



Incorporating reflective learning and oracy skills framework to teach English online: An exploratory study

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Abstract

The positive effects of implementing Reflective Learning (RL) activities and Recorded Videos (RVs) in Teaching English to Speakers of Other Languages (TESOL) have been widely reported. However, studies investigating regional learners' perceptions of oracy skills development remain sparse. This qualitative case study explores the perceptions of ten regional Vietnamese learners regarding the use of RL and Native-English Speaker's Recorded Videos (NESRVs) to develop their oracy skills in a ten-week online English course. The NESRVs consisted of recordings in which a native-English speaker read either learners' written work (NESRVLWWs) or descriptions of fictional yet realistic student personas (NESRVPs). The study demonstrates how RL and NESRVs can be integrated into learning activities to scaffold the development of learners' oracy skills. The learning activities were grounded in Vygotsky's sociocultural theory and guided by Mercer et al. (2017)'s Oracy Skills Framework (OSF). Learners' reflections on their learning experiences suggest that from the perspectives of regional Vietnamese students NESRVLWWs can support the development of oracy skills when incorporated into RL activities. Analysis of 3,389 words of reflective data revealed that participants perceived NESRVLWWs as particularly valuable for improving pronunciation, increasing motivation, and enhancing confidence in speaking. This study contributes to the literature on learners' perceptions on sociocultural and reflective theories of learning in relation to oracy skills development within TESOL contexts. The findings also have implications for curriculum development through the integration of RL and OSF into online learning activities.

Keywords: *Reflective learning; sociocultural theory; recorded videos; oracy skills framework; English as a foreign language.*

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Introduction

Teaching oracy skills to English as a Foreign Language (EFL) students remains a major challenge for many English teachers in Vietnam (Nguyen et al., 2025; Vu, 2023). Scholars have reported that students in regional areas of Vietnam often lack confidence in speaking English (Dang et al., 2021; Nguyen, 2017), which has been attributed to limited classroom time for speaking practice and restricted opportunities to use English outside the classrooms (Dang et al., 2021; Do, 2023). In particular, regional students in central Vietnam have been found to demonstrate low levels of confidence and motivation in speaking English (Pham, 2021).

Previous studies have identified numerous positive effects of Reflective Learning (RL) on language development (Cooke, 2013; Khezrlou, 2021; Lozano Velandia, 2015), as well as the effectiveness of videos in developing oracy skills within TESOL contexts (Đinh et al., 2024; Lam & Vo, 2024; Riyanto, 2020). However, studies investigating regional learners' perceptions of oracy skills development in relation to limited opportunities for speaking practice remain sparse. This study addresses this gap by exploring regional Vietnamese learners' perceptions of using RL activities and Native-English Speaker's Recorded Videos of Learners' Written Work (NESRVLWWs) to support the development of oracy skills.

Literature review and key concepts

This section reviews the literature on reflective learning and relevant frameworks, introduces sociocultural theory, and examines the use of videos and Oracy Skills Framework (OSF) within TESOL contexts.

Reflection is a systematic and rigorous process of transforming experiences into meaningful knowledge that supports the practitioner's personal and intellectual development (Rodgers, 2002). Schön (1983) introduced the term "reflection-in-action", describing it as "thinking on our feet" (p.54), refereeing to the thinking and reflection that occur during an activity. He also introduced the term "reflection-on-action" to describe thinking and reflection that occurs after an event. Killion and Todnem (1991) extended Schön's concepts by introducing the term "reflection-for-action" which involves reviewing what has been accomplished and identifying constructive guidelines for improving future performance. The positive effects of integrating RL activities into lessons to develop EFL learners' oracy skills have been widely reported (Cooke, 2013; El-Garawany, 2017; Khezrlou, 2021; Zayed, 2009). For example, El-Garawany (2017)'s study involving 18 students in Egypt found that peer- and self- reflection helped students to significantly improve their oral presentation skills. Similarly, Cooke (2013)'s study with 28 Japanese students reported that reflective practices enabled students to identify weaknesses in their speaking abilities. Reflection has also been taught as a learning strategy to facilitate learners' awareness of their lack of knowledge and to increase confidence in learning English (Lozano Velandia, 2015; Suzuki, 2019). Lozano Velandia (2015)'s study with 11 flight attendant trainees in Colombia reported that reflective practices assisted learners in gaining

confidence and enhancing their interactions in English. Suzuki (2019) found that students who were scaffolded in reflective learning developed a stronger understanding of learning strategies.

Reflective frameworks have been used to scaffold students reflection on their learning experiences. McGuigan and Kern (2009) identified “four key dimensions of reflection: namely, describe, analyse, transform meaning and action” (p. 51) across various reflective models. Biggs and Tang (2011) introduced the concept of transformative reflection and proposed a framework for reflection involving “a multi-stage process: reflect-plan-apply-evaluate” (p. 45-46). Tran and Anvari (2013) introduced the reflection framework DATAE: “Describe, Analyse, Transform, Act and Evaluate” (p. 248) which Tran et al. (2019) employed to incorporate reflective concepts into learning materials to scaffold Vietnamese students reflection on their English learning. Educators have used descriptive feedback to facilitate reflection-on-action. For example, Rodgers (2006) suggested that educators ask students “to reflect on their experience as learners with such questions as: What did you learn? How do you know you learned it? What got in the way of your learning? What helped your learning? and How did you feel?” (Rodgers, 2006, p. 219).

This study is grounded in the sociocultural and reflective theories of learning. Vygotsky (1978)’s sociocultural theory introduces the concepts of Zone of Proximal Development (ZPD) and mediation tools to understand learners’ cognitive processes in sociocultural contexts (Li & Qian, 2024, p. 2). Sociocultural theory and ZPD have informed numerous studies on the development of presentation and speaking skills among students of EFL (El-Garawany, 2017; Nguyen & AlSaqqaf, 2023; Razaghi et al., 2019). According to sociocultural theory, through mediating actions of tools or practices, such as reflective individual writing or speaking activities, “higher mental functions may be generated while performing goal-directed, mediated activities in sociocultural settings” (Huang, 2010, p. 246). According to Huang (2010), “reflection is an invaluable tool that helps foster critical thinking, self-assessment, and self-directed learning that can contribute to L2 development.” (Huang, 2010, p. 247). Furthermore, “reflection is necessary for learning to occur” (Daudelin & Seibert, 1999, p. 15) as learning results when learners attribute meaning to experiences through reflection (Daudelin & Seibert, 1999; Kolb, 1984).

