

From production to reflection: Integrating video project-based learning and dialogic pedagogy in tertiary EFL Speaking

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ABSTRACT

This study examines the effects of integrating Video Project-Based Learning (VPBL) and Dialogic Pedagogy (DP) on tertiary EFL students' speaking performance. It explores their self-reflection and self-efficacy during the learning process. A quasi-experimental convergent mixed-methods design was employed with two intact groups of second-year university students: an experimental group receiving VPBL integrated with DP and a control group receiving conventional speaking instruction. Quantitative data were collected through pretest and posttest speaking assessments based on Complexity, Accuracy, and Fluency (CAF), together with self-reflection and self-efficacy questionnaires. Qualitative data were obtained through semi-structured interviews with students from the experimental group. Speaking performances were assessed by two raters, and inter-rater reliability was established using the Intraclass Correlation Coefficient (ICC). ANCOVA was employed to examine posttest performance while accounting for students' initial performance. The findings revealed significant differences in the patterns of overall speaking performance and Fluency between the instructional groups, whereas no significant group effects were found for Complexity and Accuracy. The questionnaire findings indicated relatively high self-reflection and moderate self-efficacy among students in the experimental group. Qualitative findings further revealed that video production, dialogic interaction, feedback, and reflection formed an interconnected learning process. Overall, the findings suggest that integrating VPBL with DP may be particularly responsive to fluency-related and broader aspects of oral performance. However, the development of Complexity and Accuracy may still require more sustained exposure, practice, and form-focused support. These findings suggest that speaking development is not solely a linguistic process, but a multidimensional phenomenon shaped by the interplay of cognitive, affective, and social factors



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1. Introduction

Speaking instruction in tertiary English as a Foreign Language (EFL) context has increasingly shifted toward student-centred and outcome-oriented approaches. This shift indicates a broader transformation in language learning from passive acquisition of linguistic knowledge to an active process of meaning-making and communication. In principle, speaking instructions should be natural, engaging, and

contextualized (Kozhevnikova, 2019; Sakale, 2019) to help students achieve the intended learning outcomes. This approach aligns with the principles of Outcome-Based Education (OBE), which emphasizes orienting the educational process toward achieving defined learning outcomes rather than merely covering content (Asim et al., 2021; Merueña, 2023). Accordingly, students are expected to demonstrate not only linguistic competence but also active participation, reflection, and ownership of their learning process.

In this changing landscape, EFL speaking development should be understood as more than the acquisition of linguistic knowledge or repeated opportunities for oral production. Speaking development involves the interaction of linguistic performance, learner beliefs, metacognitive awareness, and socially mediated participation. Recent research on technology-mediated and project-based language learning suggests that digital projects can provide authentic contexts in which learners actively use language, collaborate with peers, construct meaningful products, and assume greater responsibility for their learning (Benlaghrissi & Ouahidi, 2024; Anwar et al. 2024). In speaking instruction, these affordances are particularly relevant because sustained opportunities for planning, rehearsal, production, and revision can increase learners' engagement with oral language. Nevertheless, opportunities for production alone do not necessarily ensure meaningful learning. Learners must also develop the confidence to participate, the capacity to evaluate their own performance, and the ability to use feedback to regulate subsequent learning. Thus, technology-mediated speaking instruction needs to connect opportunities for language production with the affective and reflective processes through which learners become increasingly aware, confident, and agentic language users.

However, despite this pedagogical shift, many speaking classrooms still struggle to create meaningful, engaging, and reflective learning environments. In reality, speaking classroom interactions often remain limited, lecturer-dominated, and task-oriented. Students often show limited self-efficacy and insufficient self-reflection, both of which are crucial elements in the process of acquiring a second language (Kitikanan, 2017; Orakci, 2021; Raoofi et al., 2016; Sulistyo et al., 2021). These conditions indicate a gap between the intended student-centered, outcome-oriented pedagogy and the realities of classroom practices. Thus, lecturers should be able to create innovative instructional models to bridge this divide.

From an affective perspective, self-efficacy plays a pivotal role in shaping students' engagement in speaking activities. Students with high self-efficacy are more likely to participate actively without fear; students with low self-efficacy tend to avoid speaking opportunities (Jonathans et al., 2025; Kilpatrick, 2018). On the other hand, self-reflection creates a key component of metacognitive development, which enables students to evaluate their own speaking performance. They can identify areas for improvement and regulate their learning strategies. Self-reflection also allows students to become more aware of their linguistic strengths and weaknesses, and this stimulates them to produce continuous improvement (Biktagirova et al., 2021; Moslehi & Salehi, 2021; Reed & Chappell, 2021). More importantly, self-efficacy and self-reflection build an important foundation for sustainable language development since both connect cognitive performance with students' beliefs and awareness. However, these affective aspects are often underemphasized in speaking classes because both lecturers and students tend to prioritize observable performance outcomes over internal learning affective processes.

This relationship creates an important conceptual tension in technology-mediated speaking instruction. On the one hand, project-based and video-mediated activities provide learners with extended opportunities to plan, rehearse, record, observe, and revise their spoken production. Such learning environments have been associated with increased speaking participation, active learning, confidence, and opportunities for authentic language use (Benlaghrissi & Ouahidi, 2024; Mawaddah, 2024; Anwar et al. 2024). On the other hand, producing a video or completing a speaking project does not automatically lead learners to critically evaluate their performance or develop stronger beliefs in their speaking capabilities. This distinction is important because speaking self-efficacy influences learners' willingness, persistence, and perceived capability to perform oral tasks, while reflection enables learners to examine previous performance and make informed decisions about subsequent learning. Therefore, the pedagogical challenge extends beyond providing additional speaking opportunities: those opportunities need to be transformed into cycles in which performance is examined, discussed, reflected upon, and subsequently improved.

