

*Original Research*

# Empowering EFL Students with Adaptive Materials: Enhancing Speaking Proficiency and Confidence among Indonesian University Learners

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**Abstract**

Spoken English proficiency remains a major challenge for Indonesian university students, often constrained by limited communicative practice, speaking anxiety, and a lack of adaptive learning resources. Existing studies recognize the potential of adaptive learning for improving learner autonomy, yet little research has quantified its effectiveness when embedded in textbook design. This study aimed to develop and evaluate adaptive learning materials to strengthen both spoken English performance and self-confidence among EFL students in Indonesian higher education. Using a Research and Development design with the ADDIE model as adapted by Dick and Carey, the study progressed through systematic phases of needs analysis, design, development, implementation, and evaluation. Data were gathered through expert validation, student and lecturer questionnaires, and pre-post performance tests across one-to-one, small group, and large group trials. Quantitative results revealed strong validation scores from experts (87.50% for content and 88.63% for media), high practicality ratings from lecturers (87.50%) and students (86.44%), and significant gains in speaking performance and confidence after implementation. The developed textbook integrated adaptive, student-centered tasks and interactive feedback mechanisms that fostered measurable improvements in both linguistic competence and affective readiness. These findings confirm the viability of adaptive learning-based materials in bridging gaps of traditional instruction. Beyond the Indonesian context, the study demonstrates how culturally responsive adaptive resources can inform EFL pedagogy more broadly, offering scalable strategies for universities seeking to enhance communication skills and learner confidence in global academic and professional arenas.

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## 1. Introduction

In the contemporary era of globalization, the ability to communicate effectively in English is not only an academic requirement but also a life skill that opens access to wider educational, professional, and social opportunities. Among the four primary language skills of listening, speaking, reading, and writing, speaking holds a particularly central role because it enables learners to engage in real-time communication, negotiate meaning, and participate in global discourse. For Indonesian university students, proficiency in English, particularly in speaking, is a crucial threshold that supports participation in academic exchanges, enhances employability, and prepares graduates for professional and international contexts where English serves as a lingua franca. Academic exchanges are enabled by English-medium instruction and the broader push for internationalization in Indonesian higher education, as highlighted in studies on English Medium Instruction (EMI) and internationalization (Rifiyanti & Dewi, 2023; Simbolon, 2021; Muttaqin & Chuang, 2023).

Although English has been part of Indonesia's national curriculum from early schooling through higher education, spoken English remains a persistent challenge. Many students face difficulty achieving fluency and confidence due to limited opportunities for authentic communication, strong classroom anxiety, and fear of negative evaluation (Tuan & Mai, 2022). In many institutions, instruction continues to be dominated by teacher-centered, textbook-driven, and exam-oriented practices, where speaking is treated as an additional skill instead of a central component of language learning. This lack of focus reduces practice opportunities and contributes to students' reluctance to speak both in classroom contexts and in real-life situations (Suparman, Marlina, & Firmansyah, 2022; Suryani & Wahyuni, 2022). The inconsistency between curricular goals and classroom practices highlights the urgent need for more innovative, learner-centered approaches that create supportive and engaging environments for speaking.

Several studies have emphasized the seriousness of this issue. Suparman et al. (2022) reported that fewer than thirty percent of Indonesian university students felt confident engaging in English-speaking activities. Wahyuni, Ramadhan, and Nasution (2023) further found that nearly sixty-eight percent of students experience considerable anxiety when required to speak English, which often leads to avoidance behavior and reduced participation. These findings confirm Horwitz, Horwitz, and Cope's (2021) argument that communication apprehension continues to be a dominant affective barrier in foreign language learning. Suryani and Wahyuni (2022) also demonstrated that speaking anxiety among Indonesian students is strongly associated with limited exposure to spontaneous interaction and inadequate feedback in large teacher-led classrooms. Taken together, these studies demonstrate that improving spoken English proficiency requires not only linguistic training but also psychological support that strengthens students' confidence and willingness to communicate.

Adaptive learning has emerged as a promising response to these challenges. Adaptive systems personalize content by adjusting task difficulty, pace, and feedback in accordance with each learner's performance. Research has shown that such systems significantly enhance language skills and motivation. Kose and Arslan (2021) demonstrated that adaptive platforms positively influenced learner engagement and proficiency, while Park and Kim (2022) found that Korean EFL students using adaptive speaking modules improved fluency and confidence more effectively than those learning in conventional classrooms. In Indonesia, the application of adaptive learning remains limited. Handayani, Fitriana, and Lestari (2022) implemented an adaptive mobile application for vocabulary learning and reported improvements in retention and motivation, but research focusing on speaking skills is still scarce. This situation reveals a critical opportunity to develop adaptive and culturally responsive materials that can address both cognitive and affective barriers in Indonesian EFL classrooms.

The present study positions itself within this gap by developing adaptive learning materials that integrate communicative speaking tasks, interactive feedback mechanisms, scaffolded practice, and self-assessment tools. Drawing upon Bandura's self-efficacy theory (1997), which emphasizes the importance of confidence in sustaining motivation and performance, the materials are designed to reduce speaking anxiety while increasing self-belief and linguistic competence. Nakatani (2021) confirmed that learners with higher confidence are more likely to initiate communication and sustain interaction, while Putri and Mahmud (2023) demonstrated that individualized feedback increases classroom participation. By combining adaptive technology with psychological scaffolding, this research introduces an innovative approach that has rarely been applied in Indonesian higher education.

The significance of this study lies in its dual focus on linguistic and psychological dimensions of speaking instruction. The objectives are fourfold: first, to identify the speaking challenges and affective barriers faced by Indonesian university students; second, to design adaptive learning materials tailored to learners' proficiency levels, needs, and confidence profiles; third, to evaluate the effectiveness of these materials in improving speaking proficiency and self-confidence; and fourth, to provide pedagogical recommendations for incorporating adaptive learning into university-level English instruction. By addressing both performance outcomes and affective readiness, this study aspires to present a holistic intervention for improving spoken English in higher education.

