



## CROSS-LANGUAGE PRACTICES AND SPEAKING TECHNOLOGY IN HIGHER EDUCATION FOR STRENGTHENING ENGLISH COMMUNICATION COMPETENCE

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**Abstract:** Accomplishment in higher education recently depends on the ability to communicate effectively in English; due to increasingly globalized academic setting. This essay investigates the creative ways that speaking technology and cross-language exercises might be combined to improve students' proficiency in English communication. By utilizing students' current linguistic resources, cross-language practices, which entail the purposeful use of different languages, can promote deeper comprehension and retention of English language abilities. When combined with cutting-edge speaking technology, such AI-driven language learning tools and speech recognition software, these approaches provide a dynamic and engaging means of honing English communication skills. With a focus on practical application in academic and professional contexts, the study investigates the effects of these combined techniques on students' language proficiency. This research is a comparable passage that has been adjusted for the study's setting. The study involved 45 students from different academic disciplines, 60% of whom were female and 40% of whom were male, and used a sequential explanatory mixed-method approach to investigate their views and experiences about cross-language practices in combination with speaking technology. Surveys, pre- and post-speaking evaluations for descriptive analysis, and reflective notebooks for qualitative insights were all used in the data collection process. The study of descriptive data was done using theme analysis. As evidenced by the overwhelmingly favorable response from participants, the data showed that integrating student languages alongside English, backed by speaking technology, dramatically increased their English communication skills.

**Keywords:** *cross-language practice, speaking technology, language competence.*

### INTRODUCTION

In the contemporary landscape of higher education, English has solidified its role as the dominant medium for instruction and communication, particularly within global academic environments. As institutions increasingly welcome students from diverse linguistic backgrounds, the challenge of effectively developing English communication skills has come to the forefront (Vo & Phuong, 2024). Traditional language teaching methods, which often emphasize a monolingual approach, are increasingly viewed as inadequate for addressing the needs of multilingual learners (Ananyina et al., 2020). To address this gap, educators are turning to innovative strategies that

blend linguistic diversity with technological advancements, notably through the integration of cross-language practices and speaking technology. Cross-language practices are rooted in the theory of translanguaging, which has evolved significantly over the past decade (Tsatzali & Beazidou, 2023). How translanguaging allows bilingual or multilingual learners to utilize their full linguistic repertoire, rather than compartmentalizing languages. This approach has been shown to enhance cognitive engagement and facilitate more meaningful learning experiences (Permatasari & Lubis, 2024). By enabling students to draw on their native languages in the process of learning English, cross-language practices offer a more inclusive

and effective way to build communication skills (Wunseh, 2023).

Simultaneously, advancements in speaking technology are reshaping the landscape of language education. In sociocultural theory, which underscores the importance of social interaction in learning, these technologies provide interactive and personalized learning experiences (Christo et al., 2025). To demonstrate how speech recognition software, AI-driven language learning apps, and virtual conversation tools significantly enhance learners' pronunciation, fluency, and overall communicative competence (Suryanto et al., 2025). These technologies simulate real-world communication scenarios, offering immediate feedback and adapting to individual learning needs, making them particularly effective when integrated with cross-language practices (Calafato, 2023). The theoretical framework for combining cross-language practices with speaking technology is supported by the principles of constructivist learning, as articulated. The foundational ideas, emphasizing those learners construct knowledge most effectively through active engagement and interaction with diverse linguistic and technological resources (Zam et al., 2023). This integrated approach not only fosters deeper understanding but also promotes learner autonomy, which is crucial for success in higher education environments where students must navigate complex academic and professional communication tasks. This study seeks to contribute to the growing body of literature on language education by investigating the impact of combining cross-language practices with speaking technology on English communication competence among university students. Utilizing a sequential explanatory mixed-methods design, the research will explore the effectiveness of this integrated approach in enhancing students' language proficiency and confidence. The findings will provide valuable insights for educators and policymakers aiming to support multilingual students in developing the essential English communication skills required for academic and professional success (Language & Learning, 2023).

In today's interconnected world, proficiency in English has become essential for academic achievement and professional advancement, particularly in higher education, where English often serves as the primary medium for instruction, research, and global communication. However, many students, especially those from non-English speaking backgrounds, struggle to

attain the necessary level of fluency and confidence required for effective communication (Widjaya, 2023). As a result, higher education institutions are increasingly adopting innovative approaches to enhance students' English communication competence. One such approach is the integration of cross-language practices—a pedagogical method that leverages students' native languages alongside English. This method encourages learners to make connections between their first language and English, facilitating deeper comprehension and improving linguistic transfer. Research shows that multilingual education can enhance cognitive flexibility, aid in complex problem-solving, and lead to more robust language acquisition. In higher education, cross-language practices can foster an inclusive learning environment that acknowledges linguistic diversity while promoting English proficiency (Chen, 2023).