Recent advances in technology-enhanced language learning have introduced innovative instruction such as Video Project-Based Learning (VPBL). It allows students to engage in authentic, multimodal language production (Riswandi, 2016; Sirisrimangkorn, 2021; Yükselir & Kömür, 2017). Studies by Lai

and Li (2011) and Shaaban (2022) proved that technologies facilitate the implementation of video project-based learning in teaching and learning processes of speaking. The results of other studies demonstrate the benefits of videos in enhancing students' communication skills, facilitating a more engaging and accessible learning experience (Domalewska, 2014; Eghterafi et al., 2022; Lavin et al., 2010; Sulistyo & Lutviana, 2023). At the same time, studies on dialogic pedagogy (DP) have demonstrated as an effective tool for unifying perceptions within the teaching and learning process (Nussbaum et al., 2023) and that it facilitates student cognitive, social, and emotional development (Ucan et al., 2023). Furthermore, the findings of Maine et al. (2019) and Sulistyo et al. (2025) corroborate these conclusions, indicating that DP can facilitate the acquisition of knowledge among students.

From this perspective, Video Project-Based Learning (VPBL) and Dialogic Pedagogy (DP) can be conceptualized as complementary rather than simply co-occurring instructional approaches. VPBL provides a performance platform that generates opportunities for language planning, rehearsal, multimodal production, self-observation, revision, and performance for an audience (Benlaghrissi & Ouahidi, 2024; Anwar et al., 2024). DP, by contrast, provides an interactional and reflective mechanism through which learners can interrogate those production experiences by articulating ideas, negotiating meaning, responding to alternative perspectives, and engaging with teacher and peer feedback. Contemporary conceptualizations of feedback increasingly emphasize learners' active participation in interpreting and using feedback rather than positioning them as passive recipients of corrective information. Dialogic feedback can therefore create opportunities for learners to transform information about performance into subsequent learning actions. When integrated with VPBL, this process can be conceptualized as a recursive pedagogical cycle of: production → dialogue/feedback → reflection → revision → enhanced production. In this cycle, video production makes speaking performance observable and revisable, while dialogue and feedback transform performance experiences into reflective knowledge that informs subsequent oral production.

While a substantial body of research has demonstrated the effectiveness of video-based and project-based approaches in improving students' speaking performance (Riswandi, 2016; Sirisrimangkorn, 2021; Yükselir & Kömür, 2017), most existing studies have primarily emphasized linguistic outcomes or task completion. Comparatively fewer studies have examined how such pedagogical approaches support learners' affective development, particularly self-efficacy and self-reflection, which are known to play a critical role in oral language production (Genç, 2016; Lai & Li, 2011; Raoofi et al., 2016). Moreover, empirical research that integrates Video Project-Based Learning with Dialogic Pedagogy in tertiary EFL speaking contexts remains limited, as dialogic pedagogy has more frequently been examined in relation to cognitive engagement and classroom interaction rather than speaking performance and affective outcomes (Asterhan et al., 2020; Nussbaum et al., 2023). While both VPBL and DP have been widely studied, existing research has predominantly investigated their effects in isolation or has focused on linguistic outcomes.

This creates a critical gap in speaking instruction. First, there is limited empirical evidence explaining how the integration of VPBL and DP can simultaneously improve student speaking performance (complexity, accuracy, and fluency) and affective dimensions such as self-efficacy and self-reflection. Second, prior studies have rarely conceptualized these elements within a unified pedagogical model connecting technology use, interaction, and student agency. Addressing these gaps, the present study proposes and examines an integrated pedagogical instruction combining VPBL and DP. This model is designed not only to enhance students' speaking performance but also to activate their reflective capacity and confidence in second language use. By bridging linguistic and affective dimensions, this study contributes to a more holistic understanding of speaking improvement in technology-enhanced EFL classrooms.

Accordingly, the contribution of the present study extends beyond the procedural combination of two established pedagogical approaches. Existing studies have provided growing evidence for the value of project-based and technology-supported learning in promoting active participation and language performance (Benlaghrissi & Ouahidi, 2024), while recent video-project research has highlighted opportunities for authentic production, speaking practice, confidence, and active learning (Mawaddah, 2024; Anwar et al., 2024). In parallel, research on self-efficacy has established its relevance to learners' perceived capability and regulation of EFL speaking, and contemporary feedback scholarship emphasizes dialogue and learner engagement as important conditions for converting performance information into learning. What remains insufficiently explained is how these linguistic, affective, technological, and interactional dimensions can operate within a unified pedagogical mechanism. The present study

addresses this gap by conceptualizing VPBL as the platform for repeated and revisable oral production and DP as the interactional-reflective mechanism through which learners interpret performance, negotiate feedback, evaluate progress, and regulate subsequent speaking. By simultaneously examining complexity, accuracy, and fluency alongside self-efficacy and self-reflection, the study moves the discussion beyond whether digital projects improve speaking toward explaining how production, dialogue, feedback, reflection, and revision may interact to support EFL speaking development.

To achieve the aim and objective of the present study, the research questions were formulated as follows:

1. How does the incorporation of Video Project-Based Learning and Dialogic Pedagogy influence students' speaking performance (complexity, accuracy, and fluency), self-efficacy, and self-reflection?
2. How do students perceive the implementation of this integrated pedagogical approach in speaking classes?

2. Literature Review

2.1. Videos in Language Learning and Project-Based Approaches

A growing body of research has demonstrated that the integration of technology in language learning has transformed English Language Teaching (ELT) in enhancing students' engagement and exposure to authentic language use. Unlike traditional approaches to teaching speaking skills, which sometimes involve monotonous exercises and conversations, such as role-playing, drilling, listening, and repeating, etc, technology has undergone a tremendous transformation, offering both lecturers and students new prospects (Nguyen, 2022; Sulistyo & Lutviana, 2023). Speaking projects are one area in which technology has demonstrated significant promise in ELT, with videos serving as a useful tool to improve task technology fit. As a result, as technology advances, the integration of video into language teaching is becoming an increasingly popular practice (Ata & Sancar, 2022; Barnes & Falter, 2019; Sulistyo, 2016). Videos offer a refreshing and interactive approach, providing learners with real-life contexts in which they can observe, analyze, reflect, and respond to natural language patterns (Eghterafi et al., 2022; Widiastuti et al., 2022). The use of videos has gained a prominent position in developing not only listening skills but also active production skills in the language classroom (Al-Jarf, 2022; Bobkina et al., 2020).

