
Speaking With Distance: Exploring The Effectiveness of Remote Practice

*Ahmad Tauchid*¹

*Seftika*²

*Ainu Zumrudiana*³

*Edi Suwandi*⁴

¹ Corresponding author, English Language Education Department, Universitas Nahdlatul Ulama Sunan Giri, Indonesia; ahmadtauchidmpd@gmail.com

² English Language Education Department, Universitas Muhammadiyah Pringsewu Lampung, Indonesia

³ English Language Education Department, Universitas Nahdlatul Ulama Sunan Giri, Indonesia

⁴ Department of Education and Human Potentials Development, National Dong Hwa University, Taiwan

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Abstract

The rising prominence of remote speaking practice in education and professional development underscores its critical significance. Enabled by advancing technology, remote platforms offer unprecedented convenience and accessibility for individuals to refine speaking skills. Research explores the efficacy of remote speaking practice, drawing on previous studies that have examined technology-mediated communication for language learning and public speaking training. Building on this foundation, this study investigates students' perceptions of remote speaking tasks' impact on pronunciation, speaking skills, and confidence. Through a qualitative approach involving open-ended surveys distributed to 19 English students at one of the Islamic private universities in Indonesia, attitudes and motivations shaping students' perspectives are explored. Analysis using NVivo 12 highlights the pivotal role of remote speaking tasks in improving pronunciation skills and fostering English speaking proficiency. Moreover, students' recognition of confidence as integral to successful language learning underscores the importance of supportive learning environments. The findings underscore the necessity of integrating remote speaking tasks into language curricula to enhance pronunciation and speaking proficiency effectively while emphasizing the pivotal role of confidence in facilitating language acquisition. These insights hold significant implications for



language education, advocating for the incorporation of remote speaking practice to empower learners in developing fluency and proficiency in virtual environments.

Keywords: Distance, remote practice, English speaking

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1. Introduction

The effectiveness of remote speaking practice not only contributes to honing speaking skills but also plays a pivotal role in building confidence in verbal communication. As individuals utilize remote platforms for targeted speaking exercises, they not only improve their pronunciation and fluency but also enhance their overall speaking confidence. This is especially crucial in the context of remote work and virtual communication trends, where effective verbal communication skills are highly valued. The convenience and accessibility offered by remote speaking practice enable learners to engage in speaking tasks comfortably, leading to increased proficiency and confidence in expressing ideas and engaging with others in virtual settings. Consequently, as educators and professionals leverage innovative approaches to optimize remote speaking practice, they contribute significantly to enhancing proficiency and confidence in verbal expression, aligning with the demands of an interconnected world driven by digital communication.

The significance of remote speaking practice study is further underscored by the evolving landscape of education and work dynamics, where remote communication has become not just a convenience but a necessity. With the proliferation of remote work opportunities and the widespread adoption of virtual communication tools, individuals must adapt their speaking skills to effectively engage and collaborate in online environments. Moreover, in the realm of education, the integration of remote learning models necessitates innovative approaches to develop students' speaking proficiency, as traditional in-person methods may not be feasible or optimal. Recognizing these shifting paradigms, research into the effectiveness of remote speaking practice serves to inform educators, trainers, and learners alike on best practices and strategies to maximize the benefits of virtual communication

platforms, ultimately fostering more robust and adaptable speaking skills essential for success in today's interconnected world.

Previous research in remote speaking practice has laid the groundwork for understanding its efficacy and potential impact. Studies have explored various aspects, including the use of technology-mediated communication for language learning and public speaking training. For instance, research by Young and Son (2023) examined the effectiveness of synchronous computer-mediated communication tools in improving oral proficiency in second language acquisition. Similarly, some studies investigated the use of video conferencing platforms for enhancing public speaking skills (Camilleri & Camilleri, 2022; Klefodimos & Triantafillidou, 2023). These studies have provided valuable insights into the benefits and challenges of remote speaking practice, offering recommendations for optimizing its effectiveness. Building upon this existing research, it is important to leverage the latest advancements in technology and pedagogy to develop innovative and tailored approaches to remote speaking practice, thereby addressing the evolving needs of learners and professionals in an increasingly digitalized world.

This research aims to investigate students' perceptions of the effectiveness of remote speaking tasks on their pronunciation, speaking skills, and confidence. By exploring these dimensions, the study seeks to understand how students perceive the impact of remote speaking tasks on their linguistic proficiency and communicative abilities. Specifically, the research will examine whether students believe that engaging in remote speaking tasks improves their pronunciation accuracy, enhances their overall speaking fluency, and boosts their confidence in verbal communication. Identifying students' perceptions regarding the effectiveness of remote speaking tasks can provide valuable insights into the efficacy of such pedagogical approaches and inform the development of strategies to optimize remote speaking practice for language learners and other individuals seeking to improve their speaking abilities in virtual environments.