Another key component in modern language education is the use of speaking technologies, such as automated speech recognition (ASR), interactive AI-driven language learning apps, virtual language tutors, and pronunciation-enhancing software. These technologies provide personalized, immediate feedback, allowing students to practice their speaking and listening skills outside the traditional classroom setting. Unlike static textbook learning, speaking technologies simulate real-world communication scenarios, helping students to refine pronunciation, intonation, and conversational fluency (Farida et al., 2024). These tools empower learners to practice at their own pace, track their progress, and focus on areas that need improvement, thereby enhancing both accuracy and confidence in English. By merging cross-language practices with cutting-edge speaking technologies, higher education institutions are creating more dynamic and effective learning environments that support diverse student populations (Y. Lin, 2023). These approaches not only address linguistic barriers but also prepare students for global participation, equipping them with the communicative competence needed to succeed in international academic and professional contexts. This paper explores the synergy between cross-language practices and speaking technologies and their impact on strengthening English communication skills in higher education. It examines the pedagogical benefits, challenges, and practical applications of these approaches, underscoring their importance in preparing students for a rapidly evolving,

English-centric global landscape (Maslamah & Kholis, 2022).

This term refers to a dynamic and flexible pedagogical approach that encourages bilingual or multilingual learners to draw on all of their language knowledge and skills, rather than separating their languages into isolated categories (Rahmawati et al., 2025). It allows students to fluidly and strategically use their entire linguistic repertoire—the full range of languages they know—to make sense of, express, and engage with content in more meaningful ways. Recently, translanguaging enables learners to understand complex concepts by allowing them to alternate between their languages (Robinson et al., 2020). For example, a student may read a text in English but process it internally using their native language for better comprehension. By using both languages, students can fill in gaps in vocabulary or understanding and grasp ideas more effectively (Gan, 2025). In addition, when learners switch between languages, they are engaging in higher-order thinking skills such as comparing, contrasting, and synthesizing information across different linguistic frameworks (Hasumi & Chiu, 2024). This not only strengthens their understanding of the subject matter but also boosts cognitive flexibility and problem-solving skills. Furthermore, allowing students to use their full linguistic abilities recognizes and values their language background, leading to greater

confidence and a stronger sense of identity. Instead of seeing their multiple languages as separate entities, students can view them as interconnected tools for learning and communication, fostering a sense of inclusion and empowerment (Van Viegen, 2020).

Translanguaging helps learners apply what they know in one language to another, a process known as language transfer. For instance, a student might learn grammar rules or vocabulary in their native language and use that knowledge to improve their English skills, resulting in more efficient language acquisition and learning (Budiman, 2020). Thus, by using translanguaging strategies such as code-switching, mixing languages in conversation, or annotating texts in both languages, learners engage more actively with the material. This interactive approach turns language learning into a creative, participatory process, making students more engaged and responsive (Ou & Gu, 2024). In addition, translanguaging breaks down the traditional barriers between languages and encourages bilingual or multilingual learners to leverage their entire linguistic toolkit. This holistic use of language fosters better comprehension, deeper engagement, and more meaningful learning experiences, enabling students to succeed academically while embracing their linguistic diversity.

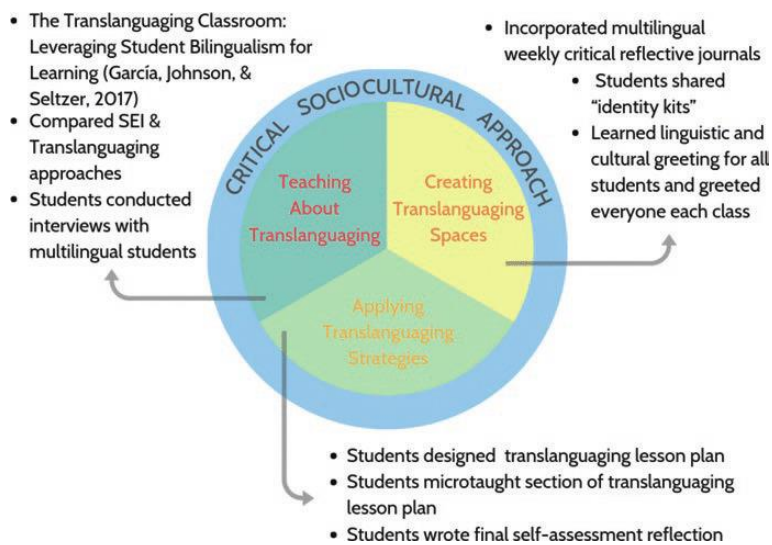


Figure 1. *Implementing translanguaging* (Robinson et al., 2020)

