

Boosting EFL Speaking Skills Through Think Pair Share Strategy in The Digital Era: Integrating the Reallife App for Eleventh Grade Students

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Abstract

In an era where English proficiency opens global doors, speaking fluency remains the Achilles' heel for many language learners. Initial observations at a senior high school in Kota Malang Grade XI students struggled with speaking, lacked confidence, and had low motivation to improve their speaking ability. Teachers also faced constraints in applying effective speaking strategies due to limited instructional time. To address these issues, this study integrated the Think-Pair-Share (TPS) strategy with the RealLife English application, focusing on the "Pair" phase to maximize interaction and authentic communication. This Classroom Action Research (CAR), following Kemmis & McTaggart's model, involved 36 eleventh-grade students over eight meetings. Data were collected through speaking tests, questionnaires, classroom observations, and interviews. Students' speaking performance was assessed using an analytical scoring rubric covering fluency, lexical resource, grammar, and pronunciation. Findings indicate a significant improvement in speaking fluency, supported by notable gains in other criteria. Students reported enhanced vocabulary, greater confidence, and deeper cultural awareness through interactions with international peers on RealLife. Analysis of perceptions revealed three key outcomes: meaningful learning through cultural exchange, effective synergy between a classical cooperative strategy and digital tools, and improved learning efficiency when integrating flipped learning with TPS. This research demonstrates that TPS combined with RealLife offers a powerful, innovative approach to fostering speaking proficiency in EFL contexts. However, there are some shortcomings that should be noted, including the connection issue during the action phase. Some suggestion is also taken into this study.

Keywords: *Speaking Ability, Think-Pair Strategy, RealLife Application*

Introduction

Speaking skills in English language learning in Indonesia are often overlooked, largely because they are not included in the Academic Ability Test (TKA) that determines middle school graduation, which prioritizes written exams over practical assessments. According to the Minister of Elementary and Secondary Education Regulation No. 9 of 2025, English is a compulsory subject in the final school examination, but the test focuses solely on reading and question analysis, leaving speaking ability unassessed (Razi et al., 2021). Consequently, teachers tend to emphasize grammar, reading comprehension, and other written tasks rather than fostering oral communication skills. This neglect is reflected in Indonesia's low English proficiency ranking, 80th out of 116 countries—according to the EF English Proficiency Index (English First, 2024).

Based on the preliminary study conducted in a senior high school in Kota Malang, it revealed that the speaking proficiency of the eleventh-grade students was considerably low. During classroom observations, it was evident that they struggled to deliver group presentations, often facing difficulties in sustaining their speech in English. Their limited vocabulary hindered their ability to communicate effectively, with some managing only basic expressions while others were unable to use English at all. Consequently, many resorted to code-switching between English and their native languages, such as Bahasa Indonesia or Javanese, even for simple tasks like self-introductions. Furthermore, students expressed reluctance in sharing their ideas with peers, a hesitation likely stemming from their lack of confidence. This low confidence appeared to be closely linked to the minimal opportunities they had to actively participate in speaking activities during lessons.

The preliminary study revealed that the teacher found it challenging to provide adequate speaking practice and give detailed feedback to each student due to limited time. Feedback, which is crucial for correcting grammatical errors and pronunciation mistakes, was rarely given, resulting in minimal oral English practice inside the classroom and, consequently, outside as well. This lack of practice led to low student participation in learning activities, with the teacher still uncertain about the most effective technique to address the problem. Students continued to face difficulties in delivering presentations, often struggling with fluency and repeating the same mistakes from previous performances. During interactions, they made deliberate efforts to be understood but frequently paused or spoke in fragments due to difficulties in selecting vocabulary, forming grammatically correct sentences, and self-monitoring. Furthermore, language barriers hindered their ability to express intended meanings clearly, especially when trying to produce specific words.

The researcher modified the Communicative Language Teaching (CLT) theory to start creative speaking lessons. It is a method of teaching languages that prioritizes meaning over structure. Through a range of communicative activities, such as role-plays, dialogues, games, and problem-solving exercises, it enables students to practice speaking the language. Teachers in CLT help students in any way that motivates them to practice the language, which is developed by the students through trial and error, according to Finochiaro and Brumfit (1983), as cited in Richards and Rodgers (2001).