The rationale for investigating students' perceptions of the effectiveness of remote speaking tasks lies in the growing prominence of online education and virtual communication platforms. With the increasing adoption of remote learning models and virtual work arrangements, there is a pressing need to understand how effectively these platforms facilitate language acquisition, communication skill development, and confidence building, particularly in verbal expression. By exploring students' perceptions of remote speaking tasks, this research addresses a crucial gap in our understanding of the efficacy of online pedagogical approaches for improving speaking proficiency and confidence. Moreover, as individuals continue to rely on virtual communication in both academic and professional settings, insights gained from this study can inform the design and implementation of more tailored and effective remote speaking practice interventions, ultimately enhancing learning outcomes and communication competence in virtual environments. Additionally, with the

ongoing evolution of remote learning technologies and pedagogical strategies, timely research in this area can provide valuable guidance for educators, curriculum developers, and language learners seeking to navigate the challenges and opportunities of remote speaking practice in the digital age.

The research on students' perceptions of the effectiveness of remote speaking tasks holds significant potential impact and contribution to the field by offering insights into three key dimensions. Firstly, understanding how students perceive the impact of remote speaking tasks on pronunciation can inform the development of targeted interventions to address linguistic accuracy and proficiency in virtual settings. Secondly, insights into students' perceptions of the effectiveness of remote speaking tasks on overall speaking skills can guide the design of activities that foster communicative competence in diverse contexts. Lastly, examining students' perceptions of the effectiveness of remote speaking tasks on confidence in verbal communication can inform strategies to promote self-efficacy and motivation. By addressing these dimensions, the research advances existing knowledge by providing empirical evidence to inform evidence-based pedagogical approaches tailored to learners' needs, thereby enhancing learning outcomes and communication competence in online environments while shaping the future of remote speaking practice. Thus, the research questions are as follows:

1. How is students' perception about the effectiveness of remote speaking tasks on their pronunciation?
2. How is students' perception about the effectiveness of remote speaking tasks on their speaking?
3. How is students' perception about the effectiveness of remote speaking tasks on their confidence?

1.1. Theoretical framework

1.1.1. Remote speaking practice in language education

As the examination of language education research unfolds, several recurring themes come to light, encompassing a broad spectrum, ranging from the importance of self-regulation strategies to the influential role of teachers in fostering peer learning dynamics (Al-Hawamleh et al., 2022). Additionally, insights into the satisfaction levels and proficiency outcomes of English as a Foreign Language (EFL) learners provide valuable perspectives for instructional refinement. Such findings underscore the intricate interplay between learner characteristics, instructional practices, and classroom dynamics, ultimately guiding educators in tailoring approaches to meet the diverse needs of language learners effectively. Furthermore, the emergence of remote speaking tasks as a key component of language education offers a novel avenue for addressing these themes by providing opportunities for students to engage in speaking practice and peer interaction regardless of physical distance or classroom constraints.

Several themes emerge regarding language learning strategies, classroom dynamics, and pedagogical approaches. One notable theme pertains to the importance of self-regulation strategies among high school students in Kuwait, with an emphasis on setting learning goals and strategic planning. While initial efforts are evident, there remains room for improvement, particularly in advanced self-regulation techniques. Additionally, the integration of digital portfolios shows promise in fostering critical thinking and metacognitive monitoring, albeit requiring closer supervision and training for optimal utilization (Al-Hawamleh et al., 2022). Moreover, remote speaking tasks can enhance self-regulation skills by providing students with opportunities to set speaking goals, reflect on their performance, and adapt their strategies accordingly. Additionally, remote speaking tasks allow for the seamless integration of peer feedback, further promoting metacognitive awareness and facilitating students' development as autonomous language learners.

Findings from Kang (2022) underscore the high satisfaction levels of English as a Foreign Language (EFL) learners in ESP courses regarding speaking task performance, coupled with positive proficiency scores in various aspects. However, identified areas for improvement include pronunciation, grammar, and organizational skills, highlighting the need for targeted training and enhanced technological support. Similarly, Liu and Yeung (2023) study sheds light on the facilitative effect of using the first language for planning on speech fluency, syntactic complexity, and accuracy, regardless of learners' second language proficiency. This underscores the nuanced interplay between linguistic factors and language acquisition strategies, which can be further explored and practiced through remote speaking tasks. Remote speaking tasks provide a platform for students to practice specific language skills, receive targeted feedback, and track their progress over time, thereby supporting their overall language development.