In parallel, in the digital age, project-based learning (PBL) focuses on using technology to improve learning experiences while involving students in worthwhile, real-world projects. Students acquire not only academic information but also the abilities and mentality required to function in and contribute to the constantly changing digital world by combining PBL with digital tools and resources. PBL cultivates students' communication, collaboration, critical thinking, and creativity (Purnawati & Sari, 2023), which are important for building student engagement and enjoyment in developing skills in using digital tools.

PBL in the digital age may vary in terms of the activities and products, such as podcasts, video blogging, or digital storytelling. However, teachers should realize some challenges, such as time constraints, technical issues, or a focus on technologies over content. However, despite its potential, the implementation of technology-enhanced PBL also presents challenges, such as time constraints, technical issues, and the risk of overemphasizing technology at the expense of content (McNulty & Lazarevic, 2012). These challenges highlight the need for a pedagogical framework that can effectively balance technological affordances with meaningful and engaging learning processes.

2.2. Dialogic Pedagogy and Affective Engagement

Dialogic pedagogy (DP) has been widely discussed as an approach emphasizing meaningful interaction, critical dialogue, and collaborative knowledge instruction in the classroom. Through dialogic practices, students are encouraged to express their ideas, engage with diverse perspectives, and develop mutual understanding. They enhance not only cognitive engagement but also social and emotional development (Asterhan et al., 2020; Farooq & Benade, 2019). Previous studies have shown that dialogic interaction plays an important role in shaping students' critical thinking and communication skills as well as fostering a supportive learning environment (Nussbaum et al., 2023; Ucan et al., 2023).

Importantly, DP also stimulates opportunities for reflective engagement. By implementing DP in the classroom, teachers encourage students to do self-reflection, which allows the students to be aware of

three aspects: what went well (strengths), what went wrong (weaknesses), and what to do next (improvement). This reflective process aligns closely with the concept of self-reflection as a purposeful act of thinking that seeks solutions to problems encountered (Mirza, 2018). Therefore, it is imperative to implement DP in an educational setting to cultivate students' comprehension of the significance of engaging in discussion on course-related subjects, thereby fostering heightened reflective practices.

Despite the growing evidence highlighting the effectiveness of VPBL and DP, these strands of research have largely been investigated in isolation. VPBL tends to focus on enhancing linguistic performance; DP is more associated with interaction and reflective dimensions. Nevertheless, limited attention has been given to investigating how these two approaches can be integrated to simultaneously address both linguistic improvement and affective dimensions, such as self-efficacy and self-reflection, in speaking instruction. This gap is particularly evident in higher education EFL contexts, where students are expected not only to demonstrate language skills but also to develop student affective agency.

3. Method

The study employed a quasi-experimental design within a convergent mixed-methods framework, comprising an experimental group and a control group to allow for a controlled comparison of the impacts of the integration of VPBL and DP on students' speaking competencies. The study concentrated on two key areas: firstly, the impact of integrating video project-based learning with dialogic pedagogy on students' speaking abilities; and secondly, students' perceptions of the intervention, necessitating the collection of both quantitative and qualitative data. It was therefore necessary to gather two types of data: quantitative and qualitative data.

3.1. Sample and Population

The participants in this study were second-year students enrolled in a Speaking course in the English Language Department of a university in Malang. Group A, which served as the experimental group, consisted of 20 students; Group B, which acted as the control group, consisted of 15 students over the course of one consecutive semester (16 weeks/meetings, with each meeting lasting 150 minutes). The two groups were enrolled in the same department and attended the same Speaking course. These groups were selected based on pre-existing class divisions to ensure a natural learning environment while maintaining comparable academic backgrounds. The relatively small sample size reflects the authentic classroom context in which speaking courses are typically conducted in small groups to maximize student participation and interaction.

To ensure comparability, both groups followed the same course objectives and were taught within the same institutional environment. However, only the experimental group received instruction through the integration of Video Project-Based Learning and Dialogic Pedagogy over a 16-week semester. For the qualitative aspect of the study, there were 4 students (2 female and 2 male) representing the experimental group to have an interview with the researchers. The selection criteria included variation in gender, speaking proficiency, and willingness to participate. This purposive sampling method guaranteed a diverse range of perceptions on the implementation of VPBL and DP.

3.2. Research Instruments

In this study, the researchers collected two types of data: qualitative and quantitative. A speaking test was conducted for both the pre-test and the post-test and was evaluated using a CAF (Complexity, Accuracy, and Fluency) analytical rubric. The pre-test was carried out to ensure group equivalence before the intervention, and the post-test was administered to evaluate its impact. Another set of quantitative data was collected using a 10-item, 5-point Likert scale self-efficacy questionnaire adapted from Schwarzer and Jerusalem (1995), as well as a 20-item, 5-point Likert scale self-reflection questionnaire adapted from Setiyadi (2016). The adaptation process involved modifying the items to reflect the specific challenges that students encounter during speaking activities. The questionnaire instruments were adapted and validated for contextual relevance, and internal consistency was assessed using Cronbach's alpha.

In addition, the qualitative data were collected from an interview with 4 students (R1, R2, R3, and R4) to explore students' perceptions of the implementation of project-based learning video collaboration with dialogic pedagogy. In addition, a research instrument validator who was an expert in the field of English language learning provided feedback on content relevance, clarity, and cultural appropriateness.

3.3. The Intervention of the Model

The intervention of the model is illustrated in Figure 1.