Researchers have reported the effectiveness of the use of videos in oracy skills development (Đinh et al., 2024; Lam & Vo, 2024; Riyanto, 2020). Many students perceived videos as useful in learning oral English (Bobkina & Domínguez Romero, 2022; Ly et al., 2024). For example, Ly et al. (2024)’s study involving English-major students from a prestigious university in Vietnam’s largest city reported that YouTube motivated students to learn English, gave them control over their learning and enhanced their listening and speaking skills. However, these findings may not be generalisable to students from small towns. Dinh et al. (2024)’s case study examined the students’ performances in creating English news videos as an activity outside classroom, as well as students’ perceptions of effectiveness of this activity in developing speaking skills. The study reported that creating English news videos helped students enhance their vocabulary and improved their confidence in speaking English. A limitation of that study

was that the researchers “prepared and compiled a script of each topic for speaking practice in advance.” (Đinh et al., 2024, p. 25). Lam and Vo (2024)’s case study, which employed a quantitative research method, found that from the psychological perspective, self-recorded videos helped students improve their speaking skills, developed learner autonomy, motivated them to speak in English, reduced their anxiety, and helped them to gain self-confidence, creativity, relaxation, and excitement.

To assist teachers in planning learning activities to develop students’ speaking and listening skills, Mercer et al. (2017) developed the OSF for teachers to explicitly teach and assess key features of oracy skills among school-aged English speaking students. The OSF consists of four dimensions: Physical, linguistic, cognitive, and social and emotional. It “draws on theories from second-language acquisition, such as communicative competence (discourse competence, linguistic competence, actional competence, sociocultural competence and strategic competence), as well as notions of accuracy, fluency and complexity” (Heron, 2019, p. 1). The framework was validated and tested in schools and colleges in England (Mercer et al., 2017). Although the OSF was originally developed for school-aged students, studies have emerged recommending the OSF as a framework for teaching and learning oracy in EFL contexts. For example, the OSF has been used to teach oracy skills in English in Thailand, Saudi Arabia, Pakistan, and Indonesia (Bangkom & Sukavatee, 2021; Mudhaffer, 2023; Shahzad et al., 2024; Wulandari et al., 2021).

In sum, the literature underscores the importance of integrating RVs and RL into learning activities to support the development of learners’ oracy skills. However, few researchers have conducted qualitative studies of RL in Vietnamese contexts (Pham et al., 2024). Moreover, most studies on reflection have focused on teachers’ perceptions of reflective teaching practices, e.g. (Le et al., 2023; Pham et al., 2024). Addressing these gaps, this study explores regional Vietnamese students’ perceptions of RL and NESRVs in oracy skills development. By providing account of the learners’ perceptions on the use of RL and NESRVs, this study extends the literature of students’ perceptions on RL using RVs and OSF in the regional Vietnamese context.

Research questions

This study forms part of a larger project conducted by the author from 2018 to 2026 in exploring how educators who are living in an English-speaking country such as Australia can deliver a low-cost online course to teach regional and economically disadvantaged Vietnamese students communication and self-learning skills (Tran & Anvari, 2026; Tran et al., 2022; Tran et al., 2024a; Tran et al., 2024c; Tran et al., 2020; Tran et al., 2019). This paper examines students’ perceptions of a teaching approach that integrates RL and Native-English Speaker’s Recorded Videos (NESRVs) into learning activities. Specifically, the study addresses the following research questions:

1. What are regional Vietnamese students' perceptions of the use of recorded videos of native-English speakers reading their writings in developing their oracy skills?
2. What are regional Vietnamese students' perceptions of incorporating reflective learning and oracy skills framework into lessons to develop their oracy skills?

Methodology

This study adopted a qualitative case study approach because case study enables an in-depth exploration of a phenomenon within its real-world context (Tellis, 1997). The case comprised a group of university students from regional or remote areas of central Vietnam. The qualitative data presented in this paper were drawn from participants' posts on discussion forums during a ten-week online intervention course, mainly delivered by the author with some help from another educator who is referred to as the teaching assistant.

Participants

Ten university students participated in the intervention from 17 February to 27 April 2025. All participants provided informed consents for their data to be used for research and publication purposes. All participants were female. Five participants were first-year English major students, and two were second-year English major students at a small university in central Vietnam. Two participants were second-year non-English major students at two universities in Da Nang. The participants were aged between 18 and 21 years old, except for one participant, who was 38 years old, and she was a post-graduate student of non-English major at a university in Hue. All participants were either born and raised in remote, mountainous and regional areas of Vietnam, or came from economically disadvantaged families.

Researcher positionality

In this study, I assumed the dual roles of researcher and educator. Since 2018, I have delivered free online English courses as extracurricular activities to students in Vietnam on an annual basis. The students had no prior relationship with me and were introduced to me by friends living in Vietnam. As my teaching was conducted independently of the participants' universities, I had no contact with their teachers and held no authority over their academic studies. Participation in the courses was entirely voluntary, and students were free to withdraw at any time without providing an explanation. I bring an outsider perspective to this study. I left Vietnam in 1981 at the age of seventeen and have lived in Australia ever since. I have never worked for any organisation in Vietnam. Consequently, I lack insight into how the participants view and experience learning English. Therefore, the participants' perceptions provide valuable insights for this research (Goundar, 2025). To minimise the potential influence of my dual role as educator and researcher on participants' responses, I maintained thick description of the data provided by participants across various data sources as presented in the

trustworthiness and findings sections. I also kept daily notes to document decisions and reflections about the study.

Ethical consideration

All participants are adults, and the intervention was conducted outside their employment and university activities. The consent process required the participants to give me, as the researcher and as their teacher, permission to quote their questionnaire responses, discussion forum posts, and course assignments in research publications. The participants were also asked to provide permission for their videos to be used for my future teaching activities. Only participants who provided consent for their data, posts, writings and videos to be used for research and teaching purposes and for all my publications, were enrolled in the intervention. Participants were advised by both me and the persons who introduced them to me that participation was entirely voluntary and they were free to withdraw their consent and their participation from the intervention course at any time without any consequences. The participants were also asked whether they would permit their real names to be acknowledged when their works are quoted in future publications such as thesis, conferences, journals, etc. Based on my observations of the Vietnamese culture and social practices, I agree with Glesne that “the emphasis on privacy may, in itself, reflect a Western bias” (Glesne, 2016, p. 163). Therefore, when appropriate and with participants’ explicit permissions, I may acknowledge the participants in their real names to demonstrate that their contributions are appreciated and valued. In this paper, the participants’ names are not disclosed.

Both the teaching assistant and I reside in Australia. We conducted this study voluntarily and independently without receiving any financial support or remuneration from anyone. The aim of the project was to assist disadvantaged students in regional areas of Vietnam in developing their English language skills free of charge. All costs associated with the study were self-funded by me. The study was conducted independently and was not affiliated with, funded by, or undertaken in partnership with any university or other organisation. Students voluntarily participated in this study without any pressure from me or the teaching assistant or teachers at their university. The issue of ethics approval was discussed with several academics at the participants’ universities and I was advised that as the project was a non-medical human research study, conducted independently in my capacity as a private voluntary educator and was not affiliated with any university in Vietnam or Australia, formal institutional ethics approval was not required.