Previous research has consistently demonstrated the effectiveness of the Think-Pair-Share (TPS) strategy in enhancing EFL students' speaking skills. H. Putri et al. (2020) found that eighth-grade students in the experimental group scored higher in speaking tests than those in the control group, particularly in delivering brief monologues. Similarly, Rufiana & Mulyadi (2018) reported significant improvements in Indonesian senior high school students' speaking performance, as indicated by increased completion rates and accuracy in observation checklists. While these studies confirm the benefits of TPS at different educational levels, the present study aims to extend this approach by integrating TPS with the RealLife English application in an online learning context. This integration aligns with the principles of the independent curriculum, which emphasizes student-centered learning and allows learners to explore topics of interest according to their individual needs (Kurniawan & Susansi, 2022). Given the challenges of limited class time and large class sizes, technology offers opportunities for continuous practice, greater interaction, and active learning environments that foster motivation, retention, and practical language use (G'aniyeva, 2024). By using RealLife within TPS, students can engage in interactive activities such as group discussions, presentations, and

collaborative projects, which not only enhance their speaking fluency but also deepen their understanding of the material (Sarnoto et al., 2023).

Integrating the RealLife English application into the Think-Pair-Share (TPS) strategy offers a supportive online learning environment that encourages active student engagement in speaking activities, thereby maximizing the strategy's effectiveness. RealLife provides relevant conversation topics and discussion sessions aligned with classroom materials, along with opportunities to interact with native speakers and users worldwide, exposing students to various accents, improving pronunciation, and boosting confidence. The app also includes video conversations, film clips, and other multimedia such as animations and audio, which create engaging learning experiences that enhance retention (Mohana et al., 2023). Despite evidence from previous studies supporting TPS, limited research has examined its use in online contexts. Therefore, this study investigates the implementation of TPS combined with RealLife English to improve senior high school students' speaking skills, assessed through a classroom action research design. Specifically, it addresses two research questions: (1) How can the TPS strategy using RealLife Application improve students' speaking ability? and (2) What are students' perceptions of TPS with RealLife in relation to their speaking skills.

Method

This study is conducted based on the need to solve the students' speaking problem by implementing the TPS using a tool, namely RealLife English Application. Therefore, Classroom Action Research (CAR) Consisting of planning, acting, observing, and reflecting was chosen as the design for this research. This approach is especially appropriate for the current study since it enables the researcher, who also serves as the instructor, to apply a particular method (TPS with RealLife integration), evaluate its efficacy in actual classroom settings, and make necessary modifications. This research is conducted at one of the public senior high schools in Malang academic year 2024/2025. The eleventh grade students, 20 of whom are female and 16 of whom are male, are the study's participants. There are thirty-six students in all, ages fifteen to seventeen on average.

Based on the preliminary study, the researcher focused on analysing the speaking problems, namely 1) the students' speaking fluency problem, 2) the students' low motivation in speaking English, and 3) the teacher's inappropriate use of teaching techniques. However, the researcher decided to focus on the students' speaking fluency problem, then proposed TPS strategy using RealLife English to be implemented in the eleventh grade students of this school.

Research Procedure

The research procedure follows Kemmis and Mc Taggart model, including four steps; planning, action, observation, and reflection.

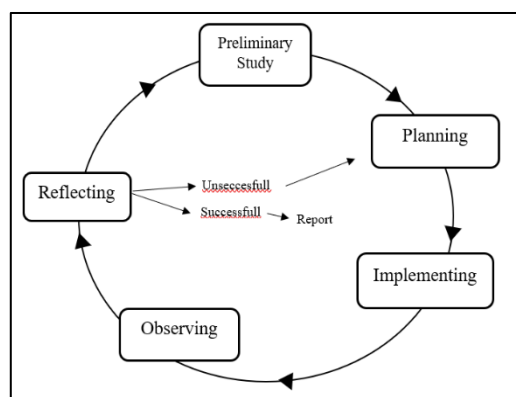


Figure 2.1 Procedure of CAR by Kemmis and Mc Taggart (2011)

Planning

These include identifying the fundamentals of learning English, specifically the speaking ability content that will be used in the TPS strategy through RealLife, setting up a conversation topic that will be covered in the RealLife application, and creating research tools (Syllabus, RPP, Assessment, and assessment). Creating the lesson plan and preparing the media and materials are included in this phase. General information (subject, abilities, initial competency, etc.), learning core components, and specifics of the learning activities were all included in the lesson plan. The lesson plan's resources were created using the Independent Curriculum's content standards.

