulation (Tan et al., 2023; Hidayah, 2024). As an audiovisual medium, TikTok appeared to boost motivation and engagement for several participants in this study, facilitating more autonomous and sustained speaking activity than they reported experiencing in classroom-only practice. This aligns with prior research suggesting that TikTok and similar social media can foster learner autonomy and active participation (Aziz & Sabella, 2021; Zaitun et al., 2021), though the present case study, with its small and context-specific sample, cannot establish that this value extends uniformly to other learners or settings. Nonetheless, its value lies not only in accessibility or popularity but also in supporting multimodal rehearsal and audience-oriented communication.

The findings highlight the importance of multimodal competence in digitally mediated speaking, with improved expression scores indicating enhanced integration of verbal and non-verbal cues such as pronunciation, facial expressions, pacing, and delivery. In this context, communication extends beyond spoken language, as supported by Darvin (2022), who notes that TikTok facilitates meaning-making through linguistic and visual modes. Consequently, digital speaking instruction increasingly involves performative and multimodal elements alongside oral language.

Despite the pedagogical benefits of technology-mediated tasks, affective tensions persist. While some students reported increased confidence and reduced anxiety through repeated recordings, others continued to experience nervousness and fear of mistakes. Recording and replaying videos created a low-stakes environment that fostered confidence and iterative improvement, as noted by Le and Nguyen (2021), Nguyen (2024), and Siregar et al. (2025). However, the permanence and replayability of videos also heightened self-monitoring, self-consciousness, and perfectionism among certain learners, as documented by Zheng et al. (2023), Liu & Aryadoust (2022), Zahida et al. (2021), Topalov et al. (2023), and Jiang et al. (2022). Thus, digital speaking environments tend to reshape affective pressures rather than eliminate them entirely.

This affective tension warrants closer examination than a simple dual-effects summary, as it was unevenly distributed across the sample and linked to performance challenges documented elsewhere. Participants who, according to interviews and questionnaires, continued to report nervousness, self-consciousness, or fear of judgment were mostly those whose fluency scores remained stable or declined from Video #1 to Video #2, including the one case of outright fluency

decline identified in the performance analysis. This aligns with a self-efficacy model of speaking anxiety: learners with lower confidence may perceive recorded videos not as low-stakes rehearsal tools but as magnified records of their perceived inadequacy. Consequently, this perception likely narrows attentional resources, impairing fluency (Liu & Aryadoust, 2022; Zheng et al., 2023). In this context, anxiety is not merely an unpleasant accompaniment but may contribute to performance plateaus and declines observed in the data. However, this interpretation remains plausible rather than definitive, as the qualitative and performance datasets were analyzed in parallel rather than through an experimental design capable of establishing causality. Furthermore, the small sample size renders any observed pattern more illustrative than conclusive. Nonetheless, these findings suggest that affective and performance challenges in technology-mediated speaking tasks may reflect two aspects of a single underlying difficulty, rather than separate phenomena.

A particularly significant finding pertains to students' efforts to attain native-like pronunciation. While intensive imitation sometimes disrupted fluency, a reflection of the longstanding tension between accuracy and fluency (Thornbury, 2005), it also enhanced pronunciation awareness. However, excessive monitoring during imitation rehearsal occasionally conflicted with spontaneous speech production, which contributed to stable or even declining fluency for some learners.

This phenomenon can be further understood through the lens of cognitive load theory. Specifically, students concurrently monitored multiple aspects, including pronunciation, fluency, facial expressions, prompter reading, and interaction with technology. This multitasking created attentional competition, which at times disturbed speech continuity. Consequently, the News Anchor Challenge functioned as a cognitively demanding, multimodal task that required learners to allocate their attention across linguistic, visual, and technological resources (Dontre, 2021; Zhou & Chiu, 2026).

This account can be enhanced by clearly differentiating the three types of load identified by cognitive load theory. The data demonstrate that the News Anchor Challenge simultaneously elicited all three types, rather than a single overload. Intrinsic load, stemming from task complexity, such as producing accurate, fluent speech in a formal register while regulating facial expressions and pacing, is inherently demanding and cannot be mitigated through instructional design without simplifying the task. In contrast, extraneous load results from irrelevant interface features, such as the fixed-speed, small-text prompter, which many participants found difficult to follow. This adds to technological coordination issues and can be alleviated by redesigning interface elements, such as implementing adjustable scroll speeds or larger text. Germane load reflects the cognitive effort invested in developing schemas, as evidenced by activities like translation, vocabulary work, and self-monitoring, which likely contributed to improvements between Videos 1 and 2. Overall, these distinctions suggest that disfluencies and hesitations derive from multiple sources: the task's intrinsic difficulty, interface issues, and ongoing germane learning. Future redesigns should prioritize reducing extraneous load rather than viewing all difficulties as solely due to excessive task demands.