Furthermore, gender dynamics within EFL classrooms are illuminated by Alshebl (2021), revealing differences in interaction patterns, preferences for working in pairs or groups, and attitudes towards English culture. Such insights underscore the need for educators to consider diverse learner profiles and tailor instructional approaches accordingly. Additionally, pedagogical innovations such as the concept mapping-based flipped learning approach (Chen & Hwang, 2020) and the integration of TikTok voice-over challenges (Chuah & Ch'ng, 2023) offer promising avenues for enhancing speaking proficiency and motivation among ESL learners, albeit with attendant challenges such as accent variability and self-consciousness. Remote speaking tasks can address these challenges by providing a flexible and inclusive platform for collaborative learning, allowing students to engage with course content in ways that cater to their individual preferences and learning styles.

Moreover, code-switching emerges as a pedagogically beneficial strategy in EFL group work, facilitating tasks such as meaning clarification and emotion expression (Kemaloglu-Er & Özata, 2020). Similarly, Rayati et al. (2022) underscore the differential use of speaking

strategies between high and low proficiency EFL learners, underscoring the importance of tailoring instructional approaches to learners' proficiency levels. Additionally, Qasemi (2020) highlights the challenges faced by students in speaking classes, including lack of practice opportunities and anxiety-related difficulties, necessitating targeted interventions such as motivational activities and anxiety management techniques, which can be effectively implemented and reinforced through remote speaking tasks. By providing a supportive and low-pressure environment for speaking practice, remote speaking tasks can help alleviate students' anxiety and foster their confidence in using the target language.

Furthermore, the integration of authentic videos proves instrumental in enhancing listening and speaking skills among engineering students, underscoring the potential for multimedia resources in language instruction (Saienko & Shevchenko, 2020). Finally, Aubrey et al. (2022) underscores the multifaceted nature of engagement in speaking tasks, influenced by various learner, lesson, and task-level factors, thereby emphasizing the importance of task design and classroom environment in promoting learner engagement. Remote speaking tasks offer educators the flexibility to design speaking activities that are engaging, interactive, and tailored to the specific needs and interests of their students, thereby promoting active participation and enhancing language acquisition in diverse learning environments.

In conclusion, these findings collectively underscore the complex interplay between learner characteristics, instructional practices, and classroom dynamics in fostering language proficiency and engagement. By leveraging insights from diverse studies and integrating remote speaking tasks into language education, educators can adopt a multifaceted approach to address the evolving needs of language learners, incorporating innovative strategies while considering individual learner profiles and contextual factors.

1.1.2. Challenges of online education

Several studies have examined various challenges in online education. One set of challenges revolves around instructors' proficiency and institutional support in utilizing e-communication tools, as highlighted by Abdelatia et al. (2023). They found that Libyan EFL instructors faced difficulties due to inadequate technical skills, lack of institutional support, and poor internet connectivity. Conversely, Sha'Ar et al. (2022) discussed the benefits and challenges of incorporating MyELT online courses in English curricula, emphasizing issues related to teaching practices and course content accessibility. To overcome these challenges, educators should focus on enhancing technical competency and aligning courses with students' needs and diverse linguistic backgrounds.

Another cluster of challenges pertains to the sudden transition to online learning, particularly for math teachers, as identified by Jubran et al. (2023). They noted difficulties in communication, assessment, and technology use tools. Similarly, Aljuaid (2021) highlighted

challenges faced by both students and teachers in online English language courses, suggesting solutions such as awareness creation and customized course content. Furthermore, Latif (2022) outlined strategies proposed by educators to mitigate challenges specific to online English teaching during the COVID-19 crisis. These findings underscore the need for specialized training, policy development, and a supportive learning environment (Aljuaid, 2021; Jubran et al., 2023; Latif, 2022).

Student-centered challenges also emerged in the studies, including unclear course expectations and limited interaction with instructors, as discussed by Hijazi and Alnatour (2021). Alsalhi et al. (2023) highlighted challenges faced by students in learning English as a Foreign Language, suggesting comprehensive training for instructors and improvements in curriculum design. Additionally, Altakhaineh et al. (2023) identified challenges in online English vocabulary teaching, emphasizing the importance of addressing students' weaknesses and utilizing advanced online platforms. To address these challenges, a multifaceted approach involving improved communication, infrastructure enhancements, and personalized support is recommended (Alsalhi et al., 2023; Altakhaineh et al., 2023; Hijazi & Alnatour, 2021).