Before the intervention commenced, I provided all potential participants with a list of 25 questions. One of the questions asked whether they would grant permissions for me to quote their discussion forum posts in all my publications. Only participants who provided informed consents for the use of their data in publications are included in this paper.

The intervention

This intervention was grounded in the Vygotsky's sociocultural theory and guided by Mercer et al. (2017)'s OSF. The participants had various levels of English proficiency. As part of the intervention, they created individual and team videos. They were free to choose their own team members. They interacted asynchronously with me and the teaching assistant (hereafter referred to as the educators), as well as their peers through daily discussions on Moodle forums. The intervention scaffolded participants in preparing scripts, delivering speeches, and reflecting on their learning activities. They also had opportunities to learn from the educators and to view sample videos produced by students who had participated in previous courses. To enhance their learning, participants were scaffolded to engage in self- and peer-evaluation of their own and their peers' oracy skills using Mercer et al. (2017)'s OSF. They were also encouraged to engage in social interaction, as the sociocultural theory (Vygotsky, 1978) posits that learning is enhanced through social interaction.

The intervention consisted of six lessons based on Tran and Anvari (2013)'s reflection framework, DATAE. Participants learned the following: Lesson One (L1) to Describe, Lesson Two (L2) to Analyse, Lesson Three (L3) to Transform, Lesson Four (L4) to Act (Oracy lesson), Lesson Five (L5) to Evaluate and Lesson Six (L6) to Reflect. Participants read texts written by the educators about fictional but realistic characters representing Vietnamese and Australian students (personas). They also watched Native-English Speaker's Recorded Videos, in which a native-English speaker read the personas (NESRVPs). The reader, Margaret Eldridge, had clear voice and accurate pronunciations. Participants prepared scripts about themselves and their team members, from which Native-English Speaker's Recorded Videos of Learners' Written Work (NESRVLWWs) were produced. A total of 23 NESRVs were used in the intervention. Each video was between two and five minutes in duration. Of these, six videos were NESRVPs and 17 videos were NESRVLWWs.

As mentioned earlier, this study is part of a larger project conducted by the author. This paper focuses on selected components of L1 and L4 examining some features of the four dimensions of Mercer et al. (2017)'s OSF incorporated to support the development of learners' oracy skills as outlined below:

1. **Physical dimension:** In L4, the participants learned how to project voice by watching model videos as a form of scaffolding (Van de Pol et al., 2010). The model videos consisted of speeches, read by the native-English speaker from the texts that the participants had prepared in L1. As the contents of the videos were based on the learners' own writings, the learners were able to relate to the videos (Phan, 2007). It was intended that the recordings would activate the learners' prior knowledge and in turn motivate and encourage them to learn (Hasan et al., 2018; Spires & Donley, 1998).
2. **Linguistic dimension:** In L1, the participants read sample texts about the personalities and study methods of fictional students authored by the educators (personas). Learning activities in L1 focused on linguistic features such as vocabulary and grammar. The

participants answered questions about the sample tests, learned vocabulary for describing people's personalities and study methods, and applied the newly acquired vocabulary in their own writings. In L3, they further developed their vocabulary and language structure by reading sample texts, preparing and posting their own writings, and reflecting on feedback received from the educators. Through these activities, they had opportunities to learn from more experienced others, a key principle of sociocultural theory, by engaging with model texts and responding to questions about the texts they had read.

3. **Cognitive dimension:** In L1, the participants read their peers' posts and wrote summaries of what they had learned from them. In L2, the participants analysed their and their peers' writings. In L3, they collaborated and revised their writings, drawing on their existing knowledge and newly acquired learning to develop the contents for their subsequent speeches. In L3, they learned what information to include in their writing and speeches and developed an awareness of the audience. Thus, they transformed their earlier writings, producing more detailed and sophisticated writings for their speeches in L4.
4. **Social and Emotional dimension:** In L4, the participants learned how to work collaboratively in teams. They delivered speeches and conducted interviews with their team members in front of a camera. By speaking about the materials they had prepared, they learned what to include in their speeches, practised self-regulating their speaking time and developed an awareness of their audiences. Each participant had the opportunity to review their peers' videos, reflect on the speeches they had listened to, or the oral interviews that they had prepared. These activities were intended to increase their confidence in speaking, collaboration skills, audience awareness, and social interaction among peers.

During L4, the participants made four videos. In L5, they evaluated their own and their peers' work and in L6 they reflected on their own work and prepared the fifth video. Throughout the intervention the participants were instructed not to use AI applications to prepare their assignments to ensure their writings reflected their own language abilities and learning.

Data collection

Data were collected at different stages of the intervention from discussion forum posts, reflective responses, written assignments and Moodle log files to facilitate data triangulation and data richness, and minimize researcher bias and threats to research credibility (Creswell, 2012). Qualitative data were obtained from the participants' responses to reflective questions concerning various aspects of L1 and L4 as well as their perceptions of the use of RL and RVs in the development of their oracy skills.

Data collection for research question RQ1.

A total of 668 words of qualitative data were collected from the ten participants at the end of L4 to address RQ1. Participants responded to the following instruction: "Write at least 50

words about Margaret Eldridge's video (or videos) that you like best. You should provide a rationale for your choice.”

Data collection for research question RQ2.

During L6, participants reflected on their learning experiences in L1 and L4. From the participants' discussion forum posts, 2,721 words of qualitative data were collected. Rodgers (2006)'s reflective questionnaire was used as an instrument to collect data as it has been validated by many researchers (Barnhart & van Es, 2015; Rodgers, 2018). The instructions for RL activities in L1 are presented in Figure 1. (The instrument consisted of five questions; the responses for the first two questions are beyond the scope of this paper.)

3. What got in the way of your learning during that first week of the course?

In the first week, the lessons were easy for me, so I didn't have many problems. I read the text many times and tried to write like the examples. But in the next lessons, there were more hard words, so I sometimes needed to use tools to help me understand new vocabulary.

4. What helped your learning during that first week?

Reading the texts and looking at the examples helped me learn how to write about myself and my group. I also learned how to use information in the reading to write my own ideas. These things made my writing better.

5. How did you feel during that first week?

In the first week, I felt the lessons were easy and fun. But from lesson 3, 4, and 5, the tasks were a bit more difficult for me. I had to learn more things like listening, analyzing a writing, and evaluating it. Also, lessons 4 and 5 had more study days, not just 7 days like lesson 1.

Figure 1. P5 LN's reflection on L1.

Similarly, the instructions for RL activities in L4 are presented in Figure 2.

3. What got in the way of your learning during that two weeks of Lesson Four?

Sometimes I was busy with other homework, and my internet was a bit slow, so I couldn't watch the videos smoothly.

4. What helped your learning during that two weeks of Lesson Four?

The videos were clear and easy to understand. Also, practicing with friends really helped me remember things better.

5. How did you feel during that two weeks of Lesson Four?

At first, I felt a little nervous, especially when speaking English. But later, I felt more confident and enjoyed the lessons.