Technical constraints such as prompter speed, text visibility, and synchronization further complicated speaking performance (Tauchid, 2024; Huang, 2025; Nova, 2020; Hongsa et al., 2023). These findings indicate that the effectiveness of technology-mediated speaking depends not

only on instructional design but also on the usability of the digital platform. Variability in students' speaking development was notable; although scores generally improved, the degree and consistency of gains varied considerably among learners. This variation is likely due to factors such as confidence, rehearsal strategies, attentional control, and familiarity with multimodal tasks, suggesting that development in this context is inherently non-linear and learner-dependent. Moreover, the study highlights the pedagogical potential of the News Anchor genre, especially when contrasted with traditional informal speaking activities examined in previous TikTok research. Unlike entertainment-focused content, the News Anchor Challenge demands formal language, structured delivery, multimodal coordination, and audience engagement. These characteristics imply that well-designed social media tasks can effectively facilitate structured, performance-oriented speaking instruction. Nonetheless, broader validation requires larger, more diverse samples.

Conclusion

This study shows that a TikTok-based News Anchor Challenge can support EFL speaking development through repeated multimodal rehearsal, self-regulated learning, and technology-mediated performance. Students engaged in cognitive preparation, imitation, recording, playback, and performance adjustment, which led to observable but uneven improvements in pronunciation, fluency, and multimodal expression. Theoretically, the study clarifies how cognitive load, self-regulation, and multimodal communication interact in social-media speaking tasks. Private rehearsal reduced anxiety for some learners, but repeated video playback also intensified self-monitoring for others. This finding suggests that affective and cognitive factors should be examined together rather than treated as separate dimensions. Pedagogically, structured TikTok tasks can be useful when teachers provide scaffolding for pronunciation, fluency, pacing, prompter use, and multimodal delivery. Teachers also need to manage unrealistic native-like pronunciation expectations and create a supportive environment that reduces performance anxiety.

The study is limited by its small sample size, short implementation period, and specific institutional context. Future research should involve larger and more diverse participants, longer intervention cycles, and comparisons across different social media tasks and platforms. Further studies should also examine strategies for reducing extraneous cognitive load while balancing fluency, accuracy, and expressive communication.

References

- Akbarian Chaleshtari, F., Lotfi, A. R., & Karimi, F. (2026). TED Talks as a pedagogical bridge: Exploring strategies for reducing speaking anxiety in Iranian and Indian contexts. *3L: Language, Linguistics, Literature*, 32(1), 274–288. <http://doi.org/10.17576/3L-2026-3201-19>
- Al Arif, T. Z. Z. (2019). The use of social media for English language learning: An exploratory study of EFL university students. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(2), 224–233. <https://doi.org/10.31002/metathesis.v3i2.1921>
- Alam, M. S., & Aktar, H. (2021). The effect of social media on student academic performance: A case study at the Islamic University of Bangladesh. *International Journal on Transformations*