Although adaptive learning has been widely researched in science and mathematics education, its application in language learning, particularly in the domain of speaking skills, remains underdeveloped. Studies in the Indonesian context largely emphasize vocabulary learning or the use of static digital resources (Handayani et al., 2022; Widodo, 2021), with little attention given to speaking proficiency as a holistic construct that integrates linguistic, affective, and interactional dimensions. Furthermore, existing research

on adaptive systems often isolates technical personalization from the psychological aspects of learner confidence and anxiety (Nguyen et al., 2020; Zhao, 2023), leaving a critical gap in the literature.

The novelty of this study lies in its integration of adaptive learning design with affective scaffolding to simultaneously address linguistic competence and learner confidence in speaking English. Unlike previous works that focus solely on either language accuracy or learner motivation, this study introduces a holistic and context-specific model that is tailored to Indonesian higher education. By employing the ADDIE model within the Dick and Carey systems approach, the research ensures that the adaptive materials are rigorously developed, validated, and tested in authentic classroom settings. This combination of methodological rigor, cultural contextualization, and dual emphasis on performance and affective readiness distinguishes the study as a new contribution to both national and international scholarship in adaptive EFL pedagogy.

## **2. Literature Review**

### **2.1 TEFL in Indonesia**

TEFL in Indonesia has evolved through globalization, curriculum reforms, and rising demands for English competence. Yet, productive skills, particularly speaking, remain a challenge as many teachers lack training and resources, creating a gap between policy and practice (Lie, 2021). Anxiety and communication apprehension continue to be major barriers, with Wahyuni et al. (2023) reporting that 68 percent of students feel nervous when speaking, confirming earlier findings by Horwitz, Horwitz, and Cope (2021). Adaptive learning has shown promise in addressing these barriers. Studies demonstrate that personalized platforms enhance fluency and confidence (Park & Kim, 2022), though in Indonesia their use has been limited to vocabulary learning (Handayani et al., 2022). This underlines the gap and novelty of applying adaptive systems to speaking, with strong implications for improving both linguistic and psychological readiness in EFL classrooms.

### **2.2 Textbook as Media in Language Learning**

Textbooks remain the backbone of EFL instruction in Indonesia, serving as structured curriculum guides and primary input sources. They are especially vital in contexts where teachers rely on ready-made sequences due to limited training or resources (Widodo, 2021). While modern textbooks increasingly integrate communicative tasks in line with CLT principles (Harmer, 2020; Hutchinson & Torres, 2021), many still prioritize grammar and reading, giving less attention to speaking skills. This imbalance highlights the need for textbooks that embed adaptive pathways and confidence-building strategies. The novelty of integrating adaptive principles into textbooks lies in transforming them from static references into dynamic media that support both fluency and self-confidence, which has significant pedagogical implications for Indonesian higher education.

### **2.3 Spoken English**

Spoken English is central to communicative competence, requiring accuracy, fluency, and interactional ability (Richards & Reppen, 2020). However, Indonesian learners face persistent challenges due to classroom constraints and affective barriers. Anxiety is widespread, with over 60 percent of students reporting moderate to high speaking anxiety that leads to avoidance behavior (Suryani & Wahyuni, 2022). As MacIntyre (2021) explains, affective factors strongly shape willingness to speak. These findings underscore the gap in traditional classrooms that rarely provide scaffolding for confidence. Embedding adaptive, student-centered speaking tasks can therefore introduce novelty by addressing both performance and affective barriers, implying more effective strategies for building oral proficiency.

### **2.4 Self Confidence in Speaking English**

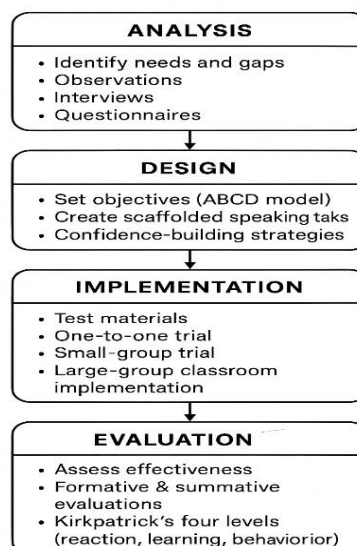
Self-confidence plays a decisive role in speaking performance. Bandura (1997) defines it as belief in one's capacity, while MacIntyre et al. (2021) link it to Willingness to Communicate. Lack of confidence is a major obstacle for Indonesian students (Suryani & Wahyuni, 2022), but studies show that targeted strategies can help. Nakatani (2021) found that confidence-building improved speaking performance, while Putri and Mahmud (2023) demonstrated that individualized feedback increased participation. Zhao (2023) further confirmed that adaptive speaking apps enhance fluency and reduce anxiety. The gap lies in the scarcity of materials that combine confidence-building with structured speaking practice. The novelty of this study is its integration of adaptive feedback within textbooks, with implications for reducing anxiety and promoting active classroom engagement.

## 2.5 Adaptive Learning Materials

Adaptive learning materials personalize instruction by tailoring tasks and feedback to learner performance, offering flexibility and scaffolding that traditional resources lack (Kose & Yildirim, 2021; Zhao, 2023). They have been shown to reduce anxiety and increase participation (Nguyen et al., 2020) while improving fluency and pronunciation (Li & Hegelheimer, 2022). Adaptive approaches also foster autonomy and motivation through alignment with Self-Determination Theory (Alamer, 2021). Yet, in Indonesia, their application is still constrained by technological access and limited teacher readiness. This study addresses that gap by creating adaptive, culturally contextualized, and systematically validated textbooks. The novelty lies in combining adaptive design with affective scaffolding, implying a pedagogical shift where textbooks evolve into tools that enhance both speaking competence and learner confidence in higher education.

