



EFL Teachers' Strategies in Teaching Speaking to Tenth Grade Students of Vocation High School

Vivia Sunarti, Sukardi Weda, Vivit Rosmayanti

^{1,2,3} English Education Study Program Graduate Department
Universitas Negeri Makassar

Article Info	Abstract
Received: 2026-06-07 Revised: 2026-09-11 Accepted: 2026-09-16 Keywords: <i>EFL teaching strategies; speaking skill; vocational students; role play; storytelling; communicative language teaching</i> DOI: 10.24256/ideas.v14i2.11092 Corresponding Author: Vivia Sunarti viviasunarti934@gmail.com Postgraduate Program English Language Education Universitas Negeri Makassar	<i>This study investigates EFL teachers' strategies in teaching speaking to tenth-grade students of UPTD SMKN Kalumpang. Speaking is a crucial English skill for vocational high school students because it supports workplace communication, academic interaction, job interviews, presentations, customer service, and professional collaboration. However, preliminary findings at UPTD SMKN Kalumpang revealed that many students were reluctant to speak English due to low confidence, speaking anxiety, limited vocabulary, pronunciation difficulties, and limited exposure to English outside the classroom. This research employed a qualitative approach with an interpretive paradigm to explore the strategies used by EFL teachers, how the strategies were implemented, the obstacles faced by teachers, and students' responses to speaking activities. Data were collected through classroom observations, semi-structured teacher interviews, student interviews, student questionnaires, and field notes during February–March 2026. The data were analyzed using thematic analysis. The findings show that the teacher consistently implemented four major speaking strategies: role play, dialogue practicing, storytelling, and discussion and debate. These strategies reflected Communicative Language Teaching principles because they promoted interaction, fluency, accuracy, collaboration, and meaningful communication. Role play was the most frequently implemented and most preferred strategy because it helped students reduce anxiety and speak through assigned characters. Dialogue practicing built students' foundational confidence through structured peer interaction. Storytelling supported narrative competence and vocabulary development, while discussion and debate generated the highest verbal interaction and critical thinking. The teacher implemented the strategies through pre-learning, main activities, feedback, and reflection. The main obstacles included students' low confidence, language anxiety, mixed proficiency levels, limited audiovisual resources, time constraints, and limited English exposure. The study concludes that contextually adaptive and communicative strategies can improve students' participation in speaking, although sustained support is needed to strengthen spontaneous speaking confidence.</i>

1. Introduction

English speaking skill has become increasingly important in the era of globalization. English is widely used in education, technology, tourism, business, digital communication, and international workplaces. For vocational high school students, the ability to speak English is not only an academic requirement but also a practical competence needed for future employment. Vocational students may need English for job interviews, workplace communication, customer service, product explanation, presentations, and interaction with colleagues or clients from different backgrounds. Therefore, English teaching in vocational schools should prepare students to use English confidently and appropriately in real communicative contexts.

Speaking is one of the most important skills in English language learning because it reflects learners' ability to use language orally and interactively. Brown (2004) explains that speaking involves pronunciation, vocabulary, grammar, fluency, and comprehension. It requires learners to process ideas, choose appropriate words, arrange sentences, pronounce them clearly, and respond to communication partners in real time. Thornbury (2005) also emphasizes that speaking is a complex skill because it involves both linguistic knowledge and interactional competence. Thus, teaching speaking cannot be limited to memorizing dialogues or repeating sentences; it must give students meaningful opportunities to communicate.

In the EFL context, teaching speaking is challenging because students do not usually use English in daily life. Unlike ESL learners who may encounter English in their social environment, Indonesian EFL students mostly learn English in formal classrooms. As a result, classroom instruction becomes the main source of English exposure and speaking practice. Richards (2008) argues that speaking instruction should help learners develop fluency, accuracy, interactional strategies, and confidence through meaningful practice. This means that teachers must design activities that allow students to speak actively rather than only listen to teacher explanation.

The need for effective speaking instruction is more urgent in vocational schools. Vocational students are expected to graduate with practical skills that support employment and professional readiness. Their English learning should therefore be connected to communicative situations that resemble real life and workplace contexts. Communicative Language Teaching (CLT) is relevant in this context because it emphasizes the use of language for meaningful communication rather than only the mastery of grammatical forms. Richards and Rodgers (2014) explain that CLT views language as a tool for communication and encourages classroom activities involving interaction, negotiation of meaning, and authentic use of language.