Implementing

This phase involves executing the planned TPS strategy with the RealLife application for teaching English speaking, conducted over eight meetings of 2×45 minutes each including the pre-test and post-test. The researcher focuses on applying the strategy to address the eleventh graders' speaking problems, while the collaborator only observes without intervening. The student will first be instructed to "think" about the subject, then go to the "pair" phase to practise talking with someone on RealLife, and lastly "share" their experience in front of the class as part of the learning process.

Observing

In this phase, the researcher and collaborator focused on collecting data to evaluate the success of the TPS and RealLife implementation and monitor whether the outcomes met the objectives. Using various instruments, they identified the strategy's strengths and weaknesses in improving students' speaking ability. Both quantitative and qualitative data were gathered to assess its effectiveness.

The more contemporary descriptors found in the IELTS Speaking Band Descriptors are combined with the traditional criteria put forth by Harris (1996) to create the speaking assessment rubric. The goal of the integration process is to preserve Harris's rubric's basic framework while modifying it to conform to current communicative competence standards and global assessment practices. It is divided into four categories: lexical resource, grammar, pronunciation, and fluency.

Table. 1 The score conversion

Speaking Aspect	Weight (%)	Maximum Score	Rate	Score
Fluency	40%	40	5	33-40
			4	25-32
			3	17-24
			2	9-16
			1	0-8
Grammar	20%	20	5	17-20
			4	13-16
			3	9-12
			2	5-8
			1	0-4
Lexical Resource	20%	20	5	17-20
			4	13-16
			3	9-12
			2	5-8
			1	0-4
Pronunciation	20%	20	5	17-20
			4	13-16
			3	9-12
			2	5-8
			1	0-4
Total	100%	100		

Each speaking component was given a different weight by the researcher, with fluency accounting for 40%, pronunciation for 20%, grammar for 20%, and comprehension for 20%. The teacher suggests that since fluency is now regarded by students as an indication of strong speaking abilities, it should receive more attention. Each rate provided an explanation of how the eleventh graders practiced speaking. The eleventh graders received a rating of five, indicating their exceptional performance. The rate of four indicated very good performance. Excellent performance is indicated by a score of three. Acceptable performance receives a rate of 1, while fair performance receives a rate of 2.

Reflecting

The researcher and teacher analyzed the collected data to evaluate how effectively the approach addressed the identified problems. Data were verified, tabulated, and examined to determine whether they met the success criteria. The reflection results indicated the strategy's level of success, and the number of research cycles was adjusted based on the first cycle's achievement. The score attained has an impact on the speaking proficiency of the eleventh graders. Additionally, the accomplishments are categorized into five levels: excellent, very good, good, fair, and failed. Eleventh graders in the excellent level receive between ninety-one and one hundred points. If their score is between 71-90, they are very good at speaking. The eleventh grader needed to score between 61-70 to speak at a good level. A total score between 51-60 is considered fair, while a score between 0-50 is considered failed. It is simply presented in the following table.

The score	Speaking level
91-100	Excellent
71- 90	Very Good
61-70	Good
51-60	Fair
0-50	Failed

Table. 2 Students' Achievement Level

The study's effectiveness was measured by two key indicators. First, all students were expected to score at least 70 in the speaking assessment, with a focus on improving fluency—considered successful if 70% of students showed increased scores in this aspect. Second, at least 80% of students needed to express positive perceptions of the TPS and RealLife integration, as measured by a questionnaire. Meeting both indicators confirmed the strategy's success in enhancing speaking skills and fostering a positive learning environment.