Lastly, challenges related to student attitudes and engagement were explored, with studies by Olifant et al. (2022) and Ta'amneh (2021) highlighting obstacles such as technical issues and individual differences. Meanwhile, Bashir et al. (2021) identified challenges faced by students in Bangladeshi public universities during the COVID-19 pandemic, emphasizing the need for resource access and psychological support. These findings underscore the importance of creating inclusive learning environments, providing technical support, and addressing students' psychological well-being (Bashir et al., 2021; Olifant et al., 2022; Ta'amneh, 2021).

These studies reveal complex challenges in online education, spanning from instructor proficiency and institutional support to student engagement and technological issues. To effectively address these challenges, a holistic approach involving training, policy development, infrastructure improvements, and personalized support is crucial.

2. Method

2.1. Research design

The primary purpose of this study was to understand students' perspectives on remote speaking tasks. The complexities of their attitudes were investigated using a qualitative study approach. The need to accurately represent the breadth and depth of students' viewpoints and experiences with remote speaking tasks—elements that quantitative assessments may not fully capture—prompted the choice to use a qualitative method.

We purposefully selected an open-ended survey with 19 students because involving only 19 students can be justified based on several factors. First, a smaller sample size allows for a

more focused and detailed analysis, enabling us to delve deeply into individual experiences and perspectives. Second, it can be more manageable in terms of resources, time constraints, and ethical considerations, ensuring that the research is conducted efficiently and responsibly.

The study used open-ended survey questions to explore the underlying motivations and reasons impacting students' attitudes towards remote speaking tasks, as well as surface-level judgments. This qualitative technique provides insights that go beyond mere statistical patterns, allowing for a comprehensive understanding of the variables influencing their assessments. Essentially, to offer a more thorough picture of students' experiences with remote speaking tasks, the qualitative approach was deliberately chosen to capture the depth and diversity of student perspectives.

NVivo 12 has proven to be an essential program for analyzing qualitative data and understanding students' attitudes towards remote speaking tasks. This system facilitates the organization and management of various data types, including text-based responses to open-ended surveys.

2.2. Participants

This study delved into the experiences and perspectives of 19 randomly selected students who were actively engaged in an English as a foreign language (EFL) program during the third semester of the academic year 2023–2024. These students, all participants in English education programs, were carefully chosen from one of the Islamic private universities in Indonesia.

The decision to focus on this specific academic environment was strategic, aiming to illuminate the intricate dynamics of studying English within the distinct context of an Indonesian private institution. By honing in on this particular setting, the study sought to uncover insights that might not be readily apparent in broader educational contexts. It aimed to capture the nuances of students' attitudes, challenges, and triumphs in their EFL learning journey.

Participants were selected from the EFL program to ensure a diverse representation of viewpoints and experiences, reflecting the varied backgrounds and language proficiencies within the student body. By including voices from different walks of life, the study aimed to provide a comprehensive understanding of the complexities involved in learning English as a second language in Indonesia.

Moreover, the temporal aspect of the study, conducted during the third semester of the academic year, was carefully considered. Recognizing that attitudes and experiences can evolve over time, the research aimed to capture a snapshot of the participants' perceptions at a specific point in their academic journey.

Ultimately, this project aspires to contribute to the broader discourse on EFL education within the Indonesian context. By focusing on a specific cohort within a particular academic institution, it aims to generate insights that may inform educational practices not only in Indonesia but also in similar contexts worldwide. Through rigorous analysis and interpretation of the data gathered, the study endeavors to offer actionable recommendations for enhancing EFL education in diverse linguistic and cultural settings.

2.3. Data Collection

To thoroughly explore students' perspectives on remote speaking tasks, an open-ended survey was selected. This approach allows for a deeper understanding of the diversity and complexity of viewpoints compared to closed-ended surveys. Participants are encouraged to express their experiences and opinions freely, fostering genuine self-expression and capturing emotions beyond mere numerical data. The survey's narrative structure enables participants to delve into detail about their experiences, difficulties, and opinions, aligning with the exploratory nature of qualitative research. This open-ended format facilitates a comprehensive investigation of contextual factors influencing respondents' views.