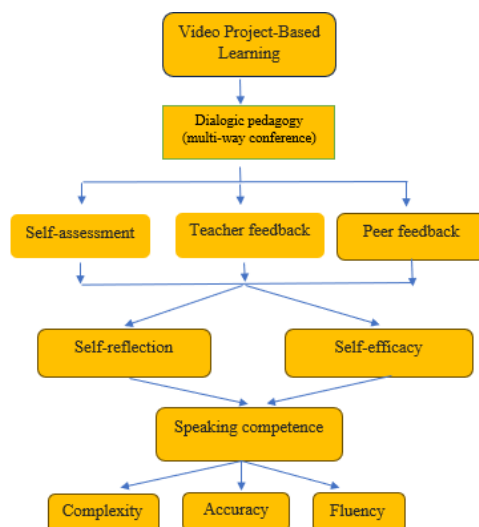


Fig 1. The Incorporation of video project-based learning and dialogic pedagogy

As illustrated in Figure 1, this study explores the integration of VPBL and DP in the context of English language learning. The objective of this study is to ascertain how task-based learning and technology in English language learning can be optimized through the implementation of dialogic pedagogy. The intervention encompasses structured peer dialogues, teacher guidance, and self-assessment to augment self-efficacy and self-reflection, with a view to enhancing students' self-efficacy and self-reflection, and thereby improving their speaking skills in terms of complexity, accuracy, and fluency (CAF).

3.4. Data Analysis

To minimize potential scoring bias, two raters independently assessed the students' speaking performances using an analytical scoring rubric based on complexity, accuracy, and fluency (CAF). The scores assigned by the two raters were then averaged to obtain a composite speaking score for each student. Inter-rater reliability was examined using the Intraclass Correlation Coefficient (ICC) based on a two-way mixed-effects model with an absolute-agreement definition. The average-measures ICC was used to assess the reliability of the combined ratings. To examine differences in posttest speaking performance between the experimental and control groups while accounting for students' initial performance, ANCOVA was employed, with posttest performance as the dependent variable, instructional group as the between-subjects factor, and pretest performance as the covariate. Prior to interpreting the ANCOVA results, the homogeneity of regression slopes was examined through the Group $\times$ Pretest interaction. Where this assumption was violated, the interaction was interpreted rather than relying on the conventional ANCOVA group effect. Effect sizes were reported using partial eta squared (η^2) for the ANCOVA effects where appropriate. All statistical analyses were conducted using SPSS.

Furthermore, the internal consistency of the questionnaires used to examine students' self-reflection and self-efficacy was assessed using Cronbach's alpha in SPSS. The qualitative interview data were analyzed using thematic analysis. The interview recordings were first transcribed and repeatedly read to familiarize the researchers with the data. The transcripts were then coded inductively in NVivo by identifying meaningful segments related to students' perceptions, learning experiences, and challenges during the learning process. Similar codes were compared and grouped into broader categories, from which preliminary themes and subthemes were developed.

4. Findings and Discussion

Before the intervention, an independent-samples comparison was conducted to examine whether the two intact classes differed in their initial performance. Because Levene's test indicated unequal variances ($F = 6.550$, $p = .015$), the Welch-adjusted result was considered. The analysis showed no statistically

significant difference between the experimental and control groups at baseline, $t(32.93) = 1.978$, $p = .056$, although the mean difference was 4.50 points. Thus, the groups were considered broadly comparable at the outset, while the baseline difference was accounted for in the subsequent analysis.

4.1. The Impacts of the Intervention on Students' Speaking Skills

The inter-rater reliability of the two raters' ratings was examined before evaluating the treatment's effects. The correlation between the two post-test scores is shown in [Table 1](#).

Table 1. Inter-Rater Reliability of the Two Scores

ICC Model	Type	ICC	95% CI	F	df1	df2	p
Two-way mixed effects	Single measures	.777	[.410, .904]	11.544	34	34	< .001
Two-way mixed effects	Average measures	.875	[.581, .950]	11.544	34	34	< .001

Inter-rater reliability was calculated using a two-way mixed-effects Intraclass Correlation Coefficient (ICC) with an absolute-agreement definition. Inter-rater reliability analysis using a two-way mixed-effects model with an absolute-agreement definition of ICC (see [Table 1](#)) resulted in a single-measures ICC of .777 (95% CI [.410, .904]) and an average-measures ICC of .875 (95% CI [.581, .950]). Both coefficients were significant, $F(34, 34) = 11.544$, $p < .001$. Results showed high agreement between the two raters, indicating that the speaking assessment has strong inter-rater reliability.

Then, to examine the effects of video project-based learning on students' oral production, posttest performance was analyzed while taking students' pretest performance into account. Analysis of covariance (ANCOVA) was used for outcomes that met the relevant assumptions, with instructional group (experimental vs. control) as the between-subjects factor and the corresponding pretest score as the covariate. The homogeneity of regression slopes was examined through the $\text{Group} \times \text{Pretest}$ interaction before interpreting the group effects.

Students' speaking performance was assessed using the Complexity–Accuracy–Fluency (CAF) framework. However, the three dimensions were not treated as mathematically equivalent components in the present study. This decision was based on the study's focus on functional oral production in an EFL classroom, where the ability to sustain relatively spontaneous and comprehensible speech represents a central aspect of speaking performance. Complexity and Accuracy were therefore used as complementary linguistic dimensions that captured the elaboration and linguistic control of learners' oral production, respectively. Accordingly, study-specific weights of 30% for Complexity, 20% for Accuracy, and 50% for Fluency were assigned to reflect the speaking assessment's construct emphasis. Numerous SLA academics and L2 practitioners employ the CAF principles to assess students' L2 competence ([Tsupa, 2021](#)). The post-test results for students' overall speaking skills are presented in [Table 2](#).