## 3. Method

This study employed the ADDIE instructional design model, adapted through Dick and Carey's systems approach, to develop adaptive learning materials for improving spoken English and self-confidence among Indonesian university students. The ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation, was selected for its systematic and learner-centered focus (Aljraiwi, 2021). Integration with Dick and Carey's model provided structured feedback and ensured alignment between objectives and learner needs. The methodological process is summarized in **Figure 1**.



**Figure 3.1.** Flow of the ADDIE Research and Development Process

Figure 3.1 illustrates the methodological framework of this study. Each stage of the ADDIE model is presented with its key activities. The analysis stage identified needs and performance gaps through observations, interviews, and questionnaires. The design stage applied the ABCD model to set objectives and created scaffolded tasks for speaking and confidence-building. The development stage produced digital content, followed by expert validation and revisions. Implementation was carried out through one-to-one, small-group, and large-group trials with lecturer training to ensure effective facilitation. Finally, evaluation combined formative and summative approaches using both quantitative and qualitative data, guided by Kirkpatrick's four-level model.

### 3.1 Research Design

A Research and Development (R&D) design was applied since the objective was both to create validated instructional materials and to test their effectiveness in classroom settings. Each stage of ADDIE was systematically executed, and iterative revisions were informed by expert validation and student feedback to ensure pedagogical rigor and contextual relevance.

### 3.2 Analysis and Data Collection

During the analysis stage, data were collected through classroom observations, interviews with lecturers, and student questionnaires. These instruments identified learners' proficiency levels, speaking anxiety, preferred learning styles, and readiness to use technology. Curriculum reviews and textbook analysis further revealed gaps in existing EFL resources, particularly their lack of adaptability and focus on communicative speaking (Molenda, 2020; Baran, Correia, & Thompson, 2021). Using multiple instruments provided a robust needs assessment as the foundation for material design.

### 3.3 Design

The design stage established instructional objectives using the ABCD model (Audience, Behavior, Condition, Degree) (Dick & Carey, 2015). The materials balanced linguistic outcomes with confidence-building strategies. Scaffolded speaking tasks, reflection activities, and interactive voice-recording exercises encouraged self-monitoring and autonomy. These strategies align with Reinders and Benson's (2020) view that supporting learner metacognition is central to building confidence in oral performance.

### 3.4 Development and Validation

In the development stage, the instructional blueprint was translated into adaptive materials. Digital content was produced with tools such as H5P and Articulate Storyline and embedded in a Learning Management System with adaptive features. Prototypes were validated by experts in language, content, and instructional media. Formative evaluation, as emphasized by Al-Samarraie and Saeed (2022), guided revisions that improved clarity, interactivity, and cultural contextualization. Expert validation confirmed the reliability of the materials as pedagogically sound and contextually relevant.

### 3.5 Implementation

Implementation was conducted in three phases. The first involved one-to-one trials with individual students to evaluate clarity. The second was a small-group trial with five students to assess comprehension and interaction. The third consisted of large-group implementation in a Fundamental Spoken English class. Lecturers were trained beforehand to ensure consistent facilitation. Data were collected through observations, learner usage analytics, and student feedback, reflecting Huang and Hew's (2023) emphasis on monitoring engagement in adaptive learning environments.

### 3.6 Evaluation and Data Analysis

Evaluation employed both formative and summative approaches. Formative evaluation occurred during every ADDIE stage, while summative evaluation followed classroom application. Data collection included pre- and post-tests of speaking performance, student confidence questionnaires, and semi-structured interviews with students and lecturers. Quantitative data such as validation percentages, survey scores, and test outcomes were analyzed statistically. Qualitative data such as expert feedback and learner reflections were coded thematically. Triangulation enhanced the credibility of findings.

Following Kirkpatrick's four-level evaluation model (2006), the study examined learner reactions, learning outcomes, behavioral changes, and broader academic impacts. The results of expert validation confirmed high content and media validity, while lecturer and student responses demonstrated practicality and effectiveness.

## 4. Results

The study employed a Research and Development design based on the ADDIE model, which systematically guided the process through analysis, design, development, implementation, and evaluation. Expert validation, lecturer and student feedback, along with pre- and post-performance tests were used to ensure that the materials were both pedagogically sound and practically applicable. These rigorous steps provided a solid foundation for assessing the impact of the adaptive textbook in improving spoken English instruction.

The results show that the adaptive textbook significantly enhanced both speaking proficiency and learner confidence. Students achieved measurable gains in fluency, accuracy, pronunciation, and

vocabulary, while also reporting reduced anxiety and increased willingness to communicate. Central to these outcomes was the adaptive design, which allowed learners to progress at their own pace, receive tailored feedback, and engage in scaffolded tasks that gradually built both competence and confidence.

Beyond linguistic improvement, the study highlights that adaptive materials effectively bridge the gap between curricular objectives and classroom realities. By addressing diverse proficiency levels and integrating affective scaffolding, the textbook transformed from a static resource into a confidence-building tool that fostered active participation and autonomy. The details of how these outcomes were achieved are explained in the subsections that follow, covering the phases of analysis, design, development, and evaluation in depth.

#### 4.1. Analysis of Learning Needs

The analysis of learning needs was constructed through a process of *data triangulation*, combining classroom observations, interviews with lecturers, and student questionnaires. This multi-source approach ensured that both linguistic performance and affective experiences were captured, while also providing insight into the instructional practices and resources currently in use. The triangulated evidence revealed a substantial misalignment between existing teaching practices, available materials, and learners' communicative needs. Although lecturers often relied on readily accessible resources, these materials were frequently outdated or limited in scope and failed to align with the communicative demands outlined in the course objectives. Consequently, many students were unable to achieve the expected outcomes of the speaking course.