- of *Media*, 6(1). Retrieved from https://www.researchgate.net/publication/353130866_The_Effect_of_Social_Media_on_Student_Academic_Performance_A_Case_Study_at_the_Islamic_University_of_Bangladesh
- Aloraini, N., & Cardoso, W. (2022). Social media in language learning: a mixed-methods investigation of students' perceptions. *Computer Assisted Language Learning*, 35(8), 1707–1730. <https://doi.org/10.1080/09588221.2020.1830804>
- Aranego Jr, R. B. (2020). Reducing students' affective filter in spoken English through exposure to TikTok challenge. *Psychology and Education Journal*, 57(9), 6444-6449. <https://doi.org/10.17762/pae.v57i9.3055>
- Aziz, I. N., & Sabella, R. H. (2021). TikTok as media of learning English. *JEET, Journal of English Education and Technology*, 2(02), 408-419. <https://doi.org/10.59689/jcet.v2i02.51>
- Barrot, J. S. (2022). Social media as a language learning environment: a systematic review of the literature (2008-2019). *Computer Assisted Language Learning*, 35(9), 2534–2562. <https://doi.org/10.1080/09588221.2021.1883673>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Cai, Y., Pan, Z., Han, S., Shao, P., & Liu, M. (2022). The impact of multimodal communication on learners' experience in a synchronous online environment: A mixed-methods study. *Online Learning*, 26(4), 118–145. <https://doi.org/10.24059/olj.v26i4.3448>
- Cao, C., & Meng, Q. (2020). Exploring personality traits as predictors of English achievement and global competence among Chinese university students: English learning motivation as the moderator. *Learning and Individual Differences*, 77, 101814. <https://doi.org/10.1016/j.lindif.2019.101814>
- Chaika, O., Sharmanova, N., & Berezovska-Savchuk, N. (2025). Designing English and Ukrainian language courses with AI tools: comparative approach. In O. Chaika (Ed.), *EDUCATIONAL POLICY AND REFORMS: THE IMPACT OF GLOBALIZATION*. Kharkiv: TECHNOLOGY CENTER PC. <https://doi.org/10.15587/978-617-8360-20-7.ch1>
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6th ed.). Routledge. <https://doi.org/10.4324/9780203029053>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.
- Darvin, R. (2022). Design, resistance and the performance of identity on TikTok. *Discourse, Context & Media*, 46, 100591. <https://doi.org/10.1016/j.dcm.2022.100591>
- Dawson, C. (2009). *Introduction to research methods: A practical guide for anyone undertaking a research project* (4th ed.). How To Books.
- Dontre, A. J. (2021). The influence of technology on academic distraction: A review. *Human Behavior and Emerging Technologies*, 3(3), 379-390. <https://doi.org/10.1002/hbe2.229>
- Escamilla-Fajardo, P., Alguacil, M., & López-Carril, S. (2021). Incorporating TikTok in higher education: Pedagogical perspectives from a corporal expression sport sciences course. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 28, 100302. <https://doi.org/10.1016/j.jhlste.2021.100302>

- Ferstephanie, J., & Pratiwi, T. L. (2021). TikTok effect to develop students' motivation in speaking ability. *English Education: English Journal for Teaching and Learning*, 9(02), 162-178. <https://doi.org/10.24952/ee.v9i02.4805>
- Güney, Ö., & Gazzardi, A. (2026). Digital native speakerism as a marketing strategy on YouTube instructional videos: "Speak English like a native!" System, 103971. <https://doi.org/10.1016/j.system.2026.103971>
- Hadizadeh, A. (2025). Exploring the impact of multimodal language learning activities on oral skill development: A study of in-class oral speech, PowerPoint presentations, video, and blog projects in an international context. *Journal of Language Research*, 9(1), 52-72. <https://doi.org/10.51726/jlr.1582727>
- Hampel, R., & Stickler, U. (2012). The use of videoconferencing to support multimodal interaction in an online language classroom. *ReCALL*, 24(2), 116-137. <https://doi.org/10.1017/S095834401200002X>
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.
- Herwanto, W. H. (2022). Exploring Tiktok app in learning speaking using role-play activities for ESL learners in secondary school. *RETAIN: Journal of Research in English Language Teaching*, 10(01), 76-85. <https://doi.org/10.26740/rt.v10i01.46135>
- Hidayah, A. (2024). EFL students' strategies and obstacles in pronunciation self-regulated learning through TikTok: Insights from Indonesian universities. *Erudita: Journal of English Language Teaching*, 4(1), 54-67. <https://doi.org/10.28918/erudita.v4i1.8366>
- Hongsa, N., Wathawatthana, P., & Yonwilad, W. (2023). The effects of TikTok application on the improvement of EFL students' English-speaking skills. *World Journal of English Language*, 13(7), 77-88. <https://doi.org/10.5430/wjel.v13n7p77>
- Huang, L. (2025). The impact of technology on foreign language anxiety: A systematic review and grounded theory analysis. *Humanities and Social Sciences Communications*, 12(456). <https://doi.org/10.1057/s41599-025-05921-6>
- Hughes, A. (2003). *Testing for language teachers* (2nd ed.). Cambridge University Press.
- Huka, B. R., Basikin, B., Ximenes, A. A., Manafe, T. H., Relmasira, M. V., Kawai, S., & Kesaulija, A. L. (2024). Enhancing students' speaking performance through A Day in My Life content. *IJEE (Indonesian Journal of English Education)*, 11(2), 259-274. <https://doi.org/10.15408/ijee.v11i2.41237>
- Jiang, P., Namaziandost, E., & Azizi, Z. (2023). Exploring the effects of online learning on EFL learners' motivation, anxiety, and attitudes during the COVID-19 pandemic: A focus on Iran. *Current Psychology*, 42, 2310-2324. <https://doi.org/10.1007/s12144-022-04013-x>
- Khoiriyah, Sholahuddin, M. F. T., & Ananta, B. D. B. (2025). Educational speaking technology tools in English pronunciation. *LETS: Journal of Linguistics and English Teaching Studies*, 7(1). <https://doi.org/10.46870/lets.v7i1.1834>
- Kibbumba, D., Okello, P.D. & Isa, M.S. (2026). Grammatical skills and English language proficiency among secondary school students in Mukono district, Uganda. *Discover Education*, 5(181). <https://doi.org/10.1007/s44217-026-01174-w>
- Le, V. H. H., & Nguyen, H. N. (2021). Mobile phones' video recording tool: A solution to freshmen's English-speaking anxiety. *International Journal of Computer-Assisted Language Learning and Teaching*, 11(2), 16-32. <https://doi.org/10.4018/IJCALLT.2021040102>