To ensure accessibility and participation, the survey was electronically distributed to 19 students enrolled in an English Education program at a private institution in Indonesia. Participants were invited to provide genuine and elaborate remarks on their experiences with remote speaking tasks. The flexibility of this distribution method allowed participants to engage with the survey at their convenience, encouraging honest expression and the exploration of contextual variables affecting their perspectives.

2.4. Validity and Reliability

The survey instrument's validity was established by a comprehensive validation process carried out by a pair of experts in education. In order to make sure that the survey questions accurately addressed the targeted constructs pertaining to students' attitudes towards remote speaking tasks, a critical analysis of the survey's clarity, relevance, and efficacy was conducted. These experts' participation in the validation process improves the survey instrument's overall validity and ensures that the questions meaningfully and accurately capture the desired insights for the research.

In order to prove the survey's reliability, the researchers took steps to verify the voluntary participation of participants, make sure they understood the questions, and administer the survey and compile the data in Indonesian. After that, they provided an overview of the participants' answers and asked for their consent to ensure that the information was accurate. In order to improve the general dependability of the data gathered during the survey, several careful measures were implemented.

2.5. Data Analysis

We employed NVivo 12 to examine participant attitudes towards remote speaking tasks. The programme aided in the organisation and comprehension of the gathered data. First, we entered the data into NVivo. Next, using a method known as coding, we closely examined the replies to find themes and patterns.

NVivo 12 gave us the ability to examine the data after coding, which helped us determine the elements influencing the participants' opinions. In order to facilitate information interpretation, the programme further produced visual representations of patterns and trends. Lastly, NVivo 12 helped us communicate the data by producing reports and graphics that were easy to understand. The goal of this analytical method was to give important insights into language teaching in our particular environment in addition to revealing attitudes towards remote speaking tasks.

3. Findings and Discussion

3.1. Findings

The research results present a comprehensive view of various aspects within the context of language learning, particularly focusing on remote or online education. The prominence of terms like "speaking," "tasks," "effective," and "remote" suggests an emphasis on communication skills development and the effectiveness of remote learning environments. Additionally, terms like "pronunciation," "skills," and "train" indicate a focus on specific areas of language acquisition and training methodologies. The inclusion of terms such as "anxious," "confidence," and "feeling" hints at the consideration of emotional and psychological aspects of language learning, suggesting that the research may explore student experiences and well-being in remote learning settings. Moreover, terms like "students," "lecturers," and "interact" imply an investigation into the dynamics between students and instructors, possibly exploring the role of teacher-student interaction in remote language education. Overall, these results provide insights into the multifaceted nature of language learning in remote settings, touching upon linguistic, pedagogical, emotional, and interpersonal dimensions. See Figure 1 for visualization.



Figure 1. Word Frequency

The research results highlight the perceptions of students regarding the effectiveness of remote speaking tasks in language learning. A majority of the students perceive these tasks positively, recognizing their effectiveness in areas such as practicing pronunciation, training confidence, and honing speaking skills. This indicates a widespread acknowledgment of the benefits associated with engaging in speaking activities in remote learning environments. However, a minority of students hold a contrasting view, expressing concerns about the perceived ineffectiveness of remote speaking tasks due to feelings of limited interaction and understanding. This suggests that while remote speaking tasks may offer various advantages, such as flexibility and accessibility, some students may encounter challenges related to the lack of interpersonal interaction and comprehension in this learning format. These divergent perceptions underscore the importance of considering individual learning preferences and addressing potential barriers to effective learning experiences in remote settings. See Figure 2 for the visualization.