The *sociocultural approach* to education emphasizes that learning is deeply embedded in social and cultural contexts, where language plays a pivotal role. In this framework, knowledge is constructed through interaction, collaboration, and dialogue. Implementing translanguaging within

this approach leverages the diverse linguistic and cultural backgrounds of learners to create richer, more inclusive learning environments (Raja, 2022). In the sociocultural approach, language is seen as a tool for communication and meaning-making. Translanguaging allows students to use

all the languages they know as a resource for learning and interacting with others. Instead of limiting themselves to one language, students can fluidly move between languages to express complex ideas, clarify meanings, and collaborate with peers from different linguistic backgrounds (Tabasi et al., 2024). The sociocultural approach values learners' cultural experiences as integral to the learning process. Implementing translanguaging supports this by acknowledging and respecting students' cultural and linguistic identities. When students are allowed to use their native languages in the classroom, it validates their cultural backgrounds, making the learning environment more inclusive and empowering (Han, 2020).

A key principle of the sociocultural approach is that learning is a social process that often occurs through collaboration. Translanguaging encourages bilingual and multilingual students to work together, using their full linguistic repertoires. For example, learners can engage in group discussions, where they use different languages to negotiate meaning and co-construct knowledge. This not only promotes deeper understanding but also fosters peer support and interaction (Duarte & Duarte, 2019). In sociocultural theory, students bring a wealth of sociocultural knowledge from their home environments, often encoded in their native languages (H. S. et al., 2024). Translanguaging allows them to draw on this knowledge and connect it to new learning experiences. For instance, learners might use cultural references from their home language to help them understand new content in the second language, creating deeper connections and more meaningful learning experiences. Translanguaging in the sociocultural approach promotes dialogue as a means of learning (Nomasomi, 2023). By allowing students to express themselves in different languages, it facilitates richer discussions and enables more critical thinking. Students can explore complex topics, challenge ideas, and reflect on their own learning in a way that is authentic and natural to them, ultimately leading to more profound intellectual engagement. By implementing translanguaging within a sociocultural framework, educators create a more dynamic, interactive, and inclusive learning environment. This approach values students' linguistic and cultural resources, fosters collaboration and dialogue, and provides opportunities for learners to make deeper connections between their social experiences and

academic content. As a result, students not only strengthen their language skills but also develop critical thinking, problem-solving abilities, and intercultural competence (Lu et al., 2022).

Cross-language practice refers to the integration of multiple languages in the learning process, allowing students to draw on their full linguistic repertoire to enhance understanding and communication (Hnatyk et al., 2024). When combined with learning technology, this practice becomes even more powerful, as technology offers dynamic tools and platforms that facilitate the interaction between languages and promote effective language acquisition. Learning technologies, such as language apps, bilingual dictionaries, and translation tools, provide immediate language support to students engaged in cross-language practice (Utik Kuntariati & Paramita, 2024). For example, a student working on an English essay can quickly reference vocabulary or grammar rules in their native language, ensuring better comprehension and production. Tools like Google Translate, Duolingo, or language-enhanced word processors allow for seamless transitions between languages, making it easier for learners to utilize both their native and target languages during the learning process (H. S. et al., 2024). Many digital platforms use AI-driven adaptive learning systems that tailor language practice to the needs of each learner. These systems can track students' progress across languages, identifying areas of strength and weakness in both their native language and the target language. For example, platforms like Rosetta Stone or Babbel adapt lessons based on individual proficiency, allowing learners to practice in ways that draw on their existing language knowledge while gradually introducing more complex concepts in the second language. This personalized approach fosters cross-language skills at a pace suited to the learner's proficiency (Muhammad Chairil Imran et al., 2022).