Figure 2. P1 KH's reflection on L4.

Data analysis

Thematic analysis was used to analyse the qualitative data. Themes were identified from the codes and categorised using the classical content analysis method (Leech & Onwuegbuzie, 2007). Employing an inductive approach, the data were grouped into themes based on patterns emerging from participants' responses. The analysis process was guided by Leech and Onwuegbuzie (2007). All participants' posts were read multiple times, to gain familiarity with the data. During the reading process, key words and phrases were highlighted and assigned codes. The posts then were reread a few times and the codes were refined. At the end of the analysis process, the codes were categorised and linked to relevant literature. For example, the category "Learning from Sample Writings or Sample Videos" is in line with the sociocultural theory and the ZPD concept. The ten categories of the research question RQ1 were linked to the four dimensions of the OSF, and the nine categories of the research question RQ2 were grouped into four themes and were linked to relevant theories and the literature.

Trustworthiness

To enhance the trustworthiness of the analysis, the teaching assistant independently reviewed and coded posts from seven randomly selected participants. Guided by Leech and Onwuegbuzie (2007)'s classical content analysis method, the coding results were compared and validated. There was one minor discrepancy in the counting of posts, which was discussed and resolved through agreement. Following this discussion, the coding was reviewed a few times to ensure that all codes were correctly assigned and counted. To ensure traceability, in Table 1, participant identification (ID) column was introduced, and additional notes were included in the findings section. The teaching assistant independently reviewed the data analysis and the findings presented in this paper and agreed with the interpretation of the data.

Table 1. Emergent codes from participants' posts on day 14 – the last day of L4.

Code ID	Perceived contributions of NESRVs to the development of oracy skills	OSF's Dimension	Participant IDs	No of times
1	Improve pronunciation/ imitate Margaret Eldridge's pronunciation/ hear correct pronunciation	Physical	1,2,4,8,9,10, 3,5,6,7	10
2	Motivation/Enjoyment: Happy/ great way to learn English / motivation to study better, <i>and</i> Enjoy watching/ incredibly motivating to hear our work acknowledged and brought to life by her voice.	Social and Emotional	6,7,8,10,4,6, 7, 4,7,6	10
3	Better listening skills	Physical	1,4,5,8,9,10	6
4	Improve intonation/ hear correct intonation	Physical	1,9,5,6,7	5

Code ID	Perceived contributions of NESRVs to the development of oracy skills	OSF's Dimension	Participant IDs	No of times
5	very useful for language learning/ learn to organize ideas.	Cognitive	1,4,7,9,2	5
6	Understand how native speakers read/ understand how words should sound in English/ carefully shadow her accent.	Physical	1,2,9,4,3	5
7	Help notice important points in writing/ very useful for developing writing skills/ identify areas for improvement in writing style.	Cognitive	1,2,4,5	4
8	Improve speaking skills.	Physical	3,4,5	3
9	Practice note-taking skills.	Linguistic	4,9	2
10	Help to correct errors/ hear mistakes.	Physical	4,4	2

Further strategies to establish trustworthiness, Glesne (2016, p. 152)'s recommendations were employed throughout this study. During the prolonged engagement of ten-week intervention period Moodle log files and participants' daily discussion forum posts were monitored regularly to ensure consistent data collection and to maintain an accurate record of participants' engagement in the learning activities. In addition, the author (also the researcher) maintained daily reflective notes to document decisions, observations, and reflections throughout the study. These procedures contributed to the credibility, dependability, and transparency of the research process.

Findings

Eight participants completed all activities over the ten-week intervention. Two participants did not complete the study: both were first-year students at a small university in central Vietnam (aged 18 and 19).

Research question 1

During L2, L3, and L4, each participant watched between eight NESRVs and 23 NESRVs. On the final day of L4, participants were asked to share their opinions about their favourite videos.

Nine participants indicated that their favourite videos were the NESRVLWWs. For example, P1 KH, posted:

My favorite videos from Margaret Eldridge are the ones where she talks about reading students' work in this course. They help me understand how native speakers read, which improves my pronunciation and intonation. These videos also make my listening skills

better and help me notice important points in writing. In short, they are very useful for my language learning.

One participant, P2 TV, posted that her favourite videos were the NESRVs reading personas:

One of my favorite videos by Margaret Eldridge is the reading videos about Henrik, Thuy, and Minh. From such videos, I have learned how native speakers pronounce words, which helps me improve my pronunciation. Additionally, I have learned how to organize ideas in a clear and logical order, which is very useful for developing my writing skills.

A total of 668 words of qualitative data were collected from ten participants at the end of L4. Using Leech and Onwuegbuzie (2007)'s classical content analysis method, the participants' posts about NESRVs were analysed, resulting in the identification of ten codes representing the perceived contributions of NESRVs to the development of oracy skills. These codes are presented in Table 1 and illustrated in Figure 3.