- Lee, Y. J. (2023). Language learning affordances of Instagram and TikTok. *Innovation in Language Learning and Teaching*, 17(2), 408–423. <https://doi.org/10.1080/17501229.2022.2051517>
- Lee, Y. J. (2025). Language learning with TikTok's 'Duet': a spatial perspective on digital technology and language learning. *Innovation in Language Learning and Teaching*, 1–23. <https://doi.org/10.1080/17501229.2025.2509758>
- Lei, H. (2026). Rhetorical shifts in the AI age: A metadiscourse analysis of applied linguistics master's theses in the Chinese EFL context. *Linguistics and Education*, 92, 101508. <https://doi.org/10.1016/j.linged.2026.101508>
- Liu, T., & Aryadoust, V. (2022). The effect of in-class and one-on-one video feedback on EFL learners' English public speaking competency and anxiety. *Stud. Lang. Assess*, 11, 25-57. <https://doi.org/10.58379/MTUM3193>
- Machmud, K. (2018). The smartphone use in Indonesian schools: the high school students' perspectives. *Journal of Arts and Humanities*, 7(3), 33-40. <https://doi.org/10.18533/journal.v7i3.1354>
- Ndruru, F., Cahyono, B. Y., Rovikasari, M., & Mulati, D. F. (2025). Unpacking the impact of writing task complexity, use of digital tools, and engagement strategies on university students' academic writing performance. *Journal of Information Technology Education: Research*, 24(1), 1-23. <https://doi.org/10.28945/5609>
- Nguyen, T. P. (2024). Video recording in EFL learners' speaking skills development: A literature review. *International Journal of AI in Language Education*, 2(4). <https://doi.org/10.54855/ijaile.24124>
- Nikmah, A., Hartono, R., Yuliasri, I., & Widhiyanto. (2025). Exploring student-teachers' reflection on microteaching: A method for achieving continuous professional development. *Journal of English Teaching and Learning Issues*, 8(2), 225–238. <https://doi.org/10.21043/jetli.v8i2.33773>
- Nova, M. (2020). Videoconferencing for speaking assessment: A case study. *English Education: Jurnal Tadris Bahasa Inggris*, 13(2), 1–15. <https://doi.org/10.32332/ee.v13i2.3068>
- Pratiwi, A. E., Ufairah, N. N., & Sopiah, R. S. (2021, April). Utilizing TikTok application as media for learning English pronunciation. In *Proceedings International Conference on Education of Suryakencana*, 12(1), 372-382). <https://doi.org/10.35194/cp.v0i0.1374>
- Rowe, L. W. (2022). Google Translate and biliterate composing: Second-graders' use of digital translation tools to support bilingual writing. *Tesol Quarterly*, 56(3), 883-906. <https://doi.org/10.1002/tesq.3143>
- Salsabia, A., Rahmah, A., Kurniadi, M. A., Habibburrahman, M., & Pratama, R. A. G. (2021, June). TikTok as teaching assistance for speaking skills: A systematic review. In *Proceeding of Conference on English Language Teaching (CELTI 2021)*, Celti (pp. 281-295). <https://doi.org/10.24090/celti.v1.25>
- Sinta, I., & Zulfitri. (2022). Students' experience in vocabulary memorizing of adjective by using TikTok Duet video. *Journal Educational Research and Social Studies*, 3(1). <https://doi.org/10.51178/cjers.v3i1.366>