Results

Improvement of Students' Speaking Ability

The findings of this research demonstrate that integrating the Think-Pair-Share (TPS) strategy with the RealLife application produced a significant and measurable improvement in students' speaking skills. Prior to the intervention, many students struggled to communicate effectively in English due to limited vocabulary, grammatical inaccuracies, and a lack of confidence.

The pre-test results reflected these challenges, with the majority of students (55.5%) falling into the "Good" category, a smaller proportion (22.2%) in "Fair," and no students reaching the "Excellent" category. These initial outcomes aligned with the preliminary study's observations that speaking fluency was the most prominent weakness among the participants. The result of the students' speaking scores based on fluency, grammar, lexical resource, and pronunciation in the initial test can be seen in the figure below.

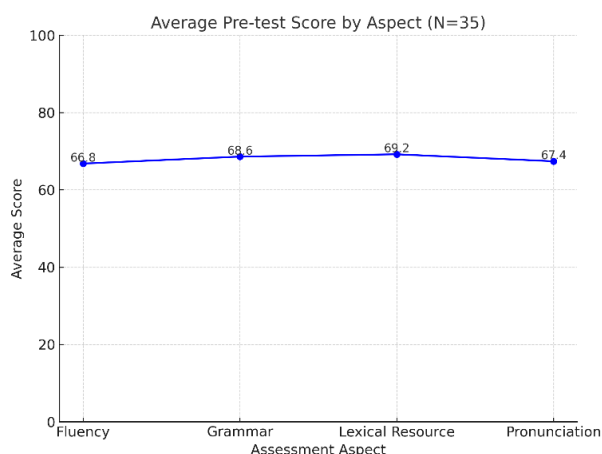
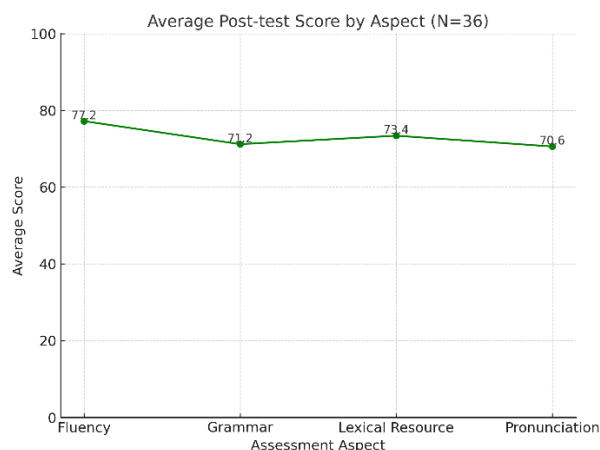


Figure 1. Pre-test Speaking Score Result

Following the six-meeting cycle, the post-test results revealed a remarkable shift in performance levels. The percentage of students in the "Very Good" category increased from 5.5% to 55.5%, while 2.7% achieved the "Excellent" category. Meanwhile, no students remained in the "Fair" or "Failed" categories, indicating a substantial upward movement in overall speaking proficiency. This shift suggests that the combination of

TPS's structured interaction stages with RealLife's authentic communicative environment enabled students to practice speaking in meaningful and engaging contexts, thereby accelerating their improvement. The result of the students' speaking scores in the post-test can be seen in the figure below.



In terms of numerical performance, the class average rose from 63.00 in the pre-test to 74.17 in the post-test, surpassing the minimum mastery criterion set for this research. Analysis by speaking sub-skills revealed that all four areas—fluency, grammar, lexical resource, and pronunciation—showed improvement. Fluency demonstrated the most significant increase, from an average score of 3.25 to 3.86, highlighting that the repetitive and structured speaking opportunities offered in TPS, combined with RealLife's real-time communication with peers and foreigners, effectively reduced hesitations and increased speech continuity. Vocabulary also showed notable growth, with students reporting that exposure to new lexical items through the app's flashcards and interactive videos expanded their word choice and expressions.

The gains in grammar (3.33 to 3.56) and pronunciation (3.28 to 3.53), though slightly smaller in magnitude, are still meaningful. Students benefited from the natural correction and modeling received during pair discussions and interactions with RealLife partners, which encouraged more accurate sentence structures and clearer articulation. These gradual improvements suggest that while fluency and vocabulary may respond more quickly to increased practice and exposure, grammar and pronunciation develop steadily through repeated and authentic communicative use.