**Table 4.1** Key Findings of Learning Challenges

| Category                   | Main Issues Identified                                                           | Implications for Learning                                                                                |
|----------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <i>Linguistic Barriers</i> | Inaccurate grammar use, unclear pronunciation, inappropriate intonation          | Lowered intelligibility and reduced confidence in speaking tasks                                         |
| <i>Affective Barriers</i>  | High levels of anxiety, fear of making mistakes, reliance on memorized responses | Inhibited spontaneity, avoidance of participation, limited practice opportunities                        |
| <i>Instructional Gaps</i>  | Teacher-centered methods, static textbooks, lack of adaptive pathways            | Insufficient interaction, uniform treatment of mixed-ability learners, exclusion of personalized support |

Alongside these challenges, learners consistently expressed the need for more *interactive speaking tasks*, *authentic real-life scenarios*, *gradual task progression*, and *confidence-building features* such as reflection exercises and peer feedback. These preferences highlight that speaking development requires an integrated focus on both *cognitive growth* (accuracy, fluency, and vocabulary expansion) and *affective readiness* (confidence, reduced anxiety, and willingness to speak).

The findings reinforce that speaking proficiency is a multidimensional construct influenced by the interplay of linguistic and psychological factors. Confidence and competence are mutually reinforcing: without confidence, even proficient learners may hesitate to communicate, while confidence alone without structured linguistic support can encourage participation without ensuring accuracy. Instructional resources must therefore be adaptive, offering personalized scaffolding, tailored feedback, and motivational elements that respond to the diverse profiles of learners.

This analysis underscores that any meaningful attempt to improve spoken English proficiency must move beyond knowledge transmission to embrace a *holistic, learner-centered model*. Materials should be reconceptualized not only as carriers of linguistic input but also as *transformational media* that reduce anxiety, build resilience, and create empowering communicative experiences. In this way, the paradigm of EFL instruction shifts from textbook-driven delivery toward *learner-driven development*, positioning adaptive textbooks as essential catalysts for sustainable improvement in spoken English.

## 4.2 Design of Adaptive Learning Materials

Building upon the insights from the needs analysis, the design phase translated identified challenges and learner preferences into a concrete instructional blueprint. The process was guided by the principle that effective materials should simultaneously strengthen linguistic accuracy and foster psychological readiness to communicate. To achieve this, the textbook integrated **learner-centered, scaffolded, and adaptive tasks** that gradually moved students from controlled practice toward authentic communicative performance.

**Table 4.2** Core Elements of the Adaptive Design

| Core Element                                     | Instructional Features                                                                         | Pedagogical Purpose                                                                      |
|--------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <i>Progressive Task Sequencing</i>               | From controlled drills → semi-structured dialogues → open-ended tasks (debates, presentations) | Builds fluency and accuracy while ensuring gradual transition to real-life communication |
| <i>Scaffolding for Confidence</i>                | Tasks arranged to reduce reliance on models; reflection journals; peer feedback                | Normalizes mistakes, reduces anxiety, and promotes resilience in speaking                |
| <i>Reflective &amp; Self-Monitoring Features</i> | Self-assessment rubrics; learner diaries                                                       | Encourages metacognitive awareness and learner autonomy                                  |
| <i>Motivational &amp; Visual Cues</i>            | Inspirational quotes, culturally relevant examples, visual icons                               | Sustains engagement and enhances clarity of instructions                                 |

This blueprint was carefully designed to balance *cognitive development* (accuracy, vocabulary expansion, pronunciation) with *affective readiness* (confidence, reduced anxiety, willingness to speak). Importantly, these dimensions were not treated as separate layers but were *integrated within each task*. For example, controlled drills were immediately followed by reflective pair-work activities, allowing students to recognize progress and reduce fear of failure.

The design illustrates a fundamental shift from static textbook delivery toward dynamic learner engagement. By embedding adaptability and scaffolding, the classroom becomes a *growth-centered space* rather than a performance-driven environment. Students are not only trained to produce correct language forms but are guided to believe in their ability to communicate effectively. This dual focus acknowledges that proficiency alone does not guarantee communicative competence, and that confidence must be cultivated alongside linguistic knowledge.

Furthermore, the integration of reflective practices and motivational cues underscores the importance of *learner agency* in language development. Students are encouraged to monitor their own growth, celebrate achievements, and take increasing ownership of their learning journey. In this sense, the adaptive textbook functions not merely as an instructional tool but as a *companion for learner development*, bridging the gap between linguistic competence and the confidence required for authentic real-world communication.

## 4.3 Development and Expert Validation

### 4.3.1 Prototyping and Initial Production

The development stage translated the design blueprint into concrete learning materials. Draft modules were created using communicative themes aligned with students' academic and daily needs, each supported by interactive exercises, reflective prompts, and visually engaging layouts. Digital tools were employed to integrate audio-visual features that allowed learners to practice pronunciation, intonation, and conversational patterns more authentically.

At this stage, prototypes were not considered final products. They were deliberately designed as *working drafts* to invite critical feedback from experts in three domains: content specialists, language experts, and instructional media reviewers.

#### 4.3.2 Expert Validation Results

The validation process confirmed that the materials met essential standards of *validity*, *reliability*, and *applicability*. Quantitative assessments revealed high scores, demonstrating that the textbook was both linguistically accurate and pedagogically sound.

**Table 4.3** Expert Validation Results

| Validation Aspect           | Score<br>Revision | Before | Score<br>Revision | After | Improvement |
|-----------------------------|-------------------|--------|-------------------|-------|-------------|
| <i>Language and Content</i> | 85.00%            |        | 87.50%            |       | +2.50%      |
| <i>Instructional Media</i>  | 85.22%            |        | 88.63%            |       | +3.41%      |

The improvements across categories illustrate the *value of iterative revision*. Expert reviewers emphasized that while the textbook already demonstrated strong potential, further refinement would enhance its usability and appeal. Feedback from the experts highlighted three crucial areas for improvement:

- 1) *Interactive Illustrations*: Each theme or lesson was recommended to include visuals that not only decorate but also *serve as learning stimuli*. For example, culturally relevant pictures were suggested to contextualize dialogues and spark classroom discussion.
- 2) *Enhanced Visual Appeal*: The overall design required stronger use of color schemes, layout adjustments, and modern typography to attract students and sustain attention.
- 3) *Motivational Inserts*: Experts advised integrating short quotes, proverbs, or scientific facts that aligned with the lesson theme. These inserts would provide learners with both *cognitive enrichment* and *emotional encouragement*.