- Siregar, P. Y., Heridayani, H., Siregar, N. S., Wariyati, W., & Ani, F. (2025). EFL learners' experiences in using Tiktok to enhance pronunciation and speaking fluency. *Edu Society: Jurnal Pendidikan, Ilmu Sosial, dan Pengabdian kepada Masyarakat*, 5(3), 280–292. <https://doi.org/10.56832/edu.v5i3.1823>
- Stevani, M., Martiningsih, E., Rais, R., & Khasanah, W. (2025). Reconstructing EFL students' speaking flow disruptions through idea-chunking rehearsals and partner listening journals. *Pedagogy: Journal of English Language Teaching*, 13(2). <https://doi.org/10.32332/joelt.v13i2.11100>
- Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257–285. DOI: 10.1207/s15516709cog1202_4
- Szmigiera, M. (2021, March 30). The most spoken languages worldwide 2021. Statista. Retrieved from <https://www.statista.com/statistics/266808/the-most-spoken-languages-worldwide/>
- Tan, K. H., Rajendran, A., Ying, Y. H., Siang, W. E. W., & Mohamad, M. (2023). Utilising TikTok features for speech communication. *World Journal of English Language*, 14(2), 65–78. <https://doi.org/10.5430/wjel.v14n2p65>
- Tauchid, A. (2024). Navigating Challenges in Remote Speaking Tasks: Unveiling Technical and Non-Technical Problems Faced by Students. *International Review of Research in Open and Distributed Learning*, 25(3), 1–22. <https://doi.org/10.19173/irrodl.v25i3.7772>
- Thornbury, S. (2005). *How to teach speaking*. Pearson Education.
- Topalov, J., Knežević, L., & Halupka-Rešetar, S. (2023). How anxious are online ESP learners? Exploring students' anxiety in video, audio and text-based communication in an online classroom. *ESP Today*, 11(2), 395–416. <https://doi.org/10.18485/esptoday.2023.11.2.10>
- Ua, P. I., Luruk, F. D., & Bouk, E. (2025). Language learning strategies in teaching speaking: A case study at SMK Negeri Nibaaf. *Datokarama English Education Journal*, 6(2), 17–30. <https://doi.org/10.24239/dee.v6i2.126>
- Wu, L. (2020, December). Comparative analysis of video stories and user behaviors on wechat and Tik Tok. In *2020 3rd International Conference on Humanities Education and Social Sciences (ICHESS 2020)* (pp. 329-333). Atlantis Press. <https://doi.org/10.2991/assehr.k.201214.518>
- Yang, H. (2020). Secondary-school Students' Perspectives of Utilizing Tik Tok for English learning in and beyond the EFL classroom. In *2020 3rd International Conference on Education Technology and Social Science (ETSS 2020)*, 1, 162-183. <https://doi.org/10.23977/ETSS2020030>
- Yélamos-Guerra, M. S., García-Gámez, M., & Moreno-Ortiz, A. J. (2022). The use of Tik Tok in higher education as a motivating source for students. *Porta Linguarum. An International Journal of Foreign Language Teaching and Learning*, (38), 83–98. <https://doi.org/10.30827/portalin.vi38.21684>
- Zahida, H. Y., Isnaini, H., & Pd, S. (2021). EFL students' perceptions towards the use of self-video recording to decrease their speaking anxiety. *Journal of English Teaching*, 8(1). <https://doi.org/10.33541/jet.v8i1.3451>
- Zaitun, Z., Hadi, M. S., & Indriani, E. D. (2021). Tik Tok as a media to enhancing the speaking skills of EFL student's. *Jurnal Studi Guru dan Pembelajaran*, 4(1), 89–94. <https://doi.org/10.30605/jsgp.4.1.2021.525>

- Zheng, C., Wang, L., & Chai, C. S. (2023). Self-assessment first or peer-assessment first: Effects of video-based formative practice on learners' English public speaking anxiety and performance. *Computer Assisted Language Learning*, 36(4), 806–839. <https://doi.org/10.1080/09588221.2021.1946562>
- Zhou, X., & Chiu, K. F. T. (2026). The role of epistemic beliefs in predicting deep learning strategies in an AI-assisted English approach. *Language Testing in Asia*, 16, Article 2. DOI: 10.1186/s40468-025-00416-2.
- Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13–39). Academic Press. <https://doi.org/10.1016/B978-012109890-2/50031-7>