Overall, the results confirm that TPS supported by the RealLife application provided a well-balanced platform for improving multiple aspects of speaking ability. The structured phases of TPS ensured that students had adequate preparation time, opportunities for collaborative idea exchange, and public speaking practice, while RealLife added authenticity, motivation, and intercultural engagement to the learning process. Together, these elements created a dynamic learning environment that addressed both linguistic and affective barriers to speaking, ultimately enabling students to achieve measurable progress within a relatively short intervention period.

Student Participation in TPS Activities

Observation across six meetings indicated a steady increase in engagement throughout the Think, Pair, and Share phases. Students progressed from "somewhat active" to "very active" in generating ideas, discussing with peers, and presenting. The RealLife application facilitated active peer interaction and vocabulary use, while confidence in public speaking gradually increased. Minor issues such as initial noise,

connectivity problems, and partner-matching difficulties diminished over time, with most students adapting effectively by the fifth meeting.

The research met its success criteria: all students scored at least 70 on the post-test, 70% improved in fluency, and over 80% reported positive perceptions. The integration of TPS and RealLife proved effective in improving speaking skills and fostering a positive learning environment, making further cycles unnecessary.

Students' Positive Perceptions towards TPS Strategy Using RealLife

Questionnaire results (n=33) showed predominantly "Very Positive" responses across indicators of motivation, interest, confidence, and usability. Interviews supported these findings, highlighting increased enthusiasm for speaking with foreigners, expanded vocabulary, improved fluency, and valuable cultural exchange. Students expressed a desire to use RealLife beyond the classroom, and negative statements about confidence or engagement were strongly rejected.

Table 3.1 The Result of the Questionnaire Analysis

Indicator	Items	Strongly Disagree (Total)	Disagree (Total)	Agree (Total)	Strongly Agree (Total)
Motivation	I feel more motivated to learn speaking after using the TPS strategy.	0	0	6	27
	I feel enthusiastic to have a session to speak with foreigners using the RealLife app.	0	0	3	30
	After using TPS with RealLife, I feel more enthusiastic about learning English.	0	0	4	29
Interest	The RealLife application makes me excited to speak in English.	0	0	3	30
	I want to use RealLife outside of the classroom.	0	1	5	27
	I like speaking with foreigners*.	0	1	2	30
Confidence	I do not feel confident to speak after this learning experience*.	0	1	2	30
	I have a clear purpose when speaking through the RealLife application.	0	1	3	29
Usability	The Think-Pair-Share strategy helps me to speak fluently or without pauses.	0	0	5	28
	The Think-Pair-Share strategy makes my conversation more meaningful and enjoyable.	0	0	3	30
	Speaking using the RealLife app helps me learn vocabulary and speak fluently.	0	0	6	27

TPS do not make me actively involved in the speaking activities*.	0	1	2	30
I do not think that integrating TPS with RealLife is a good strategy to improve my speaking*.	0	1	2	30
I do not think that integrating TPS with RealLife is a good strategy to improve my speaking*.	0	1	2	30
RealLife provides a real and challenging speaking experience.	0	0	3	30

Key findings revealed that most students expressed strong agreement with positive statements about motivation, interest, confidence, and the perceived usefulness of the TPS strategy integrated with the RealLife application.

Students' Motivation

The items "I feel more motivated to learn speaking after using the TPS strategy" (3.82), "I feel enthusiastic to have a session to speak with foreigners" (3.91), and "I feel more enthusiastic about learning English" (3.88) all scored in the Very Positive category. Interviews supported these results, with one student stating, "It's definitely fun because on RealLife, I can meet a lot of people and I can practice my speaking," while another added, "Talking to new people makes me more confident... It encourages me to practice so I can speak better and more accurately." These responses show how the strategy stimulated both intrinsic motivation and active engagement through cultural exchange.

Students' Interest

Students also reported high interest, with "The RealLife application makes me excited to speak in English" (3.91) and "I want to use RealLife outside of the classroom" (3.82) both in the Very Positive range. As one student explained, "By practicing speaking, we can improve our speaking skills and help friends who may not have a strong English background," highlighting the application's appeal beyond classroom boundaries.