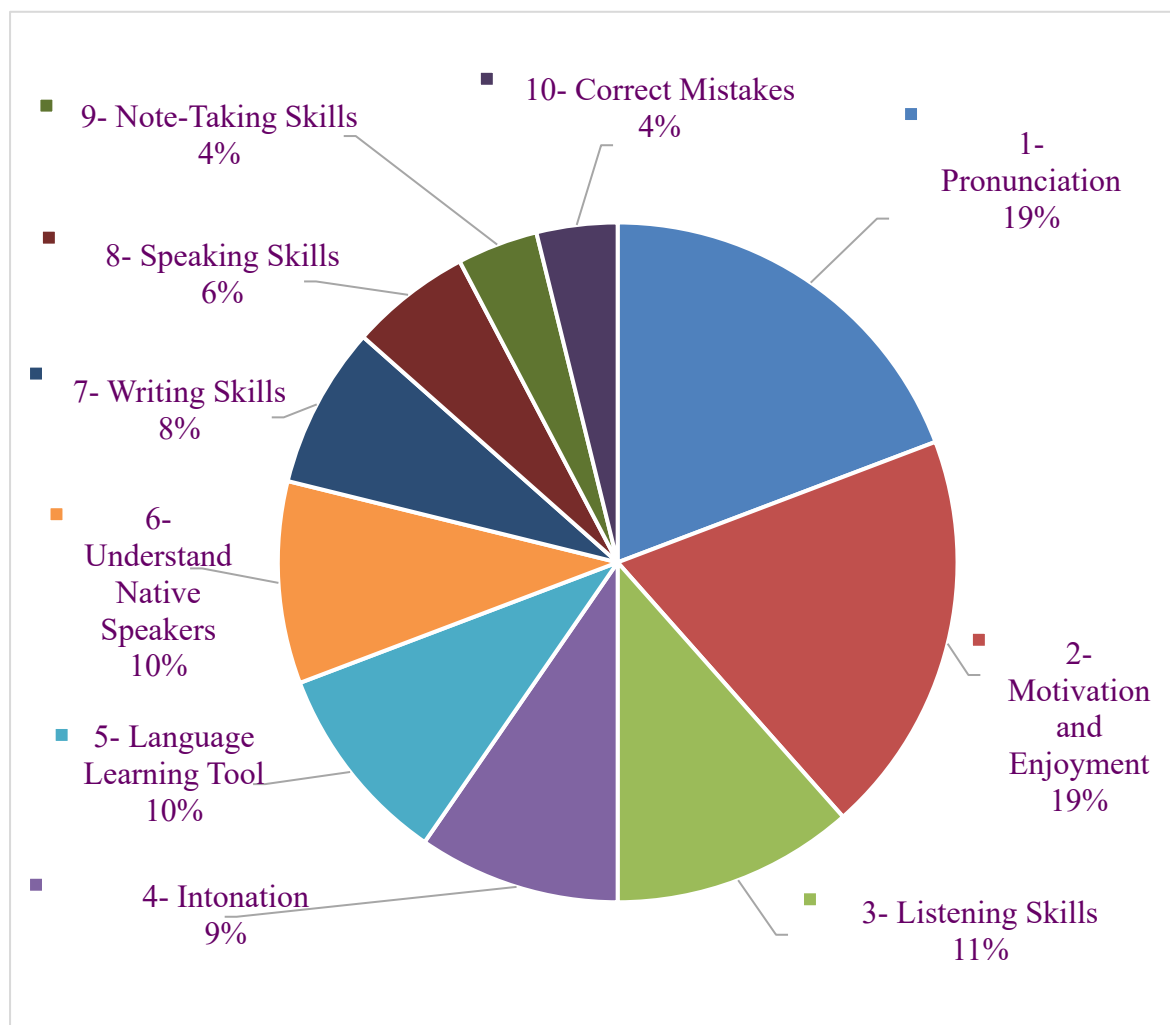


Figure 3. Number of times participants referred to the code re learned from the NESRVs.

The two most frequent reported perceived contributions of the NESRVs to the development of oracy skills were: (1) opportunities to learn pronunciation from the native-English speaker, and (2) increased motivation to study, greater interest in learning, and enjoyment of watching the NESRVs. For example, P6 YN posted:

I particularly enjoyed the video where Margaret Eldridge read our team's work in Lesson 3, Day 12 and 13. It was incredibly motivating to hear our work acknowledged and brought to life by her voice. I feel very happy, and that is also a source of motivation for me to try to study better. Besides this video, from other videos where Margaret Eldridge reads, I've learned a lot about correct pronunciation and intonation.

The third most frequent reported perceived contributions of the NESRVs to the development of oracy skills was that the students learned to listen to the native-English speaker's speeches, followed by learning intonation, organising ideas, understanding the native-English speaker's voices and learning writing skills. The participants also reported that NESRVs helped them to improve speaking and note-taking skills and correct their mistakes.

As shown in Table 1, some participant IDs appear multiple times under the same code. This reflects the classical content analysis approach, whereby repeated references to the same feature within a participant's reflection were coded and counted separately. For example, P4's reflection at the end of L4 as follows:

The Margaret Eldridge's videos that I like the best are the ones about reading students' writings, especially when she reads mine. Listening to a native speaker helps me hear my mistakes and improve my pronunciation. It also helps me practice my listening and note-taking skills. Her clear voice makes it easy to understand how words should sound in English. These videos are very useful for my learning because they help me correct errors and improve both writing and speaking skills. I enjoy watching them and find them a great way to learn English better.

In P4's reflection above, code ID 2 - *Motivation/Enjoyment* - is counted twice: the first time is derived from the expression "I enjoy watching them" and the second time from the expression "find them a great way to learn English better."

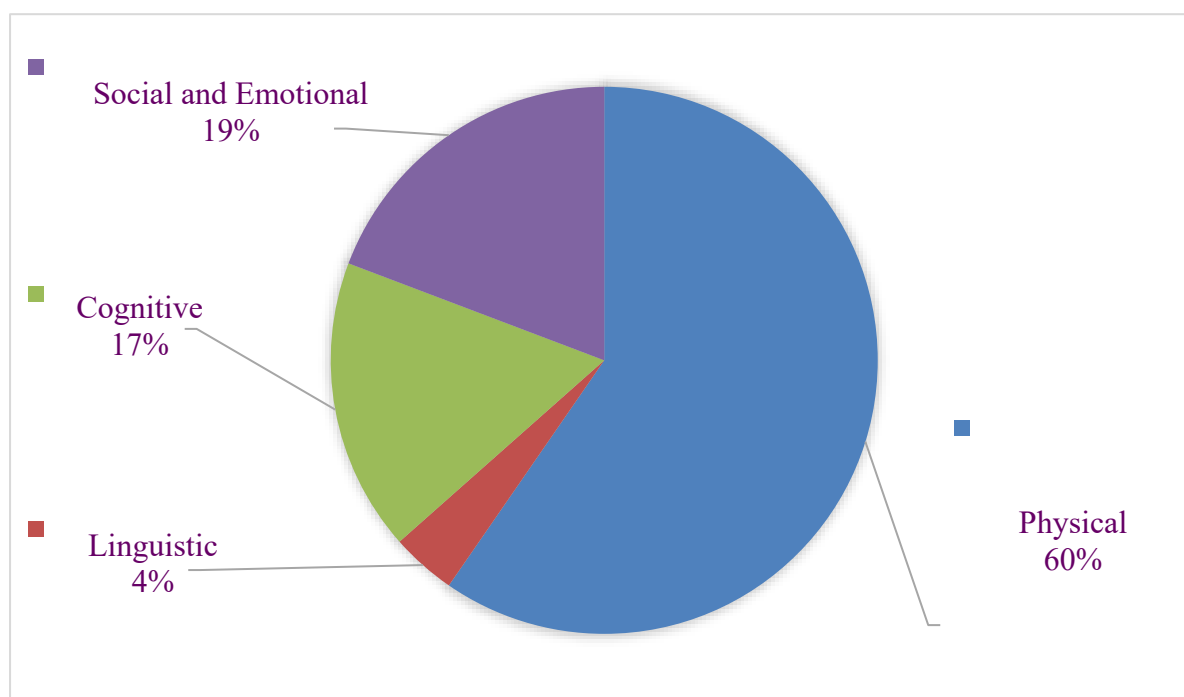
Also, in P4's reflection above, code ID 10 - *correct errors/ hear mistakes* - is counted twice: the first time is derived from "Listening to a native speaker helps me hear my mistakes" and the second time from "These videos are very useful for my learning because they help me correct errors."

The ten categories of the research question RQ1 in Table 1 were linked to the four dimensions of the OSF as illustrated in Table 2 and Figure 4.

Table 2. Participants' perceptions of their learning in relation to OSF dimensions.