However, the reality of speaking instruction in many EFL classrooms still shows a gap between ideal communicative teaching and actual classroom practice. Teachers may still rely on repetition, reading aloud, grammar explanation, or translation. These activities can support accuracy, but they may not provide sufficient opportunities for students to develop fluency and confidence. Harmer (2007) suggests that speaking activities should encourage students to use language in purposeful interaction through pair work, group work, role play, discussion, storytelling, and presentations. Therefore, teachers need to select strategies that are suitable for students' needs and classroom conditions.

At UPTD SMKN Kalumpang, preliminary observation showed several problems in students' speaking ability. Many tenth-grade students were reluctant to speak English in class. Some students felt anxious when asked to speak, while others lacked confidence in pronunciation. Initial investigation in the thesis showed that 78% of students experienced anxiety when speaking English and 65% reported lack of confidence in pronunciation. Students' speaking ability was also still at the pre-intermediate level, with an average score

of 5.2 out of 10 based on a speaking assessment rubric adapted from CEFR. These findings indicate that students needed more supportive and communicative speaking strategies.

The speaking problems faced by students were also related to limited vocabulary, pronunciation difficulties, limited classroom speaking time, and lack of exposure to English outside school. Students tended to feel afraid of making mistakes and being laughed at by peers. This condition is common among adolescent EFL learners because they are highly sensitive to peer judgment. Krashen's affective filter hypothesis explains that anxiety, low confidence, and low motivation can hinder language acquisition (Krashen, 1982). Therefore, speaking instruction must create a supportive classroom environment where students feel safe to try, make mistakes, receive feedback, and improve gradually.

Teachers play a central role in addressing these problems. As facilitators, motivators, and classroom designers, teachers must choose strategies that match students' proficiency levels, interests, and learning context. Nunan (2003) argues that language teaching should provide learners with opportunities to use language in meaningful communication, while also helping them develop accuracy through support and feedback. In speaking classrooms, teachers should balance fluency and accuracy so that students can speak more confidently while gradually improving language correctness.

Several speaking strategies can be used to support students' oral development. Role play allows students to act in specific situations and communicate through assigned characters. This strategy can reduce anxiety because students speak as someone else rather than as themselves. Dialogue practicing helps students build confidence through structured pair interaction and repeated practice. Storytelling develops students' ability to organize ideas and speak in extended discourse. Discussion and debate encourage students to express opinions, respond to others, and think critically. These strategies are consistent with CLT because they encourage interaction and purposeful communication.

The use of communicative speaking strategies is particularly important for vocational students because they need to practice English in realistic situations. Role play can simulate workplace communication, customer interaction, job interviews, or service encounters. Dialogue practice can train students to ask and answer questions politely. Storytelling can help them describe experiences or events. Discussion and debate can build confidence in expressing opinions and solving problems. Therefore, speaking strategies should not only improve language ability but also support students' readiness for future professional communication.

Despite the potential of these strategies, teachers may face obstacles in implementing them. Large classes, mixed proficiency levels, limited learning time, limited audiovisual resources, and students' anxiety may affect the effectiveness of speaking instruction. Brown (2007) notes that successful language teaching depends on teachers' ability to adapt principles and techniques to real classroom conditions. In rural or resource-limited vocational schools, teachers need contextual flexibility and pedagogical creativity to maintain communicative learning even with limited facilities.

Based on this background, the present study investigates EFL teachers' strategies in teaching speaking to tenth-grade students of UPTD SMKN Kalumpang. The study focuses on four research questions: what strategies are used by EFL teachers in teaching speaking, how the strategies are implemented in the classroom, what obstacles are faced by teachers, and how students respond and participate in the speaking activities. The study is expected to contribute theoretically to EFL speaking pedagogy and practically to English teachers, vocational schools, and future researchers who seek to improve speaking instruction in similar contexts.

2. Method

This study employed a qualitative research approach with an interpretive paradigm. The qualitative approach was selected because the study aimed to explore and understand EFL teachers' strategies in teaching speaking based on classroom realities, teacher experiences, and student responses. Creswell and Poth (2018) explain that qualitative research is appropriate when researchers seek to understand a phenomenon in its natural context and interpret participants' meanings. In this study, the focus was not to measure the effect of one strategy statistically, but to describe how speaking strategies were selected, implemented, experienced, and challenged in the classroom.