Along with the help of learning technologies, students can access multilingual resources that support cross-language practice. Online libraries, educational websites, and open-source platforms offer a wealth of content in different languages, including articles, videos, and multimedia resources. This enables learners to engage with the same topic across multiple languages, strengthening their understanding by exploring concepts in both their native language and the target language. For instance, a student could read a science article in English but review

supplementary materials in their home language, reinforcing comprehension and retention. Technology enables interactive and gamified language learning experiences that make cross-language practice engaging. Apps and platforms often incorporate games, quizzes, and interactive activities where students can switch between languages to solve problems, answer questions, or engage in conversation. These interactive tools provide an immersive learning environment where students can experiment with language in a low-pressure, fun setting, encouraging active use of both languages. For instance, language learning apps like Memrise incorporate games that help learners translate between languages while reinforcing vocabulary and grammar skills. Learning technology equipped with speech recognition can be an invaluable resource for cross-language practice, particularly when it comes to developing speaking and listening skills. AI-driven platforms like speech recognition software or language labs provide instant feedback on pronunciation and accent in both the target and native language. By practicing across languages and receiving immediate corrections, learners can improve their spoken language skills in real time. Tools like Google Assistant or Siri can even engage in basic conversations in multiple languages, helping students practice cross-lingual communication (Li et al., 2003).

Cross-language practice can be amplified through collaborative learning technologies such as video conferencing platforms, social media, and collaborative writing tools. Tools like Zoom, Google Docs, or language exchange apps (e.g., Tandem) allow students from different linguistic backgrounds to work together, practicing their languages in real-life contexts. They can engage in multilingual conversations, collaborate on projects, and exchange ideas using both their native and target languages. This encourages authentic language use in a meaningful context, making cross-language practice more practical and applicable to real-world communication. Cross-language practice in academic or professional writing is supported by learning technologies such as translation software and multilingual research databases. Students can use tools like Grammarly's multilingual support or CAT (Computer-Assisted Translation) tools to write academic papers or conduct research in one language while cross-referencing sources in another. These tools provide immediate translation of terms, concepts, and references, enabling learners to draw from a wider body of

knowledge while maintaining accuracy in their target language output.

Learning technologies provide the flexibility to engage in bilingual or multilingual expression across different platforms. For example, social media platforms like Twitter or blogging tools like Medium allow students to publish content in multiple languages, encouraging cross-language writing and communication. By doing so, learners can practice writing in their target language while also reinforcing ideas in their native language, fostering a deeper understanding of both. Additionally, tools like Flipgrid enable students to record bilingual videos, enhancing both their spoken and written cross-language abilities. Cross-language practice, when combined with learning technology, enables students to harness their full linguistic abilities in a more engaging, personalized, and supportive learning environment. The technological tools available today offer a variety of ways for learners to switch seamlessly between languages, receive real-time feedback, and access a wealth of multilingual resources, all of which contribute to enhanced language proficiency. Ultimately, integrating cross-language practices with learning technology creates a dynamic, flexible, and inclusive approach to language learning, equipping students with the skills they need for success in an increasingly globalized and multilingual world.

## **METHOD**

Recent advancements in language education methodologies emphasize the integration of cross-language practices and technology-enhanced learning tools. The use of mixed-methods research has gained prominence in evaluating these approaches. For instance, recent studies have demonstrated the effectiveness of combining qualitative and quantitative methods to assess language learning outcomes. This approach allows researchers to capture a comprehensive view of student experiences and the impact of innovative instructional strategies (Lan, 2020). Additionally, the application of data-driven educational technologies, such as AI-powered language learning apps and virtual language labs, has been explored extensively in recent research. These studies highlight the benefits of interactive, personalized learning experiences that can be tailored to individual student needs, enhancing overall language proficiency. Translanguaging theory emphasizes the fluid use of multiple languages by bilingual or multilingual individuals.

This theory posits that leveraging students' entire linguistic repertoire can enhance their ability to learn and use English effectively. Recent research supports this, showing that translanguaging practices can facilitate deeper cognitive engagement and better language retention. Following research questions tailored to the topic of integrating cross-language practices and speaking technology in higher education to enhance English communication competence (Mengmeng, 2018).