Dimension	Number of times mentioned in posts
Physical	31
Linguistic	2
Cognitive	9
Social and Emotional	10

Figure 4. OSF's dimensions facilitated by the NESRVs.



Research question 2

The questionnaires at the end of L4 and during L6 were designed to elicit regional Vietnamese students' perceptions of incorporating RL and OSF into lessons to develop their oracy skills. There were 2,721 words of data from 28 reflection posts: ten posts submitted by ten participants at the end of L4 and 18 posts submitted by nine participants at the end of the course during L6, with each participant posted two reflections: one about L1 and one about L4 (one participant did not participate in the last week of the course). Nine categories were identified from the participants' reflections on L1 and L4, as shown in Table 3.

The category that appeared the most frequent in all posts was *Enjoyment to participate in the course/ Practice Speaking/ Finding Value in Reflection/ Valuing Daily Practice*. For example, P7 KP reflected, “In the two weeks of Lesson 4, I felt very happy because I got to experience new things that I had never done before.” P8 AT posted, “I felt that the lessons were enjoyable. I liked watching the videos and making my own. They helped me feel more confident when speaking English.” This category combines several different ideas, such as enjoyment, speaking practice, value in reflection, and valuing in daily practice into one category because even though they appear to be different ideas, they share one key idea which is participants’ intrinsic motivation. Thus, this category is named “Motivation to learn or Enjoyment” (Table 3 – Category ID 1).

The second category (Table 3 – Category ID 2) is *Learning from Peers*. E.g. P5 LN reflected: “I found it most helpful when fellow students shared their study strategies and time management tips. Their experiences provided practical insights that I could apply to my own studies, enhancing my learning efficiency.”

The third and fourth categories (same number of posts) are *Learning from the NESRVs* and *Appreciating Feedback from Educators* (Table 3 – Category ID 3 and ID 4). For example, P4 HTN’s reflection “The teacher’s feedback helped me a lot. I felt supported in the course” is categorised as ID 4.

P8 AT’s reflection (as quoted below) is categorised as ID 3 because she said that she learnt tonal variations from NESRVs:

After watching the video read by Margaret Eldridge, I have learnt a lot of tonal variations. For words with multiple syllables, she emphasized the stress, such as: "University," "financial," and "explanations". For plural words, she always pronounced the final /s/ sound, for example: "classmates," "books," "assignments," and "ways". For longer sentences, she always raised her pitch at the beginning of the sentence and lowered it at the end.

The fifth and sixth categories (same number of posts) are *Anxious and Lack Confidence at the beginning* and *Confidence Building/ Lessening dependence on AI* (Table 3 – Category ID 5 and ID 6). E.g. P1 KH reflected, “I felt a bit nervous and unfamiliar at first, but also excited to learn new things.” P9 LHV posted, “Through these tasks in Lesson Four, I noticed my pronunciation has improved and I am now able to make my own videos without feeling nervous or anxious.”

The seventh and eighth categories (same number of posts) are *Learning from Sample Writings or Sample Videos* and *Appreciating Teamwork* (Table 3 – Category ID 7 and ID 8). E.g. P3 TH reflected, “I could learn how to film a video when watching videos by our seniors.” P2 TV posted, “What helped me in the first week was the excitement of learning with my friends. Every day at school, we asked each other if we finished the homework. It gave me motivation to keep going.” P3 TH posted, “I experienced teamwork and learned how to film speaking

videos with my team and by myself. Practicing with my teammate made the activity more engaging and helped me speak more naturally.”

The last category is *Technical and Personality Issues/ Lack of Time* (Table 3 – Category ID 9). E.g. P1 KH reflected, “My internet was a bit slow, so I couldn’t watch the videos smoothly.” P5 LN posted, “I was busy with my part-time job, school activities, and exams. So, I didn't have enough time to do the assignments on time.”

Table 3. Perceived influence by learning activities grouped by theme.

ID	Categories	Themes	No of posts
1	Motivation to learn or Enjoyment	Psychological Factors: Social and Emotional dimension.	12
5	Anxieties or Lack Confidence at the beginning		9
6	Confidence Building/ Lessening dependence on AI		9
	Theme 1 - Psychological Factors – OSF Social and Emotional dimension		30
3	Learning from Native-English Speaker’s Videos	Teaching Strategy: Learning from Knowledgeable others	10
4	Appreciating Feedback from Educators		10
7	Learning from Sample Writings or Sample Videos		8
	Theme 2 - Teaching Strategy – Sociocultural theory		28
2	Learning from Peers	Learning Strategy: Learning from Peers	11
8	Appreciating Teamwork		8
	Theme 3 - Learning Strategy – Sociocultural theory		19
9	Technical and Personality Issues/ Lack of Time	Individual Factors	7
	Theme 4 - Individual Factors		7

The nine categories in Table 3 are illustrated in Figure 5.