The research was conducted at UPTD SMKN Kalumpang. The study focused on English speaking instruction for tenth-grade students. The research was carried out during February–March 2026. The research subjects included the EFL teacher who taught speaking and tenth-grade students who participated in the speaking learning activities. The teacher was selected because she was directly involved in planning and implementing speaking strategies, while students were included to provide responses and participation data.

The data were collected through classroom observations, semi-structured teacher interviews, student interviews, student questionnaires, and field notes. Observation was used to identify the actual strategies implemented by the teacher and how the strategies appeared in classroom practice. The observation focused on lesson preparation, opening activities, speaking tasks, student participation, teacher-student interaction, feedback, and reflection. Cohen, Manion, and Morrison (2018) state that observation is valuable in educational research because it provides direct evidence of classroom behavior and interaction.

Semi-structured interviews were conducted with the teacher to explore the reasons for selecting certain strategies, implementation procedures, obstacles, and adaptive responses. Student interviews and questionnaires were used to understand students' responses, preferences, confidence, and participation in speaking activities. Kvale and Brinkmann (2015) explain that interviews help researchers understand participants' experiences and interpretations in their own words. In this study, interviews helped explain why certain strategies were perceived as useful or challenging.

The data were analyzed using thematic analysis. Braun and Clarke (2006) describe thematic analysis as a method for identifying, analyzing, and reporting patterns within qualitative data. The researcher first familiarized herself with the data from observation notes, interviews, questionnaires, and field notes. Then, the data were coded according to recurring patterns. The codes were grouped into themes related to teacher strategies, implementation patterns, obstacles, and student responses. The themes were reviewed, refined, named, and presented in relation to the research questions.

Data validity was strengthened through triangulation. The researcher compared data from observation, teacher interview, student interview, questionnaire, and field notes. Triangulation helped confirm whether the teacher's statements were consistent with classroom practices and students' responses. Lincoln and Guba (1985) argue that credibility in qualitative research can be strengthened through prolonged engagement, triangulation, and careful interpretation. Therefore, using multiple data sources helped ensure that the findings were trustworthy and grounded in classroom evidence.

3. Result

The findings are presented based on the four research focuses: the teacher's strategies in teaching speaking, the implementation of the strategies, obstacles faced by the teacher, and students' responses and participation.

The first finding shows that the EFL teacher at UPTD SMKN Kalumpang used four main strategies in teaching speaking: role play, dialogue practicing, storytelling, and discussion and debate. These strategies were communicative in nature because they required students to speak, interact, exchange ideas, and present oral messages in English. The strategies were also adapted to students' needs, classroom conditions, and vocational learning context.

Role play was the most frequently used strategy. The teacher implemented role play in all observed sessions. In this strategy, the teacher prepared scenarios related to students' context, divided students into groups, assigned roles, allowed students to rehearse, and asked them to perform in front of the class. The teacher explained that role play made students more active because they were directly involved in communication. Students also felt more confident because they spoke as characters, not only as themselves. This finding indicates that role play helped reduce anxiety and encouraged students to participate.

Dialogue practicing was also used as a speaking strategy. The teacher provided dialogue sheets and asked students to practice conversations in pairs. This strategy was more structured than role play because students had language models to follow. Dialogue practicing helped students build basic speaking confidence, especially for students with lower proficiency. Through repeated practice, students became more familiar with common expressions, pronunciation, and turn-taking in conversation. This strategy supported accuracy and fluency at the same time because students practiced sentence patterns while interacting with partners.

Storytelling was used to develop students' narrative speaking ability. The teacher asked students to retell a fable or story using their own words. This activity required students to understand the story, organize events, choose vocabulary, and speak in front of classmates. Storytelling helped students develop discourse competence because they did not only produce isolated sentences but also connected ideas in sequence. It also supported vocabulary development because students needed words to describe characters, actions, events, and moral messages.

Discussion and debate were used to encourage students to express opinions and respond to others. The teacher gave students a topic, divided them into groups, distributed task sheets, and asked students to discuss the topic. In debate activities, students were asked to present arguments for and against a topic. The findings show that discussion and debate generated the highest level of student verbal output and peer interaction. Students were more active because they had to share ideas, defend opinions, respond to group members, and present conclusions. This strategy promoted speaking fluency as well as critical thinking.