Students' Confidence

The low score on the negatively worded statement "I do not feel confident to speak after this learning experience" (1.09) indicates strong disagreement and therefore a substantial boost in confidence. One student reflected, "It's definitely improved a lot... I feel more confident because I'm talking to people I don't know." The challenge of interacting with unfamiliar speakers effectively strengthened self-assurance.

Usability of TPS Using RealLife

Perceptions of usefulness were also highly positive, with "The TPS strategy makes my conversation more meaningful and enjoyable" (3.91) and "RealLife provides a real and challenging speaking experience" (3.91) rated Very Positive. Students linked the strategy to noticeable gains in grammar, vocabulary, and cultural understanding, such as learning new words, accents, and perspectives from international peers.

Discussion

This discussion presents an in-depth analysis of the research findings, aiming to answer the research questions concerning the impact of the Think-Pair-Share strategy integrated with the *RealLife* application on students' speaking skills, as well as students' positive perceptions of the strategy. The results unequivocally demonstrate that the TPS strategy supported by the *RealLife* application is significantly effective in enhancing students' speaking ability, particularly in the aspect of fluency. The analysis of speaking scores, evaluated using an analytical rubric, revealed that while all aspects (grammar, pronunciation, and lexical resource) improved from the pre-test to the post-test, the fluency aspect showed the most drastic improvement.

This enhancement is deeply rooted in the "Pair" phase of the TPS strategy, which provided authentic interaction with a foreign speaker via the *RealLife* application. Unlike conventional classroom practice, this real-time interaction implicitly compelled students to prioritize spontaneous and continuous message delivery, aligning with the principles of Communicative Language Teaching (CLT). In this context, the primary goal became developing communicative competence, where students naturally focused on achieving fluency to maintain conversational flow, rather than being inhibited by concerns over grammatical accuracy.

Theoretically, these findings are strongly supported by Vygotsky's Sociocultural Theory. The *RealLife* application transformed the "Pair" phase into a space for meaningful and authentic interaction, where the foreign speaker acted as a *more knowledgeable other*, mediating language acquisition and guiding students into their Zone of Proximal Development (ZPD). Beyond mere language practice, this interaction facilitated cultural exchange, which played a pivotal role in fostering students' Willingness to Communicate (WTC). The shift from a structured, academic task to a personal, intercultural interaction created a low-anxiety environment, making the desire to share one's own culture and learn about another a strong intrinsic motivator, thus compelling students to speak more frequently and with greater confidence.

Furthermore, the combination of the TPS strategy with the Flipped Learning model proved to be an efficient solution. By studying core material independently at home (pre-class), students arrived in class with a sufficient knowledge base, allowing class time to be maximized for meaningful interactive activities—the "Think," "Pair," and "Share" phases. This efficiency facilitated focused speaking practice and contributed directly to the significant improvement in fluency, which is consistent with Kagan's (1994) theory on increasing student participation and engagement.

Fluency Enhancement Through Authentic Interaction in the "Pair" Phase

The study's results provide strong quantitative evidence of a significant increase in students' speaking fluency, directly attributable to the authentic interaction experienced during the "Pair" phase of the implemented TPS strategy. Students' direct interaction with foreign speakers via the *RealLife* application offered an experience vastly different from practicing with classmates. This authentic, real-time context implicitly pressured students to speak more spontaneously and continuously, without long pauses, driven by the situational demands of maintaining the conversation flow. Instead of being preoccupied with achieving perfect grammatical accuracy, students prioritized conveying their message effectively, ultimately training their speaking muscles to adapt to a natural conversational pace. The substantial increase in the average fluency score serves as compelling quantitative evidence of this strategy's effectiveness in fostering speaking fluidity.

These findings are firmly aligned with the tenets of Communicative Language Teaching (CLT), which emphasizes interaction as both the means and the ultimate goal of language study, aiming to develop communicative competence. The authentic, real-time conversations with foreign speakers perfectly embody this principle, providing a genuine context for using language for meaningful communication, thereby establishing the *RealLife* application as an effective tool for implementing the core principles of CLT.