Following these recommendations, the textbook underwent targeted revisions that resulted in a more interactive and engaging product.

The validation process was not simply a formality but a critical mechanism that transformed the textbook into a culturally contextualized and pedagogically optimized resource. The incremental increases in validation scores reflect meaningful revisions rather than cosmetic changes. By addressing expert feedback, the textbook became more than a static repository of content; it evolved into a dynamic learning tool capable of responding to both linguistic and affective needs.

The integration of motivational inserts and interactive visuals further ensured that the textbook could engage students holistically, fostering both intellectual growth and emotional empowerment. Ultimately, the validation phase strengthened the credibility of the project by demonstrating that the materials were externally reviewed, iteratively improved, and contextually appropriate. This credibility is vital for broader classroom adoption and sets a model for future textbook development in EFL contexts.

## 4.4. Implementation and Student Responses

### 4.4.1 Stages of Implementation

The implementation unfolded progressively in three stages: *one-to-one*, *small-group*, and *large-group trials*, ensuring that the materials were tested in increasingly complex learning environments. Each stage provided distinct insights into clarity, collaboration, and large-scale applicability.

- *One-to-One Trial*: Students confirmed that the materials were accessible and instructions clear. They appreciated the scaffolded design that began with structured tasks before moving to open speaking activities.

- *Small-Group Trial:* Students reported that working with peers reduced anxiety and encouraged active participation. The collaborative feedback mechanisms created a supportive learning environment.
- *Large-Group Trial:* In full-class settings, students maintained high levels of engagement and reported that the adaptive structure accommodated varying proficiency levels. Lecturers observed increased participation and reduced avoidance behaviors.

#### **4.4.2 Quantitative Results from Student Responses**

The practicality of the adaptive textbook was further evaluated through student responses during small-group and large-group trials. Learners were asked to rate clarity, usability, and effectiveness, providing a quantitative measure of the textbook's applicability across different scales of classroom implementation.

**Table 4.4** Student Response Scores

| <b>Trial Type</b>  | <b>Score Obtained</b> | <b>Score Maximum</b> | <b>Percentage</b> | <b>Interpretation</b> |
|--------------------|-----------------------|----------------------|-------------------|-----------------------|
| <i>Small Group</i> | 64                    | 75                   | 85.33%            | Highly Practical      |
| <i>Large Group</i> | 197                   | 225                  | 87.55%            | Very Highly Practical |

The findings reveal a strong level of acceptance in both trial contexts, with students rating the adaptive textbook at 85.33 percent in small-group settings and 87.55 percent in large-group settings. The consistency of these scores across different scales indicates that the textbook is not only usable but also highly practical for diverse classroom environments. Interestingly, the slightly higher rating in the large-group trial suggests that the adaptive structure proved especially effective in managing heterogeneous classes, where students possess varied proficiency levels. This adaptability allowed the materials to sustain engagement, support collaboration, and maintain clarity even in more complex instructional settings. In essence, the results highlight the robustness of the textbook's design, demonstrating that it can accommodate the needs of both smaller, peer-focused learning contexts and larger, more dynamic classroom environments while continuing to foster participation and confidence.

These findings underscore the robustness of the textbook's overall design, demonstrating that it successfully adapts to a wide range of instructional contexts. The materials proved flexible enough to sustain student engagement and build confidence in smaller, peer-focused learning environments, while also maintaining effectiveness in larger, more dynamic classroom settings. Such adaptability reflects the capacity of the textbook to accommodate diverse proficiency levels, learning styles, and participation patterns, thereby ensuring that no group of learners is left behind. The consistently high practicality ratings further affirm that students and lecturers regarded the materials as not only supportive and relevant but also easy to implement within real courses. Taken together, these results reinforce the claim that the adaptive textbook represents a scalable instructional resource, capable of addressing the pedagogical demands of classrooms of different sizes while preserving its educational value and effectiveness.

#### **4.4.3 Comparative Pre-Test and Post-Test Outcomes**

To provide a comprehensive evaluation of the adaptive textbook's effectiveness, the study employed both pre-test and post-test measurements that targeted two critical dimensions of language learning: speaking performance and self-confidence. Speaking performance was analyzed across four domains considered central to communicative competence, namely fluency, grammatical accuracy, vocabulary use, and pronunciation. These components were selected to capture a well-rounded picture of learners' oral proficiency and their ability to use language effectively in real communication. In parallel, self-confidence was assessed through a structured student questionnaire that examined willingness to speak, the extent to which anxiety was reduced, and learners' belief in their personal ability to communicate successfully. Together, these measures were intended to reveal not only the linguistic progress achieved but also the affective changes that play a vital role in sustaining active participation and long-term improvement in spoken English.