The second finding concerns the implementation pattern of speaking strategies. The teacher implemented the strategies through a coherent lesson structure consisting of pre-learning, main learning activities, and assessment or reflection. In the pre-learning stage, the teacher opened the class with greetings, apperception, and topic introduction. The teacher also explained the learning objectives clearly. Lesson plans showed that the teacher had prepared speaking activities based on communicative principles. Supporting materials such as scenario cards and dialogue sheets were also prepared before teaching.

In the main activity stage, the teacher used pair work and group work to maximize student speaking time. Students were not only listening to teacher explanation but were actively involved in speaking tasks. Pair work was used in dialogue practice, while group work was used in role play, storytelling preparation, discussion, and debate. This structure helped increase student participation because students had more opportunities to speak in smaller groups before performing in front of the class.

The teacher also provided instructions using English as the main medium of instruction, with selective use of Bahasa Indonesia for clarification. This bilingual scaffolding helped students understand tasks without losing the communicative atmosphere of the English class. The teacher encouraged students to speak English, gave verbal praise, corrected errors briefly, and guided students when they struggled with vocabulary or pronunciation. This shows that the teacher played the role of facilitator and scaffolder.

Feedback was given in two ways: immediate feedback and delayed feedback. Immediate feedback was given during speaking activities through brief correction, prompts, or encouragement. Delayed feedback was provided at the end of the activity through more comprehensive comments on pronunciation, vocabulary, fluency, and performance. The teacher also closed lessons with evaluation and reflection. This implementation pattern shows that speaking strategies were not applied randomly, but were integrated into a structured pedagogical process.

The third finding concerns obstacles faced by the teacher. The first and most significant obstacle was students' low confidence and language anxiety. Many students were afraid of making mistakes, especially in pronunciation and grammar. Some students hesitated to speak in front of the class because they were worried about being laughed at by peers. This anxiety limited the spontaneity and quality of students' oral production. Even when students participated, they sometimes spoke softly, read from notes, or avoided longer responses.

The second obstacle was mixed proficiency levels. In one class, some students were more confident and had better vocabulary, while others were still struggling with basic expressions. Higher-proficiency students tended to dominate group interaction, while lower-proficiency students sometimes remained passive. This created challenges for the teacher in ensuring equal participation. The teacher responded by using scaffolded drilling, differentiated task assignments, and group structures that allowed weaker students to receive support.

The third obstacle was limited audiovisual resources and learning media. Some speaking strategies, such as recordings and transcripts, live listening, task repetition, and outside-class speaking, were not fully implemented because of resource limitations. The teacher understood the value of these strategies, but the available facilities did not fully support their use. Limited technology also affected the variety of speaking practice that could be provided to students.

The fourth obstacle was time constraint. Speaking activities require preparation, practice, performance, feedback, and reflection. However, class time was limited. As a result, the teacher sometimes had to shorten the reflection stage or simplify the activity. Time limitation also made it difficult to provide equal individual feedback to all students. This condition shows that speaking instruction requires careful time management and institutional support.

The fifth obstacle was limited exposure to English outside the classroom. Students rarely used English in daily life, so classroom time became the main opportunity for speaking practice. This created a heavy burden on the teacher because students needed repeated exposure and practice, but available time was limited. The teacher tried to

maximize in-class speaking time through pair work, group work, and performance-based activities.

The fourth finding concerns students' responses and participation. Students generally responded positively to the speaking strategies. They showed moderate to high participation in role play, storytelling, dialogue practice, and discussion or debate. Role play was the most preferred strategy because students enjoyed acting, using scenarios, and speaking through characters. Storytelling was also preferred because it allowed students to express ideas creatively. Discussion and debate were valued because they allowed students to share opinions, although some students still felt nervous. Dialogue practice was useful for basic confidence but was less preferred than more creative activities.

The findings also show a confidence-participation gap. Students were willing to participate and valued the activities, but their confidence was still moderate. This means that students enjoyed speaking activities and were willing to engage, but their oral production was still limited by anxiety, vocabulary problems, pronunciation difficulties, and fear of mistakes. Students suggested that speaking learning could be improved through more technology-based activities, more pair-based conversation practice, and more opportunities to speak outside formal class time.

Overall, the results show that the EFL teacher developed a communicatively oriented and contextually adaptive set of speaking strategies. The strategies improved student engagement and provided meaningful speaking opportunities, but several contextual challenges remained. The teacher's adaptive practices demonstrated pedagogical resilience, although additional support in facilities, time allocation, and professional development is needed.