The Role of Cultural Exchange in Fostering Willingness to Speak

Beyond the direct practice of speaking, the research suggests that the cultural exchange facilitated by the *RealLife* application played a pivotal role in boosting students' Willingness to Communicate (WTC). This outcome is deeply rooted in Vygotsky's Sociocultural Theory, which posits that learning is fundamentally a social process. By engaging in authentic conversations with foreign speakers, students were not merely practicing a skill; they were participating in a meaningful intercultural exchange. This transformative shift from structured, academic task to a personal, intercultural interaction altered their perception of language use.

In this context, foreign speakers functioned as *more knowledgeable others*, guiding students into their Zone of Proximal Development (ZPD). This process not only enhanced linguistic skills but also addressed crucial non-linguistic barriers, such as lack of confidence and fear of making mistakes. The personal connection formed through cultural exchange created a low-anxiety environment where students felt more comfortable and motivated to express themselves. The intrinsic desire to share their culture and learn about another became a powerful catalyst, compelling them to speak more frequently and with greater confidence. Therefore, the cultural dimension of the "Pair" phase cultivated a genuine eagerness to communicate that went beyond mere language practice.

Learning Efficiency Through a Combination of Flipped Learning and TPS Strategies

The study's results indicate that implementing the TPS strategy combined with the Flipped Learning model contributes significantly to enhancing students' speaking skills. Through *flipped learning*, students utilized the *RealLife* application to study core material outside of class (pre-class), ensuring they came to class better prepared. This aligns with Bergmann and Sams' (2012) view that *flipped learning* allows class time to be maximized for more meaningful interactive activities. With this preparatory knowledge base, students could immediately engage in focused speaking practice during the "Think" and "Pair" phases, rather than spending class time on basic conceptual understanding. As evidenced by the significant improvements in fluency scores, this maximized class time for active interaction. Thus, the study demonstrates that the combination of Flipped Learning and TPS is not only an effective strategy but also an efficient solution for maximizing learning time.

Limitations and Implications

While the research findings strongly demonstrate a significant increase in students' speaking skills, particularly in fluency, it is important to acknowledge that the observed improvement may also have been influenced by confounding variables. As is common in studies conducted in a natural classroom environment, factors such as students' heightened motivation and enthusiasm due to the novelty of using a new application, the effect of repeated exposure to speaking tests, and the inherent benefit of regular practice may have contributed to the positive outcomes. Although the strong correlation between the TPS strategy with the *RealLife* application and the post-test

results suggests a direct impact, the possibility of these confounding variables cannot be entirely dismissed. This suggests that future research should be designed to isolate the effects of the intervention more precisely, perhaps through the inclusion of a control group, to further validate the findings.

Conclusion

Overall, the integration of TPS with RealLife not only improved speaking skills but also enhanced learner motivation, cultural awareness, and classroom efficiency—offering a replicable model for EFL contexts with limited instructional time. This study confirms that integrating the Think-Pair-Share (TPS) strategy with the RealLife application effectively enhances students' speaking skills, particularly fluency. The improvement was evidenced by measurable gains in speaking scores and supported by three notable contributions: (1) fluency enhancement through authentic interaction in the "pair" phase, (2) the role of cultural exchange in fostering willingness to speak and (3) learning efficiency through a combination of flipped learning and TPS strategies.

Pedagogically, the findings demonstrate that combining cooperative learning with authentic digital tools can foster active participation and substantial language gains. Curricularly, the results support integrating technology that promotes real-world interaction and cultural exchange to advance deep learning outcomes.

The research was limited by its short duration (six meetings), small sample size (36 students from one school), and technical constraints such as unstable internet access and device issues. Moreover, student proficiency levels were not benchmarked against international standards like CEFR, which limits comparability.

Teachers are encouraged to adopt a TPS-Flipped Learning model supported by tools like RealLife, ensuring adequate technical infrastructure and structured student guidance. Future research should extend the study period, include diverse school contexts, and explore the strategy's impact on other language skills and intercultural competence, while addressing technical barriers for more consistent and valid results.

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