Table 2. The Results of the Speaking Skills Posttest

Dimension	Exp. Pre M(SD)	Exp. Post M(SD)	Group $\times$ Pretest p	Control Pre M(SD)	Control Post M(SD)	Adjusted Group Effect
Complexity	20.10 (2.40)	20.35 (1.93)	.196	20.80 (2.70)	21.27 (1.94)	.157
Accuracy	15.95 (1.50)	16.55 (1.39)	.550	14.67 (1.35)	16.07 (1.53)	.495
Fluency	38.45 (2.67)	41.80 (2.46)	.021	41.07 (3.58)	43.20 (1.86)	.021
Overall	73.30 (7.18)	80.75 (8.94)	.007	74.13 (6.16)	75.40 (4.45)	.007

[Table 2](#) presents the descriptive and inferential results for students' overall speaking performance and the three CAF dimensions. Descriptively, the experimental group showed a larger gain in overall speaking performance, increasing from $M = 73.30$ ($SD = 7.18$) to $M = 80.75$ ($SD = 8.94$), compared with the control group, which increased from $M = 74.13$ ($SD = 6.16$) to $M = 75.40$ ($SD = 4.45$). For Complexity and Accuracy, the $\text{Group} \times \text{Pretest}$ interactions were non-significant ($p = .196$ and $p = .550$, respectively), indicating homogeneous regression slopes. The adjusted group effect was not statistically significant for Complexity, $F(1,31) = 2.106$, $p = .157$, $\eta^2 = .064$. For Accuracy, the corresponding group effect was also non-significant, $F(1,31) = 0.476$, $p = .495$, $\eta^2 = .015$; however, Levene's test was significant, $F(1,33) = 5.933$, $p = .020$, indicating unequal error variances and therefore warranting cautious interpretation of the conventional ANCOVA result. In contrast, significant $\text{Group} \times \text{Pretest}$ interactions were observed for Fluency, $F(1,31) = 5.899$, $p = .021$, and overall speaking performance, $F(1,31) = 8.351$, $p = .007$, indicating that the relationship between students' initial and post-intervention performance differed

across the instructional conditions. Overall, the findings suggest that the pattern of the intervention effects was not uniform across speaking outcomes, with the clearest differential patterns emerging for overall speaking performance and Fluency.

In addition to the impacts of the intervention on students' speaking proficiency, this study also presented the results of the questionnaires on self-reflection and self-efficacy as presented in Table 3.

Table 3. Reliability Analysis of Research Instruments

Variable	Number of Items	Mean (1-5)	SD	Cronbach's Alpha	Level
Self-reflection	20	3.67	0.56	0.899	Good
Self-efficacy	10	2.97	0.41	0.788	Acceptable

Table 3 highlights the reliability of the research instruments assessed using Cronbach's Alpha. The questionnaire findings provided additional evidence regarding students' reflective learning and self-efficacy. Among the experimental-group students ($n = 20$), the 20-item self-reflection scale yielded a relatively high mean score ($M = 3.67$, $SD = 0.56$), with good internal consistency (Cronbach's $\alpha = .899$). The 10-item self-efficacy scale produced a moderate mean score ($M = 2.97$, $SD = 0.41$) and acceptable internal consistency (Cronbach's $\alpha = .788$). At the item level, students reported particularly strong engagement in self-directed speaking reflection, especially in using self-talk to improve speaking ($M = 4.35$) and applying known linguistic rules when speaking ($M = 4.11$). In contrast, relatively lower responses were found for practicing English with native speakers ($M = 2.46$) and recording their spoken production ($M = 2.66$), suggesting that students were more accustomed to internally oriented reflective strategies than to externally mediated forms of speaking practice. Overall, the questionnaire results complement the speaking-performance findings. Students reported relatively high levels of self-reflection and moderate levels of self-efficacy during the intervention.

4.2. Students' Perceptions on the Intervention

The qualitative data from the research examined students' perceptions of the intervention. Figure 2 and Table 4 show that the qualitative information obtained from interviews revealed favourable opinions of VPBL and DP among students. The findings provide deeper insights into how students experienced the integration of VPBL and DP in speaking instruction.

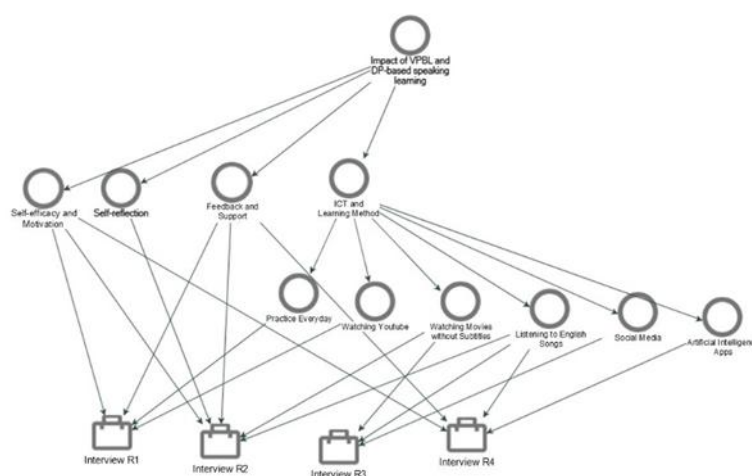


Fig 2. Students' perceptions on the incorporation of VPBL and DP

Figure 2 illustrates how different aspects of VPBL and DP-based learning interacted and affected the respondents' English-speaking skills. This indicates the main focus of this analysis, which is to assess the effects of these teaching methodologies on students' speaking skills. The first aspect was self-efficacy and motivation, which played a pivotal role in enabling respondents (R1 and R2) to enhance their English-speaking skills. At the core of the model lies the impact of the integration of VPBL and DP on speaking learning, which serves as the central driving force shaping both cognitive and affective dimensions of students' learning experiences. Self-efficacy and self-reflection appear as primary affective outcomes. This suggests that students' confidence in speaking improves as they reflect on their learning activities. Another important component is feedback and support, which act as a mediating aspect linking instructional practices to student development. This indicates that VPBL and DP function as

complementary dimensions that build practice-oriented learning and dialogic reflection. This condition encourages them to participate actively in speaking activities because of the motivating atmosphere in the classrooms. More importantly, VPBL activities are not isolated, but they are interconnected with affective and socially mediated experiences.