**Table 4.5** Pre-Test and Post-Test Comparison

| Assessment Aspect                   | Pre-Test Mean | Post-Test Mean | Gain (%) | Interpretation               |
|-------------------------------------|---------------|----------------|----------|------------------------------|
| <i>Speaking Fluency</i>             | 62.5          | 78.0           | +15.5    | Noticeable improvement       |
| <i>Grammar and Accuracy</i>         | 60.0          | 76.5           | +16.5    | Strong progress              |
| <i>Pronunciation and Intonation</i> | 58.0          | 74.0           | +16.0    | Marked development           |
| <i>Vocabulary Use</i>               | 61.0          | 77.5           | +16.5    | Expanded communicative range |
| <i>Self-Confidence</i>              | 59.0          | 81.0           | +22.0    | Significant increase         |

The comparison demonstrates consistent improvements across all aspects of speaking performance, with self-confidence showing the largest gain of 22 percent. This highlights that the adaptive textbook was effective in addressing not only linguistic competence but also affective barriers that had previously limited learners' participation. Student reflections provide additional insight into these outcomes. Learners explained that fluency improved as they became less dependent on memorization and more capable of speaking continuously. Structured drills contributed to greater grammatical accuracy, while audio-supported tasks enhanced pronunciation and rhythm. Vocabulary growth was facilitated by exposure to thematic word banks that expanded communicative range. Most importantly, reflective journals, peer collaboration, and motivational inserts were consistently reported as key elements that helped students build confidence and reduce anxiety, enabling them to engage more actively in speaking tasks.

The findings demonstrate that the adaptive textbook did more than deliver structured linguistic input. It cultivated a learning environment where learners felt supported to take risks, explore language, and grow as autonomous communicators. The combination of scaffolded activities and affective support shows that cognitive development and emotional readiness must be considered together in order to foster meaningful communicative competence. By producing measurable gains in both proficiency and confidence, the textbook serves as evidence that adaptive learning materials can transform classroom practice into a space of empowerment that prepares students for authentic communication beyond the academic setting.

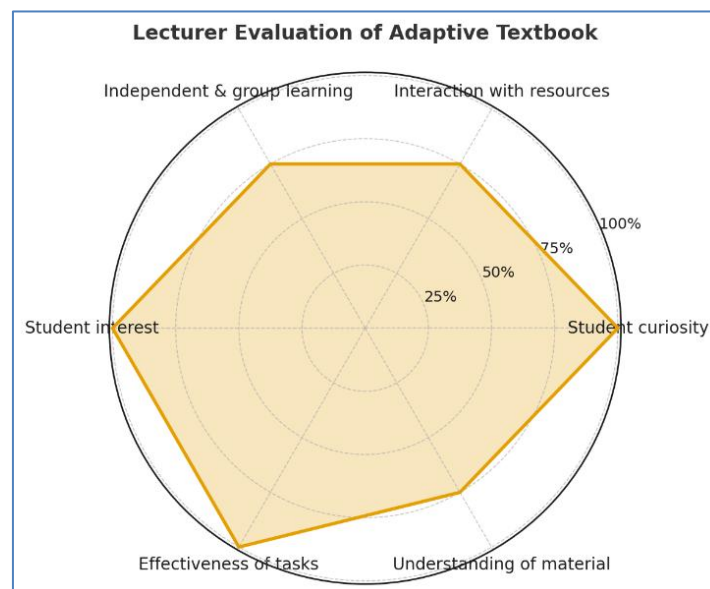
#### 4.5. Lecturer Evaluation

Lecturers' evaluations offered an essential perspective on the practicality and pedagogical soundness of the adaptive textbook. With an overall score of 87.50 percent, their responses confirmed that the material was both effective for learners and supportive for instructors in real classroom contexts. The evaluation highlighted that the textbook encouraged curiosity, promoted interaction with resources, supported independent and group learning, sustained student interest, enhanced the effectiveness of tasks, and improved comprehension through appropriate scaffolding.

**Table 4.3** Key Results of Lecturer Evaluation

| Evaluation Aspect                             | Score Obtained | Score Maximum | Percentage    |
|-----------------------------------------------|----------------|---------------|---------------|
| Encourage student curiosity                   | 4              | 4             | 100%          |
| Encourage interaction with learning resources | 3              | 4             | 75%           |
| Promote independent and group learning        | 3              | 4             | 75%           |
| Student interest in using textbooks           | 4              | 4             | 100%          |
| Effectiveness in exercises and evaluations    | 4              | 4             | 100%          |
| Student understanding of learning material    | 3              | 4             | 75%           |
| <b>Total</b>                                  | <b>21</b>      | <b>24</b>     | <b>87.50%</b> |

The distribution of scores reveals three significant insights. First, the textbook was strongest in stimulating student curiosity, sustaining interest, and ensuring task effectiveness, all rated at 100 percent. These results show that the material not only attracted learners' attention but also translated instructional activities into meaningful outcomes. Second, areas rated at 75 percent, including interaction with resources, promotion of group learning, and comprehension, suggest room for refinement through clearer collaborative guidelines and integration of supplementary resources. Third, the overall practicality score of 87.50 percent confirmed that lecturers considered the textbook highly applicable and ready for adoption without requiring major revisions.



**Figure 7.** Lecturer Evaluation of the Adaptive Textbook

The radar chart provides a clear visual representation of the distribution of lecturer evaluation scores across six key aspects. It emphasizes the strong performance of the adaptive textbook in stimulating student curiosity, maintaining interest throughout the learning process, and ensuring that tasks and evaluations were carried out effectively. At the same time, the chart also draws attention to areas that received moderately high ratings, such as interaction with learning resources, the promotion of collaborative learning, and student comprehension. These results suggest that while the textbook already demonstrates considerable pedagogical strength, there remains room for refinement to further enhance group collaboration and the integration of supplementary resources.

The evaluation demonstrates that lecturers regarded the adaptive textbook as both engaging and pedagogically robust. It successfully bridged traditional and adaptive approaches by fostering curiosity, supporting interaction, and sustaining student engagement. Although minor refinements could enhance group collaboration and comprehension, the overall results affirm that the textbook is a ready-to-use, highly practical instructional resource. By aligning with lecturers' expectations for modern materials that balance linguistic competence with affective support, the adaptive textbook stands as a valuable addition to speaking-focused courses in higher education.