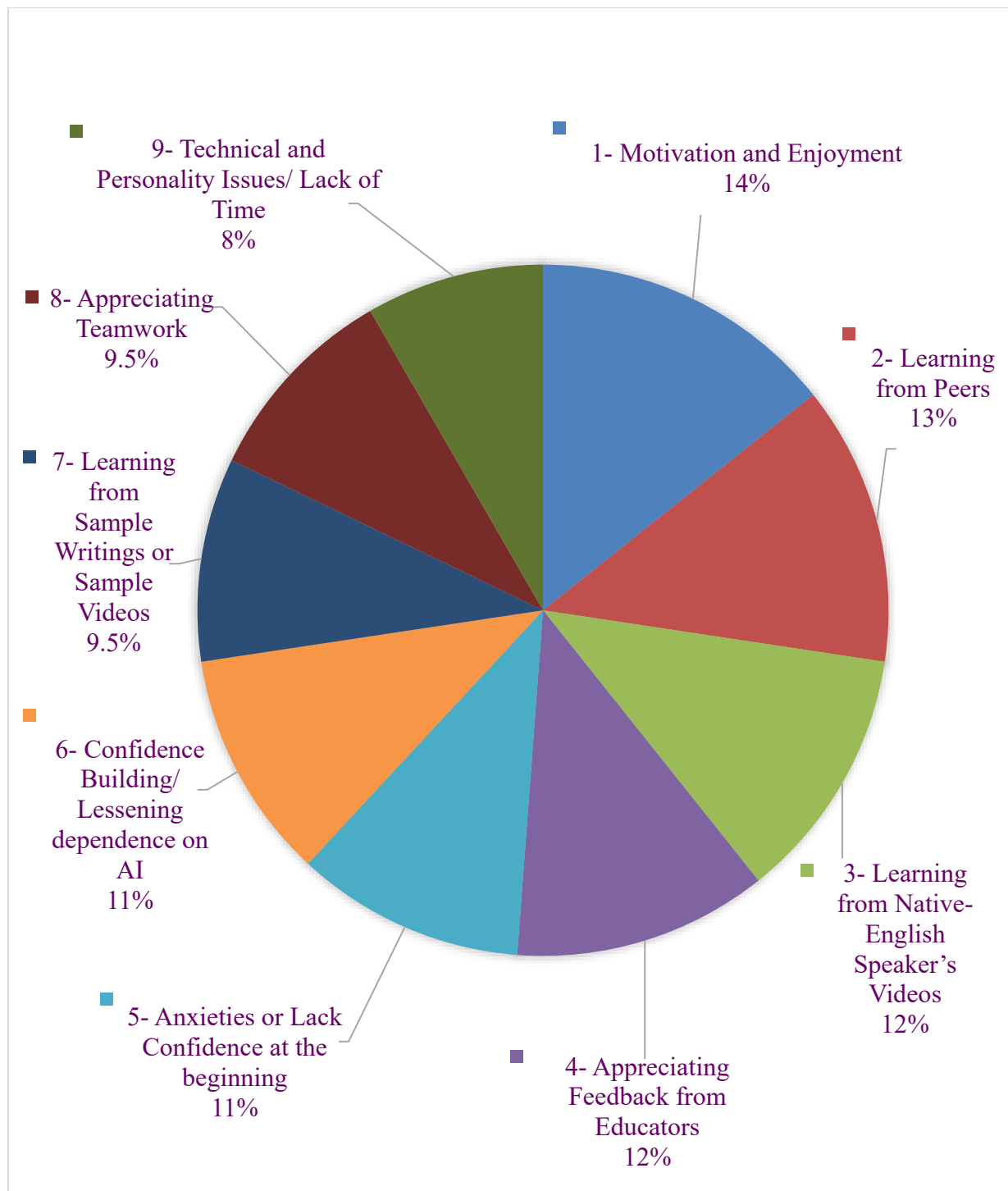


Figure 5. Perceived influence by learning activities grouped by category.

From the nine categories, the following four themes emerge as shown in Table 3:

- 1- Psychological Factors: This theme has the highest number of posts which is 36% of all data reported in this study.
- 2- Teaching Strategy: This second theme is 33% of all data reported in this study.

- 3- Learning Strategy: This third theme is 23% of all data reported in this study.
- 4- Individual Factors: This fourth theme is 8% of all data reported in this study.

The four themes are illustrated in Figure 6.

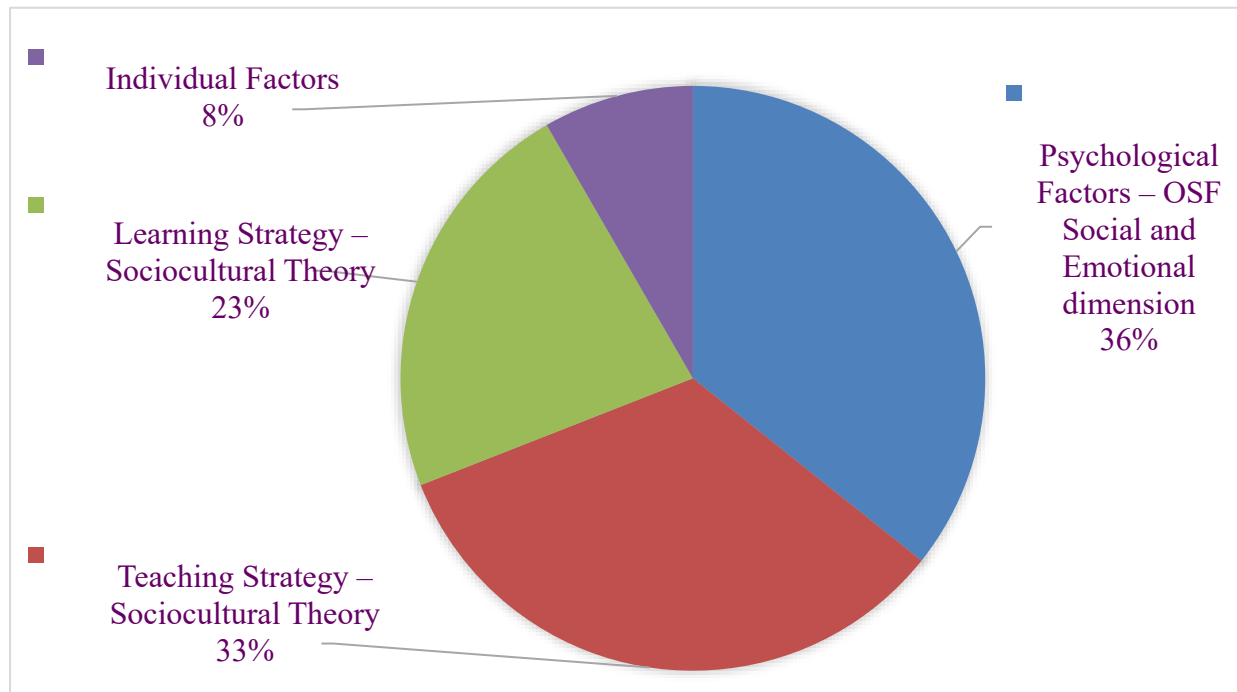


Figure 6. Perceived influence by learning activities grouped by theme.

Discussions

This section discusses the findings in relation to the research questions RQ1 and RQ2, followed by the implications and limitations of the study.

Reflection on the findings of research question 1

The findings of this study indicate that the frequently reported category within the perceived contributions of NESRVs to the development of oracy skills development was “Improve pronunciation/ imitate the native-English speaker’s pronunciation/ hear correct pronunciation”. This category can be linked to the Physical dimension of the OSF. Similarly, the second most frequently rated category related to the Social and Emotional dimension of the OSF, while the third category related to the cognitive dimension. The Linguistic dimension was the least frequently perceived contribution (Figure 4).

These findings suggest that from the perspective of regional Vietnamese students’ perceptions, NESRVs provided both emotional and motivational scaffolding while also supporting development of the physical dimension of OSF. Students’ perceptions suggest that NESRVs

helped them to improve their speaking skills (e.g. P3, P4, P5) and listening skills (e.g. P1, P4, P5, P8, P9, P10), increased their motivation to learn English, and enhanced their confidence in using English language (e.g. P6, P7, P8, P10, P4). These findings are in line with scholars who reported the effectiveness of videos in supporting the development of English oracy skills (Đinh et al., 2024; Lam & Vo, 2024; Riyanto, 2020). Nine out of ten participants posted that their favourite NESRVs were the videos in which Margaret Eldridge read their own and their peers' writings (NESRVLWWs). This evidence supports the "Prior Knowledge Activation Strategy, PKAS" which suggests that learners perform more effectively when they activate their prior knowledge (Spire & Donley, 1998). As researchers have suggested "when students make connections to what they are reading as well as listening, their comprehension increases" (Hasan et al., 2018, p. 14), the findings of this study suggest that when the learners listen to the recordings of their own writing, the listening activates their prior knowledge, thus, motivates and encourages them to learn.