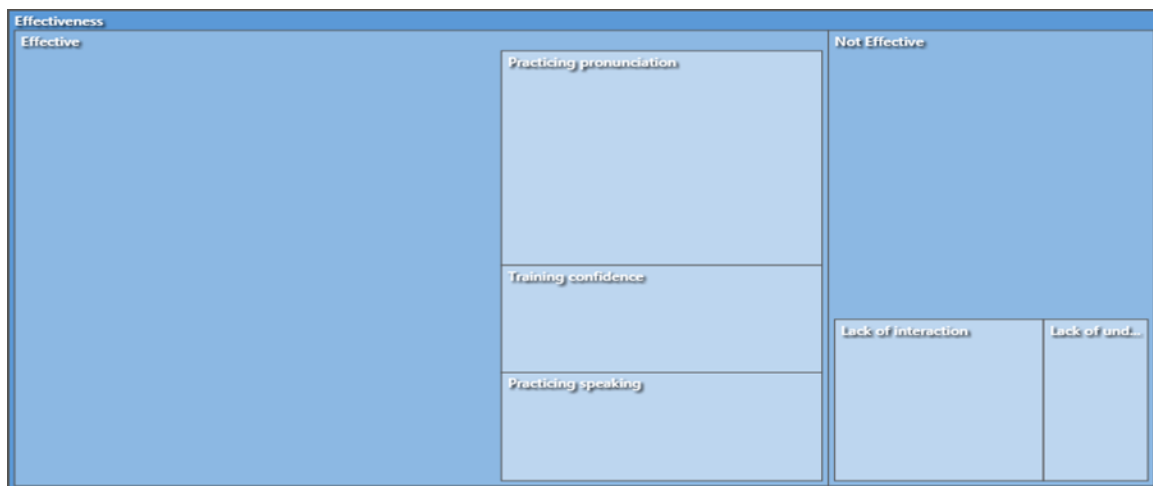


Figure 2. Hierarchy Chart

#RQ1: How is students' perception about the effectiveness of remote speaking tasks on their pronunciation?

The research results from the transcription highlight a consistent recognition among students of the importance of remote speaking tasks in improving pronunciation skills. In each response, students specifically mention pronunciation as a key aspect of language learning enhanced by these tasks. Student 1 mentions practicing pronunciation as one of the benefits of remote speaking tasks, indicating an understanding of the role of consistent practice in refining pronunciation. Student 2 emphasizes the advantage of remote speaking tasks over other methods in improving correct pronunciation, underscoring the importance of accuracy in spoken language. Student 3 reiterates the focus on pronunciation, stating that remote speaking tasks enable training in "the right pronunciation." This collective emphasis on pronunciation across all responses suggests a shared belief among students in the efficacy of remote speaking tasks for enhancing pronunciation skills, thus highlighting the central role of pronunciation in language learning. Here are the examples of students' response:

Student 1: "I think it is effective because through remote speaking tasks students can.....practice their pronunciation and train themselves not to get used to feeling anxious."

Student 2: "In my opinion, remote speaking tasks can be more effective in helping develop English speaking skills compared to other learning methods. The reason for this is because in the remote speaking task I can.....improve correct pronunciation, and can be done with flexibility of time and place."

Student 3: "Of course! because with remote speaking tasks can train.....the right pronunciation, and can be done anytime and anywhere."

Collectively, the data from the conversation reflects a positive perception among students regarding the effectiveness of remote speaking tasks on their speaking skills. They believe that remote tasks offer valuable opportunities for practicing pronunciation, reducing anxiety related to speaking, and improving overall English-speaking abilities. Additionally, students appreciate the flexibility that remote speaking tasks provide in terms of time and location, allowing them to engage in speaking exercises conveniently. This collective viewpoint underscores the perceived benefits of remote speaking tasks in enhancing speaking proficiency and confidence among students.

#RQ2: How is students' perception about the effectiveness of remote speaking tasks on their speaking?

The research results from the transcription reveal a focus on the effectiveness of remote speaking tasks in developing English speaking skills among students. Student 1 acknowledges the efficacy of these tasks in providing opportunities for students to practice and refine their spoken English. By mentioning "train how they speak English," the student highlights the active engagement and skill-building aspect inherent in remote speaking tasks. Similarly, Student 4 expresses a belief in the effectiveness of remote speaking tasks as one of several methods for developing English skills. Although brief, both responses underscore the recognition among students of the value of speaking practice in language learning. These sentiments reflect an understanding of the importance of oral communication proficiency and suggest a willingness to engage in activities that foster speaking competence. Overall, the focus on speaking in these responses highlights the central role that oral communication plays in language acquisition and the perceived effectiveness of remote speaking tasks in facilitating this aspect of language learning. Here are the examples of students' response:

Student 1: "I think it is effective because through remote speaking tasks students can train how they speak English....."

Student 4: "In my opinion, remote speaking tasks is one of several effective methods used to develop English skills."

The collective exchange illuminates the central role that remote speaking tasks play in advancing English language proficiency within contemporary educational frameworks. It signifies a broader acknowledgment among learners regarding the efficacy of such tasks as pivotal components in language development strategies. The conversation hints at a shared understanding within the educational community of the practical benefits of remote speaking tasks, emphasizing their ability to simulate real-life language usage scenarios and enhance students' linguistic fluency. Moreover, the mention of "remote" speaking tasks reflects the integration of digital technologies into language learning processes, highlighting the adaptability and accessibility afforded by modern educational tools. This collective recognition underscores a paradigm shift towards innovative and inclusive approaches to

language education, where diverse methodologies converge to create immersive and effective learning experiences tailored to meet the evolving needs of language learners in today's interconnected world.