The research adopts a mixed-methods approach, combining both quantitative and qualitative methods to capture a comprehensive picture of how cross-language practices and speaking technology influence English communication skills. The primary objectives are to evaluate the effectiveness of these methods in improving students' English communication skills, assess their impact on proficiency levels, and identify best practices for incorporating these strategies into higher education curricula. The study involves students from various departments within higher education institutions who are engaged in English language learning. The aim is to include a diverse sample to ensure the findings are broadly applicable. Participants will be selected to represent different levels of English proficiency and linguistic backgrounds (Jixing & Shiyi Associate professor, 2019). The research includes a structured intervention where students will engage in a range of cross-language practices, such as participating in language exchange programs and multilingual workshops, and use advanced speaking technologies like language learning apps and virtual reality environments. The intervention is designed to span one academic semester to allow sufficient time for meaningful engagement and observable improvement (García & Lin, 2016).

Upon completion of the study, the findings will be compiled into a detailed report that presents both quantitative results and qualitative insights. The report will include practical recommendations for enhancing English communication competence through cross-language practices and speaking technology. The results will be shared through academic publications, presentations at conferences, and workshops to contribute to the broader field of language education and technology integration (Barada, 2013). This methodology provides a comprehensive framework for understanding how cross-language practices and speaking technology impact English communication skills, offering

valuable insights for educators and policymakers in higher education.

## **RESULTS AND DISCUSSION**

This chapter interprets the findings, and offer insights into the implications for language learning and teaching. This chapter evaluate the results obtained from data collection and compare them to established research to present a deeper understanding of how cross-language practices and speaking technology enhance English communication skills in higher education settings as well. The study's findings highlight the significance of integrating cross-language practices into English learning programs. Multilingual environments in higher education often promote natural code-switching, where students utilize their native languages as scaffolds to facilitate the learning of English. This can be beneficial in improving fluency, as the results indicate that students who engaged in such practices demonstrated improved confidence and competence in their English communication skills (A. Lin, 2016).

The analysis showed that language transfer can be an effective strategy in second language acquisition when properly leveraged. Students reported that using their native languages allowed them to better understand complex concepts in English, particularly when they were able to draw parallels between grammar structures and vocabulary. This is consistent with research that suggests translanguaging can deepen comprehension and communication in an L2 (second language) context. However, the discussion also points out the potential challenges of over-reliance on native languages (L1). In some cases, excessive use of L1 can limit opportunities for immersion in English (L2), reducing students' exposure to new linguistic patterns and idiomatic expressions. The key takeaway is that balanced cross-language practices, where students are encouraged to engage in meaningful communication in both L1 and L2, yield the best outcomes (Vallejo, 2018).

Speaking technology, including speech recognition software, pronunciation apps, and conversational AI tools, has been found to significantly improve English communication competence among students in higher education. This research suggests that technology provides learners with real-time feedback on their pronunciation, grammar, and fluency, thereby accelerating the learning process. A notable finding is the adaptability of speaking

technologies to individual learner needs. Apps like Duolingo, or speech recognition features in platforms like Google Translate and DeepL allow students to practice at their own pace, offering personalized feedback. This flexibility helps students with varying proficiency levels improve their spoken English through targeted exercises tailored to their weaknesses. Speaking technologies provide instant correction of pronunciation errors, which was highlighted by students as one of the most beneficial features. This aligns with the research on the effectiveness of automated feedback systems in developing pronunciation accuracy. Students also reported improved fluency as they were able to rehearse speaking in low-pressure environments before engaging in actual conversations. Speaking technology also helps reduce speaking anxiety, a common barrier to effective communication. Many students mentioned that practicing with speech recognition tools lowered their fear of making mistakes in real-time conversations, thus enhancing their willingness to speak in academic settings.

Despite the benefits, the research identifies several challenges in the implementation of

speaking technology and cross-language practices. One of the distinguished challenges faced by students was the occasional inaccuracy of speech recognition software, especially for non-native accents. While advancements in natural language processing (NLP) have improved recognition of different dialects and accents, some students felt that the software was less responsive to their specific pronunciation patterns, leading to frustration. Another issue raised was the digital divide, particularly in institutions where students from lower-income backgrounds may not have access to high-quality technology tools. This echoes broader concerns in educational technology research about equitable access to learning technologies. Managing linguistic diversity in multilingual classrooms remains a challenge for instructors. While cross-language practices are valuable, it requires careful balancing by educators to ensure that L1 is used as a bridge rather than a crutch. Effective teacher training and resources are necessary to help educators manage multilingual environments without sidelining English communication practice.