In addition, the interview with four respondents highlights how they responded to the intervention, as presented in Table 4.

Table 4. Summary of Thematic Integration and Conceptual Framing

Theme	Description	Representative Quote
Practice-Oriented Learning	Students actively engage in speaking through immediate practice after tasks	"I feel comfortable because every assignment is followed by direct practice." (R2)
Self-Efficacy Development	Confidence grows through supportive interaction and feedback	"I keep practicing speaking with my friends, and it helps me improve." (R1)
Reflective Learning	Students become aware of strengths and weaknesses through dialogue	"I try to evaluate my speaking and improve step by step." (R2 and R3)
Positive Learning Perception	Students perceive VPBL and DP as engaging and meaningful	"The activities are unique and not only based on textbooks." (R3)
Vocabulary Limitation	Lack of vocabulary hinders speaking fluency	"Sometimes I have to check my phone before speaking." (R1)
Grammar Constraint	Overthinking grammar affects spontaneity	"I think too much about grammar when speaking." (R4)
Lack of Confidence	Psychological barriers affect performance	"My biggest difficulty is confidence." (R1)
Learning Motivation Issues	Personal motivation influences progress	"Sometimes I feel lazy to study." (R2)
Autonomous Learning via Technology	Students use digital media to improve their speaking skills	"I learn from movies, songs, and YouTube." (R4)

Table 4 summarizes the key themes emerging from the interview data. Overall, the findings indicate that the integration of Video Project-Based Learning (VPBL) and Dialogic Pedagogy (DP) builds student active engagement, enhances self-efficacy, and promotes reflective learning. However, students still face both linguistic challenges (e.g., vocabulary and grammar) and affective barriers (e.g., lack of confidence and motivation). The facts imply that speaking development involves a complex interplay between performance and psychological factors. More specifically, students' perceptions reveal a dynamic interplay among active engagement, affective development, and learning challenges. This suggests that speaking development extends beyond linguistic performance. This also indicates that the development of technology-mediated learner agency enables students to take responsibility for their own progress in developing speaking skills. This reinforces the belief that effective speaking instruction should not only provide practice opportunities but also support students' confidence, reflection, and autonomy within a structured pedagogical framework.

4.3. Discussion

The findings show that the effects of video project-based learning on students' oral production were not uniform across the different dimensions of speaking performance. Significant Group $\times$ Pretest interactions were found for overall speaking performance and Fluency, whereas no significant between-group effects were observed for Complexity and Accuracy. This pattern is noteworthy because it suggests that the intervention may have been more responsive to the fluency-related and broader performance aspects of oral production than to the linguistic dimensions of complexity and accuracy within the study period. Rather than indicating that the intervention was ineffective for Complexity and Accuracy, the findings may reflect the asynchronous nature of CAF development, in which different dimensions of L2 performance do not necessarily develop at the same rate or respond equally to a particular instructional intervention.

The pattern may suggest that fluency-related aspects of oral production were more responsive to the intervention within the study period than complexity and accuracy. The findings imply that CAF development should not necessarily be understood as a synchronized process in which complexity, accuracy, and fluency improve simultaneously; rather, different dimensions may show different levels of

responsiveness to an instructional intervention depending on learners' proficiency, learning context, and duration of exposure. It might be relevant to a claim that fluency improves faster than complexity and accuracy (Ogawa, 2022) and complexity has less impact than fluency (Hu et al., 2025; Li & Sui, 2025). It is reasonable to expect that EFL students need more time to improve the complexity and accuracy of their spoken English. Moreover, they have limited opportunities to practice English outside the classroom (Alvarez et al., 2024; Sulistyo & Lutviana, 2023). At the same time, dialogic pedagogy (DP) functions as a mediational aspect in which students negotiate meaning, receive feedback, and reconstruct their understandings through interaction with peers and lecturers. This dialogic interaction empowers students' new points of view through collaborative dialogue and guided feedback.

The findings extend previous studies that highlight the power of VPBL in enhancing speaking performance (Berk, 2009). It indicates that videos are a vital teaching tool for the Net Generation, using their numerous intelligences and learning styles to maximize each student's potential (Muslem et al., 2019; Shaaban, 2022). However, unlike prior research that primarily focuses on improvement through increased exposure and practice, the present study reveals that the integration of dialogic pedagogy stimulates the effectiveness of VPBL by embedding reflection and interaction into the learning process. In other words, VPBL provides the platform for performance in the cognitive dimension, while DP stimulates the mechanism of transformation in the affective aspect. Furthermore, the involvement of the DP, whereby lecturers and students engage in a comprehensive discussion of students' performance, proved to be a valuable addition to the process. It proves that this complementary integration enables students not only to produce oral language, but also to evaluate their performance critically and refine it through dialogue and feedback. This approach enabled students to gain a deeper understanding of their strengths and weaknesses, as well as identify areas for improvement. In addition, student-student interaction enables them to promote critical feedback among themselves.

Furthermore, the dialogic atmosphere promotes psychological safety, mutual respect, and active participation. This positive condition is an essential aspect for language improvement since students are free from anxiety. As indicated by previous research, such as Asterhan et al. (2020) and Farooq and Benade (2019), positive and supportive classroom relationships encourage students to take risks, express ideas, and engage in meaningful interaction and oral productions. In addition, good classroom relationships and mutual respect for each other provide students with a sense of comfort to speak up and receive feedback from lecturers and classmates. Then, Elkader (2015) argues that dialogic pedagogy offers a wealth of learning possibilities that respect students' rights to free speech and association; it may be a preferable strategy for the critical teaching and learning process. This condition encourages students to be brave enough to share their ideas about providing and receiving feedback. Furthermore, they automatically practice their speaking skills while developing and sharpening their critical thinking.