#RQ3: How is students' perception about the effectiveness of remote speaking tasks on their confidence?

The research results from the transcription highlight students' perceptions of the role of confidence in the effectiveness of remote speaking tasks for developing English speaking skills. Student 1 mentions the opportunity provided by these tasks to train oneself not to feel anxious, indicating a recognition of the importance of confidence in overcoming speaking-related apprehensions. Similarly, Student 4 emphasizes the potential of remote speaking tasks to foster confidence in speaking, suggesting that this confidence-building aspect is a distinguishing factor that sets these tasks apart from other learning methods. Both responses underscore the belief among students that confidence plays a crucial role in language acquisition and that remote speaking tasks offer valuable opportunities for bolstering confidence levels in speaking English. This focus on confidence highlights its significance as a factor influencing students' perceptions of the effectiveness of language learning activities. Here are the examples of students' response:

Student 1: "I think it is effective because through remote speaking tasks students can train.....train themselves not to get used to feeling anxious."

Student 4: "In my opinion, remote speaking tasks can be more effective in helping develop English speaking skills compared to other learning methods. The reason for this is because in the remote speaking task I can develop confidence in speaking....."

The conversation collectively underscores a consensus on the effectiveness of remote speaking tasks in developing English speaking skills and reducing anxiety related to language use. The discussion revolves around the practical benefits of these tasks, particularly in training individuals to feel more confident and less anxious when speaking English. This collective viewpoint highlights a broader understanding within the educational community of the psychological and practical dimensions involved in language acquisition, emphasizing the importance of confidence-building strategies and anxiety management techniques in language learning contexts. Overall, the interpretation of the conversation suggests a holistic approach to language education that integrates skill development with emotional well-being to enhance the overall language learning experience.

3.2. Discussion

#RQ1: How is students' perception about the effectiveness of remote speaking tasks on their pronunciation?

The research findings highlight a consistent recognition among students regarding the significant impact of remote speaking tasks on improving pronunciation skills (Kang, 2022; Liu & Yeung, 2023). This recognition aligns with broader themes in language education research, such as the importance of self-regulation strategies and pedagogical innovations aimed at enhancing language proficiency (Al-Hawamleh et al., 2022; Alshebl, 2021). By emphasizing the pivotal role of pronunciation in language learning, these findings underscore the multifaceted nature of language acquisition, emphasizing the need for tailored instructional approaches that address diverse learner needs and preferences. Additionally, the integration of remote speaking tasks into language education represents a novel avenue for providing students with opportunities to engage in speaking practice and peer interaction, regardless of physical distance or classroom constraints.

Furthermore, the research sheds light on areas for improvement identified by EFL learners, including pronunciation, grammar, and organizational skills (Kang, 2022). This underscores the nuanced interplay between linguistic factors and language acquisition strategies, which can be further explored and practiced through remote speaking tasks (Liu & Yeung, 2023). By allowing students to practice specific language skills, receive targeted feedback, and track their progress over time, remote speaking tasks contribute to their overall language development. Additionally, the findings underscore the need for educators to consider diverse learner profiles and tailor instructional approaches accordingly, thereby promoting active participation and enhancing language acquisition in diverse learning environments (Alshebl, 2021; Aubrey et al., 2022).

In conclusion, the integration of remote speaking tasks into language education offers promising opportunities for addressing the evolving needs of language learners and overcoming challenges in online education. By leveraging insights from diverse studies and embracing innovative pedagogical approaches, educators can create inclusive learning environments that foster language proficiency and engagement. Remote speaking tasks provide educators with the flexibility to design activities that cater to students' individual preferences and learning styles, thereby empowering them to take ownership of their learning process and actively engage in language acquisition.

#RQ2: How is students' perception about the effectiveness of remote speaking tasks on their speaking?

The research findings further corroborate the significance of remote speaking tasks in enhancing English speaking skills, aligning with previous themes regarding the importance of learner engagement and pedagogical innovations (Alshebl, 2021; Kang, 2022). Students recognize the effectiveness of remote speaking tasks in fostering speaking proficiency, emphasizing the central role of oral communication in language acquisition. This recognition highlights the value of practice and active engagement in language learning processes, emphasizing the need for educators to integrate speaking tasks that promote interaction and

meaningful communication. Moreover, the findings underscore the perceived effectiveness of remote speaking tasks in providing students with opportunities to develop their speaking skills autonomously, irrespective of physical constraints or classroom settings.