The participants also reported additional benefits from the NESRVs such as improvements in their writing skills (e.g. P1, P2, P4, P5), opportunities to practise notetaking skills (e.g. P4, P9), and assistance in identifying and self-correcting mistakes (e.g. all ten participants P1, P2, P4, P8, P9, P10, P3, P5, P6, P7). Such findings suggest that the benefits of NESRVLWWs may extend beyond speaking and listening to support broader language-learning processes.

Furthermore, the intervention was conducted online with the native-English speaker based in Hobart, Tasmania, Australia while the students were living in central Vietnam. The learning materials were delivered as extracurricular activities. Therefore, this study extends the literature on developing English oracy skills beyond classrooms settings. It provides empirical evidence from the perspectives of regional Vietnamese students, that it is possible for educators from English Speaking countries assist Vietnamese students from regional areas to develop English oracy skills.

Reflection on the findings of research question 2

Analysis of the reflective questionnaire data on L1 and L4 at the end of the course provides insights into the second research question RQ2. Overall, the findings support the perceived positive role of learning activities that incorporated RL, OSF and RVs in facilitating social interactions and supporting oracy skills development among regional Vietnamese students. From the nine categories identified in the participants' reflections, four themes emerged (Table 3 and Figure 6) as follows:

Psychological factors. The participants perceived that incorporating RL and OSF into learning activities significantly influence the development of learners' social and emotional dimension of the OSF. They reported increased motivation to learn English, greater improvement in social and emotional dimension of oracy skills. The findings that RL contributed to learners' confidence resonate with the studies of (Lozano Velandia, 2015; Suzuki, 2019). Similarly, the findings of the psychological benefits are in line with the findings of Lam and Vo (2024)'s study of the effectiveness of video-based learning activities.

Teaching strategy. This theme suggests that the participants perceived that they gain new knowledge through scaffolding by more knowledgeable others. This supports Vygotsky (1978)'s ZPD strategy and reinforces the view that "interaction with more-experienced others, including teachers, provides opportunities for learners to solve problems beyond their current ability." (Marcum & Kim, 2020, p. 151).

Learning strategy: This theme supports the sociocultural theory which states that learning takes place when learners interact with others and internalize the knowledge obtained from those interactions (El-Garawany, 2017). Hence, the findings support Vygotsky (1978)'s sociocultural theory which states that "students should learn from their peers and from using artifacts" (p. 335) and "social interaction plays a vital role in helping learners move through the zone of proximal development and become fully autonomous and mature in the social norm or skill they are learning, including language." (Marcum & Kim, 2020, p. 151).

Individual factors. Individual factors can hinder participants learning such as technical issues or lack of time which affect not only the individual learners who experience them but can lead to lack of interaction among all learners, therefore, they can hinder learning of the whole class. The findings of this theme are in line with (Tran & Anvari, 2026)'s findings. Thus, in an online environment, educators should allow flexible deadlines for assignments, provide regular feedback and friendly follow up to all learners.

Implications of the study

This study extends the application of Vygotskian sociocultural theory and contributes to the literature on regional Vietnamese students' perceptions on RL which is unexplored in TESOL contexts (Pham et al., 2023). This study is relevant to undergraduate Vietnamese students from regional areas who often expect their teachers to be transmitters of knowledge (Tran et al., 2019). Although, the complexity of reflective concept can create a steep learning curve for some students, however, in this study most participants persisted and successfully overcame the challenges as seen in their reflection at the end of the fourth lesson. This study provides rationale for educators of EFL to integrate RL and NESRVs into learning activities while teaching English online. Individual factors such as time management and technical barriers can be an issue for some students. In this study, most participants reported scarcity of time and making videos often took longer than expected. Technical barriers can hinder students' progress. These issues can be obstacles for the success of teaching students from regional areas online. Furthermore, some students work after hours. Technical difficulties and lack of time delay students' progress, increase their anxieties and stress, which make the learning more difficult than anticipated. Despite these personal challenges, in this study, eight students out of ten, studied at least one hour every day, seven days a week, for ten weeks. They valued daily practice and a chance to practice speaking in English and to watch NESRVs reading their writings. Hence, the findings demonstrate that students perceived that educators of EFL can integrate RL and RVs into learning activities to teach English online, and they can assign these activities outside classrooms. To succeed, educators need to give students time to adjust, provide them with regular feedback and support, and encourage teamwork. However, educators

need to be aware that some students might not be able to work with members of their team, hence, the learning materials should be flexible to accommodate these students' needs.

Limitations

This study has several limitations. First, the sample size was small, and the findings are based on students' perceptions and self-reported reflections collected through RL activities. The students' oracy skills performances were not evaluated before and after the intervention. Therefore, the findings of this study should be interpreted as reflecting the perceptions of a small group of female students from central Vietnam. This paper does not include data collected from Lessons Two, Three, Five and Six of the intervention. As a result, the reported students' perceptions of their learning experiences and the use of the OSF in the intervention represent only selected components of the intervention. Furthermore, not all features of the OSF were explicitly taught during the course. Consequently, the findings do not provide a comprehensive evaluation of the framework's potential contributions to oracy skills development. There was an issue with the timing of the intervention: it was delivered during one of the students' busiest academic periods. Although ten students enrolled in the course, only eight students completed the study. This may have affected participant retention and may also have affected student engagement with the course. Finally, this study was conducted with NESRVs of real people. It did not include Artificial Intelligence (AI) applications that simulate AI-generated native-English Speakers' voices reading students' writings.

Conclusions

This paper contributes to the literature on sociocultural and reflective theories of learning by presenting findings from a qualitative study of regional Vietnamese students' perceptions of oracy skills development in TESOL contexts. The implications of this study have potential to extend beyond theory and inform curriculum development. The findings suggest that from perspectives of regional Vietnamese students incorporating NESRVs, RL and the OSF into learning activities may support the development aspects of learners' oracy skills, particularly the Physical and the Social and Emotional dimensions of the OSF. Through a qualitative analysis of 3,389 words of data derived from ten regional Vietnamese students' reflections, this study provides empirical evidence of the perceived positive influence of NESRVLWWs on oracy skills development through reflective learning activities. Participants reported that the videos enhanced their enjoyment of learning pronunciation, listening to native-English speakers, learning intonation and gaining new knowledge from native-English speakers. The findings underscore the potential value of incorporating RL, NESRVLWWs and recorded videos of students' speeches into online English course to support oracy skills development. Based on regional Vietnamese students' perceptions, integrating RL and RVs into learning activities can provide opportunities for teamwork, feedback from educators, and support for reducing speaking anxiety and building confidence in speaking English. To address the shortcomings of this study, future studies can include a larger and more diverse sample groups,

examining students' perceptions on using OSF as a learning tool in greater detail, or compare the effectiveness of NESRVs created by of real native-English speakers with AI applications that generate native-English Speakers' voices for reading students' writings.

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