#### **4. 6. Evaluation and Key Outcomes**

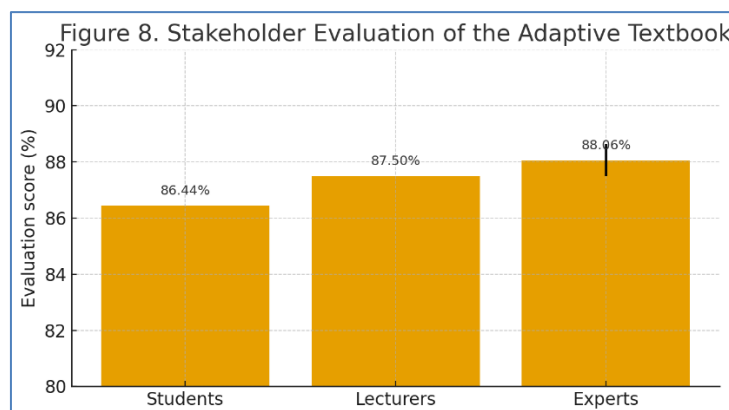
The evaluation phase represented the final step in confirming both the effectiveness and readiness of the developed adaptive textbook. A combination of *formative evaluation*, embedded throughout the ADDIE stages, and *summative evaluation*, conducted after classroom implementation, ensured that the textbook was not only continuously refined but also tested for its overall impact in real learning environments. Formative evaluation provided immediate feedback from experts and learners at each stage, guiding revisions that enhanced clarity, interactivity, and contextual relevance. Summative evaluation, on the other hand, focused on validating practicality and effectiveness through expert reviews, student responses, and lecturer evaluations.

**Table 4.4** Summary of Evaluation Findings

| Evaluation Source                 | Percentage   | Interpretation          |
|-----------------------------------|--------------|-------------------------|
| <i>Student Response (average)</i> | 86.44%       | Highly Practical        |
| <i>Lecturer Response</i>          | 87.50%       | Highly Practical        |
| <i>Expert Validation</i>          | 87.50–88.63% | Very Valid and Reliable |

#### Triangulated Insights from Multiple Stakeholders

- 1) *Students* considered the textbook highly practical, noting that its adaptive structure reduced anxiety, supported gradual skill-building, and enhanced motivation. Their responses confirmed that the materials effectively addressed both linguistic and psychological barriers.
- 2) *Lecturers* emphasized the pedagogical soundness of the textbook, particularly its ability to foster curiosity, promote independent learning, and sustain classroom engagement. The high practicality score affirmed its feasibility for adoption in real teaching contexts.
- 3) *Experts* validated the reliability of the textbook, highlighting its strong alignment with content standards, linguistic accuracy, and instructional media design. Their evaluations confirmed that the iterative revisions resulted in a more interactive, engaging, and culturally contextualized resource.



**Figure 8.** Stakeholder Evaluation of the Adaptive Textbook

The figure 8 illustrates triangulated evaluation scores from students, lecturers, and experts. The strong alignment across all groups underscores the textbook's validity, practicality, and effectiveness, confirming its readiness for classroom use. Further, the triangulated findings provide strong evidence that the adaptive textbook is valid, practical, and effective. Experts confirmed the reliability and relevance of its content and design, students recognized its practicality in reducing anxiety and fostering participation, and lecturers affirmed its role in creating engaging and learner-centered classrooms. Importantly, the convergence of these perspectives highlights consistency in acceptance, indicating that the textbook is not only theoretically well-designed but also operationally effective in practice.

The evaluation phase confirms that the adaptive textbook is ready for broader adoption. It embodies the principles of adaptive learning by simultaneously supporting cognitive development in accuracy, fluency, and vocabulary, and promoting affective growth through confidence-building and motivation. This balance positions the textbook as a transformative tool in EFL instruction, capable of bridging the gap between knowledge transmission and communicative competence while ensuring sustainable improvement in spoken English.

## 5. Discussion

This study aimed to develop a communicative public speaking textbook for undergraduate students using the ADDIE model, and the findings indicate that the goal was successfully achieved. Validation conducted by experts, lecturers, and students demonstrated strong results in terms of validity, practicality, and effectiveness. The content validity reached 87.50 percent and the learning media validity 88.63 percent, while responses from lecturers and students scored 87.50 percent and 86.44 percent respectively. These results confirm that the textbook is pedagogically sound, contextually appropriate, and feasible for integration into speaking courses. In other words, the evaluations show that the textbook is not only well designed but also aligned with student needs, making it ready for practical application in undergraduate speaking classes.

The findings demonstrate that adaptive, communicative, and student-centered materials can significantly enhance both speaking proficiency and learner confidence. The textbook was grounded in learners' needs, ensuring that its content and design were relevant and engaging. This work reflects a broader scholarly emphasis on tailoring instructional resources to learner characteristics in order to optimize outcomes, with studies stressing inclusion and contextual sensitivity in Indonesian EFL materials (Ulya et al., 2025; Habib et al., 2025). Aligning textbook content with student profiles highlights the importance of cultural representation and inclusivity in contexts where authentic communication opportunities are limited (Bahri & Agustina, 2023; Habib et al., 2025). These perspectives collectively affirm that materials must address learner diversity and local communicative realities to ensure meaningful engagement. In the design phase, the emphasis on visual appeal, structured interaction, and adaptive sequencing resonates with research contending that university textbooks should be both attractive and pedagogically engaging (Yanuar et al., 2021; Riansih, 2025). Such design is not merely aesthetic but pedagogical, sustaining interest, facilitating participation, and reducing barriers through accessible layouts, guided interaction, and scaffolded practice (Oktavianti et al., 2020). Empirical studies on multimodal and interactive texts further reinforce that effective textbooks integrate verbal and visual meaning-making to support learning in diverse Indonesian EFL settings (Yanuar et al., 2021; Riansih, 2025).