4. Discussion

The findings show that the EFL teacher at UPTD SMKN Kalumpang used four main speaking strategies: role play, dialogue practicing, storytelling, and discussion and debate. These strategies are consistent with Communicative Language Teaching because they emphasize interaction, meaning-making, and active language use. Richards and Rodgers (2014) explain that CLT focuses on communication as both the goal and process of language learning. In this study, the teacher did not rely only on repetition or teacher explanation but provided activities that required students to speak with peers, perform roles, tell stories, and express opinions.

Role play emerged as the most frequently used and most preferred strategy. This finding is understandable because role play provides students with communicative contexts and reduces psychological pressure. Students can speak through assigned characters, which helps them feel less exposed personally. Harmer (2007) notes that role play and simulation can increase speaking opportunities and encourage learners to use language in realistic situations. In the vocational context, role play is particularly useful because it can simulate workplace communication, service encounters, and job-related interactions.

Dialogue practicing also played an important role. While role play allows more creativity, dialogue practicing gives students structured language support. For students with low proficiency, structured dialogues provide models of expressions, pronunciation, and interaction patterns. This supports Thornbury's (2005) view that speaking development requires both practice and scaffolding. Dialogue practice helps students build confidence before moving to freer speaking activities. Therefore, it is useful as a bridge between controlled practice and communicative performance.

Storytelling helped students develop extended speaking ability. Unlike short dialogues, storytelling requires students to organize ideas, sequence events, use vocabulary, and maintain coherence. This finding supports the view that speaking competence includes discourse competence, not only sentence-level accuracy. Brown (2004) explains that speaking assessment should consider fluency, vocabulary, grammar, pronunciation, and comprehension. Storytelling supports these components because students must communicate meaning across several connected utterances.

Discussion and debate generated the highest level of verbal output and peer interaction. This strategy encouraged students to express opinions, listen to others, respond, and present arguments. It also supported critical thinking. Nunan (2003) argues that communicative tasks should create genuine purposes for language use. Discussion and debate meet this principle because students speak to exchange ideas and persuade others, not merely to repeat language forms. This makes speaking more meaningful and intellectually engaging.

The implementation pattern also reflects effective pedagogy. The teacher structured lessons through pre-learning, main activities, and assessment or reflection. This structure helped students understand objectives, participate in tasks, receive feedback, and reflect on performance. The use of scenario cards and dialogue sheets showed that the teacher prepared materials to support speaking practice. Pair and group work increased student talking time, which is essential in speaking instruction. Harmer (2007) emphasizes that pair and group work can increase learner participation and reduce teacher domination.

The teacher's feedback practice was also significant. Immediate feedback helped students correct errors during activities, while delayed feedback allowed broader reflection after performance. Lyster and Ranta (1997) show that corrective feedback can support language learning when it is delivered appropriately. In speaking classes, feedback should not interrupt fluency too much, but students still need guidance to improve pronunciation, vocabulary, and grammar. The teacher's combination of immediate and delayed feedback balanced fluency and accuracy.

The findings also show that teacher scaffolding was central to the success of speaking strategies. Students needed support because many of them had limited vocabulary and confidence. Vygotsky's (1978) concept of scaffolding explains that learners can perform better when supported by more knowledgeable others. In this study, scaffolding appeared through task explanation, model dialogues, scenario cards, drilling, group support, bilingual clarification, praise, and feedback. These supports helped students participate even when they were not fully confident.

However, obstacles remained. The most serious obstacle was students' low confidence and speaking anxiety. This finding is consistent with Krashen's (1982) affective filter hypothesis, which argues that anxiety can hinder language learning. Students may know some vocabulary or grammar but still hesitate to speak because they fear mistakes and peer judgment. The teacher's use of role play, group work, and verbal encouragement helped reduce anxiety, but building spontaneous confidence requires long-term practice.

Mixed proficiency levels also created challenges. In group work, stronger students sometimes dominated while weaker students participated less. This shows that cooperative activities must be carefully managed. Teachers need to assign roles, monitor interaction, and provide differentiated support. Tomlinson (2014) argues that differentiated instruction is necessary when students differ in readiness, interests, and learning profiles. In speaking classes, differentiation may involve varied task difficulty, sentence starters, vocabulary support, peer pairing, and flexible grouping.

Resource limitation affected the range of strategies used. Some strategies such as recordings and transcripts, live listening, task repetition, and outside-class speaking were not fully implemented. These strategies require audiovisual tools, sufficient time, or

broader learning facilities. This finding shows the gap between ideal speaking pedagogy and real school conditions. Teachers may understand effective strategies but cannot always implement them fully due to contextual constraints. Therefore, institutional support is essential.