Another key finding of the present study is that the incorporation of VPBL and DP promotes self-efficacy and self-reflection. The self-reflection questionnaire focuses on students' strategies in evaluating their speaking skills. Through the 20 statements presented, students were assessed on the frequency with which they applied methods such as self-correcting mistakes, using English spontaneously, and blending Indonesian and English. It also illustrates that students' self-reflection plays an important role in helping them understand and improve their speaking skills. Students also showed a good level of reflection in evaluating mistakes and finding ways to correct them. Most students tend to have a strong habit of self-reflection. Statements such as 'I try to evaluate my utterances after speaking' and 'I notice my English mistakes, and use that information to help me do better' indicate self-awareness in the English learning process. Self-reflection enables students to identify and correct errors in their speech, thereby improving their linguistic abilities. This self-reflection allows students to self-correct and enhance their speaking skills, which is in line with the results of other studies showing that self-reflection is an important element in language skill development (Dishon et al., 2017; Lew & Schmidt, 2011; Sulistyo et al., 2021). This indicates that speaking development should be perceived not only as a linguistic outcome but also as a multidimensional process shaped by the interaction between performance, reflection, and student beliefs. More importantly, the synergetic mechanism between VPBL and DP forms a cyclical learning process in which speaking production via VPBL and reflection (DP) continuously reinforce each other, even though students still need more time and practice to improve their accuracy and complexity in oral production.

In addition to self-reflection, the self-efficacy questionnaire measures students' confidence in overcoming the challenges they face in learning speaking. From 10 statements, it was seen that most students were confident that they could find solutions and remain calm in the face of difficulties. This demonstrates that students' self-efficacy was a major factor in their ability to successfully complete

learning activities. It is in harmony with the study of Asakereh and Dehghannezhad (2015), who found that the attainment of speaking skills among EFL students was substantially more correlated with speaking self-efficacy views. Additionally, based on the findings of the questionnaire, students' levels of self-efficacy are also pretty high. Statements such as 'I can always manage to solve difficult problems if I try hard enough' and 'I can usually handle whatever comes my way' illustrate their confidence in facing various academic challenges. This high degree of self-efficacy can motivate them to continue to study hard (Shen, 2017) even when facing difficulties. This result is also in line with earlier studies that demonstrate the beneficial effects of self-efficacy on language learning outcomes (Kilpatrick, 2018; Raoofi et al., 2016; Sulistyo & Lutviana, 2023). It proves that students who demonstrate high self-efficacy were more willing to participate in speaking activities, confirming Robert Bandura's theories of self-efficacy, which play a critical role in influencing students' motivation, persistence, and performance.

The relationship among performance, dialogue, self-reflection, and self-efficacy further suggests that the pedagogical mechanism operates cyclically rather than linearly. VPBL first generates an observable instance of oral production that learners can revisit rather than allowing speaking performance to disappear once an utterance has been produced. Dialogic interaction then creates opportunities for learners to negotiate interpretations of that performance, receive peer and lecturer feedback, identify linguistic strengths and weaknesses, and reconsider how successfully meaning has been communicated. Such dialogic engagement is consistent with research positioning classroom dialogue as a socially mediated process through which learners encounter alternative perspectives and reconstruct understanding (Laird-Gentle et al., 2023; Ucan et al., 2023).

Reflection subsequently transforms these dialogic experiences into self-directed judgments about what worked, what needs improvement, and what should be changed in the next performance. This interpretation is compatible with evidence demonstrating the importance of self-reflection and reflective regulation in language learning (Kaya & Öz, 2021; Moslehi & Salehi, 2021; Orakcı, 2021). Consequently, the mechanism proposed by the present findings can be represented as: production → dialogue/feedback → reflection → revision → enhanced production. Importantly, the final stage does not terminate the learning process; enhanced production becomes the starting point for another cycle of dialogue and reflection. Self-efficacy may develop within this iterative process as learners repeatedly experience their capacity to identify problems, respond to feedback, revise performance, and observe improvement. Thus, reflection and self-efficacy should not be treated merely as parallel affective outcomes of VPBL and DP, but as interconnected elements within an iterative process through which learners progressively regulate and strengthen their oral performance.

Positive reinforcement from the learning environment and regular practice had an impact on both components. The results are consistent with those of the earlier studies, such as (Genç, 2016; Kitikanan, 2017; Raoofi et al., 2016) which elaborated that self-efficacy stimulated language learning outcomes. Also, Shen (2017) and Yang and Ersanli (2015) found that the more positive the students' attitudes, the more motivated they would be in language learning. Therefore, the results suggest that motivation and self-efficacy are positive factors in language learning success. It implies that teachers should allow students to develop their motivation and self-efficacy alongside speaking instructions, thus confirming Robert Bandura's theory of self-efficacy as a form of learner agency.

The second factor, in addition to self-efficacy, driven by peer and teacher feedback and encouragement as shown by R1, R2 and R3, was self-reflection. It helped students to self-reflect on what went well, what went wrong, and what could be improved in speaking English. It implies that once they engaged in self-reflection, they became aware of their positions and what areas they had to improve. This is in harmony with some research (Kaya & Öz, 2021; Moslehi & Salehi, 2021; Orakcı, 2021; Yusuf et al., 2017) which revealed the power of self-reflection in language learning. In short, self-reflection was another aspect supporting students' speaking skills since they knew what to improve about their speaking skills. In other words, the students need to continue to grow by conducting regular self-reflection on their activities, and teachers need to support them in this learning process. More importantly, the interplay between self-reflection and self-efficacy confirms the multidimensional nature of speaking development. Self-reflection enables students to identify their strengths, weaknesses, and areas to improve, while self-efficacy provides internally driven motivation to act upon the reflections. This interaction suggests that EFL students' oral production performance should not be viewed as a linguistic outcome only, but as a dynamic effort shaped by cognitive, affective, and social circumstances.