Validation findings from related studies confirm the reliability of these materials, with revisions strengthening grammatical accuracy, structural clarity, and scaffolded practice activities (Winarni & Koto, 2022; Rayla & Sonsona, 2023). Beyond linguistic accuracy, content analyses and discourse-focused work emphasize inclusivity and cultural representation as key elements of effective design, affirming that validity and reliability must also account for cultural and contextual relevance (Ulya et al., 2025; Bahri & Agustina, 2023). Together, these studies underline that high-quality EFL textbooks in Indonesia require not only linguistic precision and interactive pedagogy but also sensitivity to cultural and contextual fit, ensuring that instructional resources foster equitable and meaningful language learning experiences. These revisions are consistent with communicative language teaching principles highlighted by Harmer (2020) and Hutchinson and Torres (2021), who stress the need for instructional resources to balance accuracy with opportunities for fluency and authentic communication.

Lecturers considered the textbook practical and highly applicable in real classrooms. They valued its flexibility, structure, and ability to foster curiosity, support independent learning, and encourage student-centered interaction. This finding aligns with Reinders and Benson (2020), who emphasize scaffolding autonomy as a pathway to improved oral performance. Importantly, the adaptive pathways embedded in the textbook allowed students of different proficiency levels to progress at their own pace, addressing a persistent challenge in Indonesian classrooms where heterogeneous student populations often limit the effectiveness of traditional instruction.

Students highlighted the adaptive design as crucial for reducing speaking anxiety, building confidence, and sustaining motivation. This is particularly important given the prevalence of communication apprehension and fear of negative evaluation among Indonesian EFL learners (Suparman, Marlina, & Firmansyah, 2022; Wahyuni, Ramadhan, & Nasution, 2023). Their testimonies confirm the role of adaptive systems in reducing affective barriers, supporting earlier findings by Nguyen et al. (2020) and Zhao (2023) that adaptive tools can lower anxiety and increase engagement in language learning environments.

The findings also resonate with MacIntyre (2021) and Nakatani (2021), who stress that affective readiness is central to learners' willingness to communicate. Empirical evidence shows that students who feel psychologically supported engage more actively and sustain interaction more effectively (Su & Chu,

2024; Wang & Derakhshan, 2023; Morales & Limpot, 2023). This underlines the importance of integrating adaptive scaffolding with psychological support. Blended approaches that incorporate social-emotional elements promote deeper communicative engagement (Μακρογιάννη & Κούρτη-Καζούλλη, 2024; Monika & Devi, 2022; Umirzakova & Kadyrova, 2025). Scaffolded communicative tasks and feedback mechanisms enhance learners' willingness to participate, while supportive teacher and caregiver behaviors, such as validation and confirmation, further encourage classroom participation (Wang & Derakhshan, 2023; Morales & Limpot, 2023). These findings suggest that combining adaptive design with affective scaffolding creates a holistic learning environment that nurtures linguistic competence and emotional resilience, fostering sustained language use across diverse contexts.

Overall, the findings contribute to growing evidence that adaptive materials represent a transformative approach in EFL pedagogy. They bridge the gap between traditional teacher-centered methods and learner-centered approaches by embedding flexibility, personalization, and motivational support into textbook design. The strong alignment of expert, lecturer, and student evaluations reinforces the credibility of the textbook as a pedagogical innovation capable of addressing long-standing challenges in the teaching of spoken English in Indonesian higher education. Nevertheless, certain limitations must be acknowledged. The study was conducted in a limited institutional context with a relatively small sample size, which restricts the generalizability of the findings. Long-term effects on students' professional communication skills were not examined, leaving scope for further investigation. The research also focused primarily on classroom-based applications, without exploring the use of adaptive textbooks in digital or blended learning environments. This is an important area for future exploration, particularly as higher education increasingly incorporates flexible and online delivery modes.

The novelty of this study lies in the integration of adaptive learning design with affective scaffolding in the development of a communicative textbook for Indonesian higher education. Unlike previous research that emphasized either language accuracy or learner motivation in isolation (Handayani et al., 2022; Widodo, 2021), this study combined both dimensions into a holistic model. By applying the ADDIE model within the Dick and Carey systems approach, the materials were systematically designed, validated, and tested, ensuring methodological rigor and contextual relevance.

The implications for EFL pedagogy are significant. This study illustrates how textbooks can evolve from static resources into dynamic tools that offer adaptive learning pathways, scaffolded practice, and psychological support. Such innovations are particularly valuable in the Indonesian context, where teacher-centered practices and limited communicative opportunities continue to constrain student outcomes (Suparman, Marlina, & Firmansyah, 2022; Suryani & Wahyuni, 2022). The textbook thus provides a practical solution for reducing speaking anxiety, promoting learner autonomy, and fostering communicative competence. Future research should involve larger and more diverse populations across multiple universities to strengthen the applicability of findings. Longitudinal studies would help assess whether gains in proficiency and confidence are sustained and transferred into academic and professional contexts. Further investigation is also needed on how adaptive textbooks can be integrated into blended or digital platforms to improve scalability and inclusivity. Finally, adapting similar models for other skills such as listening and writing could help establish a comprehensive framework for English language education.

## 6. Conclusion

Research on the development of a textbook designed for undergraduate students as public speakers leads to the instructional design of the textbook: *Speak Up! Building Confidence and Clarity in English Speaking*. This study concludes that the investigation has successfully highlighted the significance of integrating innovative approaches in language education to enhance learners' engagement and communicative competence. The key findings reveal that the proposed model not only improves students' critical speaking skills but also fosters deeper interaction, creativity, and confidence in classroom practices. The novelty of this research lies in its application of a contextualized pedagogical strategy that bridges theoretical insights with practical classroom realities, offering a unique contribution to language learning scholarship. The implications are twofold: pedagogically, the study provides educators with a replicable framework that can be adapted across diverse educational contexts; academically, it broadens the discourse on critical speaking by aligning language teaching with students' real-life communicative needs. Future research is recommended to expand this inquiry by applying the model to varied cultural and institutional settings, exploring its adaptability to digital platforms, and examining its long-term impact on learners' critical language development.

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