Time constraint was another important issue. Speaking instruction takes time because students need preparation, rehearsal, performance, feedback, and reflection. If time is limited, students may not receive enough opportunities to practice or receive individual feedback. This suggests that speaking should be integrated regularly across lessons rather than treated as an occasional activity. Short but frequent speaking tasks may help overcome limited time.

Students' positive responses show that communicative strategies were meaningful for them. Role play, storytelling, discussion, and debate were preferred because they were creative, interactive, and relevant. This supports the idea that vocational students are motivated by tasks that resemble real communication. Speaking instruction should therefore be connected with workplace situations, daily interaction, and practical needs. When students see the relevance of English, they are more likely to participate.

The confidence-participation gap is an important finding. Students participated and enjoyed the activities, but their confidence remained moderate. This means that engagement does not automatically produce full speaking competence. Students still need repeated practice, pronunciation support, vocabulary development, and emotional encouragement. Speaking confidence develops gradually through successful experiences, peer support, and teacher feedback. Bandura's (1997) theory of self-efficacy suggests that learners build confidence when they experience mastery, receive encouragement, and observe peers succeeding.

The findings have several practical implications. First, EFL teachers should continue using role play, dialogue practice, storytelling, discussion, and debate because these strategies provide meaningful speaking opportunities. Second, teachers should connect speaking topics with vocational contexts such as job interviews, service conversations, workplace safety, product presentation, and customer interaction. Third, teachers should provide scaffolding for lower-proficiency students through vocabulary lists, sentence frames, pronunciation modeling, and supportive grouping. Fourth, schools should improve audiovisual facilities to support recordings, listening models, and technology-based speaking tasks.

Overall, the discussion confirms that speaking instruction in vocational EFL classrooms requires communicative, supportive, and contextually adaptive strategies. The teacher at UPTD SMKN Kalumpang successfully used strategies that increased engagement and speaking practice. However, long-term improvement requires continuous practice, stronger resource support, differentiated instruction, and systematic confidence-building activities.

5. Conclusion

This study examined EFL teachers' strategies in teaching speaking to tenth-grade students of UPTD SMKN Kalumpang. The findings show that the teacher consistently used four major speaking strategies: role play, dialogue practicing, storytelling, and discussion and debate. These strategies were grounded in Communicative Language Teaching principles and supported both fluency and accuracy development. Role play was the most frequently used and most preferred strategy because it helped students speak through assigned characters and reduced anxiety. Dialogue practicing built foundational confidence,

storytelling developed narrative competence, and discussion and debate promoted interaction and critical thinking.

The implementation of the strategies followed a structured pattern consisting of pre-learning, main speaking activities, and assessment or reflection. The teacher prepared lesson plans, introduced objectives, used supporting materials such as scenario cards and dialogue sheets, organized pair and group work, encouraged students to speak, and provided immediate and delayed feedback. English was used as the primary instructional language, while Bahasa Indonesia was used selectively for clarification.

The teacher faced several obstacles, including students' low confidence, speaking anxiety, mixed proficiency levels, limited audiovisual resources, time constraints, and limited English exposure outside the classroom. These obstacles affected the range of strategies that could be implemented and the quality of students' spontaneous speaking. However, the teacher responded adaptively through scaffolding, drilling, differentiated tasks, encouragement, and maximization of in-class speaking opportunities.

Students generally showed positive responses and moderate-to-high participation. They preferred communicative and creative activities, especially role play and storytelling. However, the confidence-participation gap indicates that students still need sustained practice and emotional support to develop stronger speaking confidence. In conclusion, communicative and contextually adapted speaking strategies are effective for increasing student engagement in vocational EFL classrooms. Future research may examine the long-term impact of these strategies on students' speaking proficiency and explore technology-supported speaking instruction in vocational schools.

6. References

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.
- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). Pearson Education.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
- Kvale, S., & Brinkmann, S. (2015). *InterViews: Learning the craft of qualitative research interviewing* (3rd ed.). SAGE Publications.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.
- Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, 19(1), 37–66.
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. Routledge.
- Nunan, D. (2003). *Practical English language teaching*. McGraw-Hill.
- Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.

- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- Thornbury, S. (2005). *How to teach speaking*. Pearson Education.
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). ASCD.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.