Another important aspect found in this study is the role of feedback and technological support in improving EFL students' development. Feedback and support obtained from lecturers and friends is important in helping them to identify and improve their speaking weaknesses. It is consistent with the discoveries of other studies, such as Yilmaz (2017) which found that when students could utilize feedback to reframe their ideas, it was most beneficial for their learning, and showed notable improvements in their speech after receiving feedback (Au & Bardakçi, 2020). In addition, all respondents made the most of using technology in their learning activities, such as YouTube, AI apps, and social media, which helped them enrich their vocabulary and understand correct language usage. The use of technological applications was beneficial in helping them improve their English. These details were corroborated by María et al. (2018) and Sari et al. (2020) who claimed that with the use of technology such as films, students were able to express themselves in English since they had access to all the necessary communication aspects. These tools provide additional exposure to authentic language input and opportunities for independent practice in complementing speaking class instructions. This suggests that effective speaking instruction should incorporate structured pedagogical design and opportunities for autonomous technology-supported learning.

The present findings can be interpreted through a synergetic pedagogical mechanism in which VPBL and DP perform distinct but mutually reinforcing functions in EFL speaking development. Rather than attributing the observed development solely to increased opportunities for speaking practice, the findings suggest that VPBL functions as a performance platform through which learners plan, rehearse, record, observe, and revise their oral production. This interpretation is consistent with recent studies showing that project-based and technology-mediated learning can expand opportunities for authentic oral production, repeated performance, learner engagement, and speaking development (Anwar et al., 2024). However, the present study extends this performance-oriented account by showing that production becomes pedagogically more consequential when it is coupled with dialogic processes. DP provides the transformative mechanism through which observable performance is discussed, questioned, evaluated, and reconstructed through interaction with peers and lecturers. Dialogic interaction is particularly important because learning is not generated simply through participation in dialogue but through reasoned engagement with different perspectives and ideas (Laird-Gentle et al., 2023; Nussbaum et al., 2023). From this perspective, the effect of the integrated intervention is better understood not as the additive effect of two pedagogies, but as an interaction between performance opportunities and socially mediated transformation: VPBL creates the experience to be examined, whereas DP provides the interactional conditions through which that experience can be interpreted and transformed into subsequent learning.

Taken together, these findings support a conceptual contribution that moves beyond the claim that combining VPBL and DP only produces better speaking outcomes. Existing research has established the potential of project-based and video-supported learning for improving EFL speaking through authentic tasks, technology-mediated production, and repeated opportunities for performance, while dialogic-pedagogy scholarship has emphasized interaction, reasoned dialogue, collaborative meaning-making, and reflective engagement as important dimensions of learning (Laird-Gentle et al., 2023; Nussbaum et al., 2023; Ucan et al., 2023). The contribution of the present study lies in bringing these previously differentiated functions into a single explanatory framework: VPBL provides the performance platform, DP provides the transformative mechanism, and their integration generates a recursive production–dialogue–reflection–revision cycle. This framework offers a more theoretically explicit account of how technology-mediated speaking activities may simultaneously contribute to both linguistic performance and learner agency. Rather than viewing technology, interaction, self-reflection, and self-efficacy as separate instructional components, the proposed mechanism positions them as interdependent processes through which performance is produced, socially examined, individually reconstructed, and subsequently improved. In this sense, the study extends technology-enhanced EFL speaking pedagogy from a predominantly tool- or outcome-oriented perspective toward a process-oriented and socially mediated account of speaking development, in which sustainable improvement emerges from the continuous interaction between doing, dialoguing, reflecting, and re-performing.

5. Conclusion

The present study examined the effects of integrating Video Project-Based Learning (VPBL) and Dialogic Pedagogy (DP) on tertiary EFL students' speaking performance and explored students' self-reflection and self-efficacy during the learning process. The findings indicate that the effects of the intervention were not uniform across the dimensions of speaking performance. Significant Group ×

Pretest interactions were found for overall speaking performance and Fluency, whereas no significant group effects were found for Complexity and Accuracy. This pattern suggests that different dimensions of L2 oral performance may respond differently to an instructional intervention within a limited period of exposure, supporting the view that CAF development is asynchronous rather than necessarily simultaneous.

The questionnaire findings further indicated relatively high levels of self-reflection and moderate levels of self-efficacy among students in the experimental group. The qualitative findings complemented these results by showing how video-based production, dialogic interaction, feedback, and reflection were experienced as interconnected elements of the learning process. Taken together, the findings suggest that the integration of VPBL and DP can provide a pedagogical environment in which students repeatedly produce oral language, engage in dialogue about their performance, reflect on their learning, and revise subsequent performance.

From the theoretical domain, this study contributes to the growing views on language learning by highlighting the potential role of self-reflection and self-efficacy as affective dimensions associated with EFL speaking development. While VPBL offers a space for multidimensional oral language production and iterative speaking performance, DP empowers dialogic interaction, feedback, and reflective engagement. This synergy between these approaches creates a cyclical learning process in which production, interaction, and reflection reinforce one another. This concept extends existing perspectives on speaking instruction by considering the importance of the integration of performance-based activities with socially mediated reflection to obtain sustainable learning outcomes. From a pedagogical perspective, the findings suggest that speaking activities should evolve from traditional practice-oriented activities to a more comprehensive design integrating technology, interaction, and reflection. In this sense, lecturers are encouraged to create learning atmospheres that allow students to complete tasks that are supported by psychological readiness, critical awareness, and engagement. However, students still need more time and practice to improve the complexity and accuracy of linguistic aspects.

Despite its contributions, this present study has possible limitations, such as the relatively small number of students involved and the length of the intervention of the model. Accordingly, future studies could explore the longitudinal impact of VPBL and DP on speaking proficiency, particularly to assess whether these benefits are sustained over time. Additionally, examining how different cultural and linguistic backgrounds may influence students' reception and success with these pedagogical methods could provide a more nuanced understanding of their global applicability.

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