Moreover, the research findings shed light on the multifaceted nature of engagement in speaking tasks, emphasizing the various learner, lesson, and task-level factors that influence language acquisition (Aubrey et al., 2022). This perspective aligns with the broader theme of tailoring instructional approaches to meet the diverse needs of language learners, as highlighted in previous studies (Al-Hawamleh et al., 2022). By offering educators the flexibility to design speaking activities that cater to the specific interests and preferences of their students, remote speaking tasks promote active participation and enhance language acquisition in diverse learning environments. Additionally, the integration of authentic multimedia resources further enriches the learning experience, underscoring the potential for innovative pedagogical approaches in language instruction.

In conclusion, the findings underscore the pivotal role of remote speaking tasks in language education, offering educators a novel avenue for addressing the evolving needs of language learners. By leveraging insights from diverse studies and embracing pedagogical innovations, educators can create inclusive learning environments that foster language proficiency and engagement. Remote speaking tasks not only provide students with opportunities to practice and develop their speaking skills but also empower them to take ownership of their learning process, ultimately contributing to their overall language development and communicative competence.

#RQ3: How is students' perception about the effectiveness of remote speaking tasks on their confidence?

The research findings highlight students' recognition of the pivotal role confidence plays in the effectiveness of remote speaking tasks for improving English speaking skills (Qasemi, 2020). This perspective resonates with the broader theme of addressing student anxiety and fostering confidence in language learning contexts, as previously discussed (Al-Hawamleh et al., 2022). Students emphasized the opportunity presented by remote speaking tasks for overcoming anxiety and building confidence, thereby shaping their perceptions of language learning activities. This underscores the importance of creating a supportive and low-pressure environment for speaking practice, wherein students feel empowered to take risks and engage actively in language production tasks, ultimately contributing to their confidence and proficiency development.

Moreover, the findings regarding the significance of confidence align with previous discussions on learner engagement and autonomy in language learning (Aubrey et al., 2022). Confidence emerges as a crucial factor influencing students' willingness to participate in speaking tasks and their overall engagement with language learning activities. By providing

students with opportunities to practice and receive feedback in a supportive environment, remote speaking tasks contribute to the cultivation of confidence, thereby facilitating language acquisition and promoting learner autonomy. Additionally, the recognition of confidence as a key determinant of task effectiveness underscores the need for educators to design speaking activities that foster a sense of psychological safety and encourage risk-taking among students, thereby maximizing their learning outcomes.

In conclusion, the research findings underscore the multifaceted nature of student perceptions and experiences in language learning contexts, emphasizing the interplay between affective factors such as confidence and pedagogical approaches such as remote speaking tasks. By addressing student anxiety and fostering confidence through targeted interventions such as remote speaking tasks, educators can create inclusive learning environments that support language acquisition and promote student engagement. Moreover, the integration of confidence-building strategies into language instruction aligns with broader efforts to enhance learner autonomy and metacognitive awareness, thereby empowering students to take ownership of their language learning journey.

4. Conclusions and Implications

In conclusion, the research findings underscore the pivotal role of remote speaking tasks in language education, particularly in improving pronunciation skills. Through engaging in speaking activities remotely, students not only practice articulating sounds and words accurately but also develop a heightened awareness of phonetic nuances. This recognition among students reaffirms the effectiveness of remote speaking tasks as a valuable tool for honing pronunciation skills, thus contributing to overall language proficiency. Furthermore, the research findings provide additional evidence of the significance of remote speaking tasks in fostering English speaking skills. By actively participating in speaking tasks conducted remotely, students have the opportunity to practice spontaneous language production, receive constructive feedback, and engage in meaningful interactions with peers. This collective recognition among students underscores the importance of integrating remote speaking tasks into language learning curricula to enhance speaking proficiency effectively. Lastly, the research findings highlight the indispensable role of confidence in the success of remote speaking tasks for improving English speaking skills. Students' acknowledgment of confidence as a crucial factor shaping their perceptions of language learning activities emphasizes the need to create supportive and encouraging learning environments. By nurturing students' confidence through remote speaking tasks, educators can empower learners to overcome anxiety, take risks, and ultimately, achieve greater fluency and proficiency in English speaking.

The implications of these findings are significant for language education. They emphasize the critical importance of incorporating remote speaking tasks into language learning curricula to enhance both pronunciation skills and overall speaking proficiency effectively.

Additionally, the recognition among students of the pivotal role of confidence underscores the necessity for educators to foster supportive learning environments that empower students to overcome anxiety and develop greater fluency in English speaking.

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