Table 1. *The key elements related to cross-language practices and speaking technology in higher education for strengthening english communication competence*

Aspect	Description	Benefits	Example/Tools	Implications
<i>Cross-Language Practices</i>	Use of multiple languages (L1 and English) to facilitate learning and comprehension in an educational setting.	- Enhances comprehension of complex material. - Lowers language anxiety. - Improves confidence in English communication.	- Translanguaging (switching between languages). - Code-switching (alternate use of languages for clarity).	- Encourages a gradual shift to English proficiency. - Educators need to adopt flexible language policies that support L1 use when necessary.
<i>Translanguaging</i>	Students use their first language to process or discuss complex topics, then translate them into English.	- Facilitates cognitive engagement. - Helps articulate complex ideas with greater ease.	- Bilingual discussions before English presentations.	- Supports understanding of complex concepts while promoting gradual language development.
<i>Speaking Technology</i>	Use of tools like speech recognition software, pronunciation apps, and AI-based language programs to improve English communication.	- Provides real-time feedback. - Increases practice opportunities. - Enhances pronunciation and fluency.	- Automated Speech Recognition (ASR). - Pronunciation apps (e.g., ELSA Speak, Speechling). - Virtual language exchange platforms.	- Institutions should provide technological resources to all students. - Teachers should incorporate these tools into language instruction.

*Cross-language practices*

Cross-language practices refer to the use of multiple languages in an educational context,

particularly where students utilize both their first language (L1) and English. These practices allow learners to switch between languages to aid

comprehension, especially in subjects taught in English but understood more deeply when connected to their native language. Cross-language practices improve comprehension of complex academic materials and reduce the anxiety often associated with learning in a second language. Students can better understand difficult concepts in their native language before expressing them in English, boosting their confidence.

Based on the table above, one of the main challenges is over-reliance on the native language, which can slow the development of English fluency. Additionally, instructors may not be proficient in the students' L1, making it difficult to support this approach fully. Furthermore, institutions should adopt flexible language policies that allow students to use their native language when necessary. Educators can encourage a gradual shift towards English usage, ensuring that students balance comprehension with improving English communication.

#### *Translanguaging*

In the aspect of Translanguaging; it is a specific cross-language practice where students use their native language to process information and then translate or express it in English. This technique allows learners to leverage their entire linguistic repertoire to understand and communicate ideas effectively. Translanguaging enhances cognitive engagement and promotes a deeper understanding of content. When students discuss difficult topics in their L1 and later translate their thoughts into English, they engage in higher-order thinking, which boosts both comprehension and expression. While translanguaging aids understanding, it may delay full engagement in English, especially if students use their L1 too frequently. It can also create classroom management challenges in multilingual settings where students rely on different native languages. Students might have group discussions in their L1 to clarify complex concepts before presenting them in English. This allows them to feel confident in their ideas before tackling the challenges of English communication. Translanguaging can be a useful tool in higher education, particularly in subjects requiring in-depth comprehension. Educators should support this practice but also encourage students to transition towards using English progressively, ensuring both cognitive development and language proficiency.

#### *Speaking technology*

Speaking technology includes tools and platforms designed to enhance spoken language skills, such as Automated Speech Recognition (ASR) systems, pronunciation training apps, and virtual language exchanges. These technologies offer students opportunities to practice speaking English in structured, low-pressure environments. Speaking technology provides real-time feedback on pronunciation, fluency, and grammar, helping students refine their English speaking skills outside the classroom. The regular practice that these technologies offer can significantly improve pronunciation and fluency, particularly for students with limited access to native speakers. Despite the benefits, speaking technology has limitations. It often lacks the conversational and cultural nuances that human interactions provide, making it difficult to replicate real-world communication. Additionally, some students face issues with accessibility, such as unreliable internet or the cost of technology, which creates a digital divide.

Tools like ASR provide instant feedback on spoken English by converting speech into text and highlighting errors. To maximize the potential of speaking technology, institutions must ensure students have access to the necessary tools. Educators can integrate these technologies into their teaching strategies, encouraging students to practice English regularly and receive immediate corrective feedback on their speech.

Cross-language practices, including translanguaging, help students build a strong foundation in understanding academic content by allowing them to leverage their native language. In contrast, speaking technology provides structured, accessible practice opportunities to improve spoken English. Both strategies complement each other, offering cognitive support (through cross-language practices) and practical language refinement (through speaking technology). Educators and institutions should aim to integrate both approaches to create a comprehensive language learning environment.

#### **CONCLUSION**

The research highlights the significant role of cross-language practices and speaking technology in enhancing English communication competence in higher education. By integrating both approaches, institutions can address the diverse linguistic needs of students, particularly those for whom English is not a first language.

Cross-language practices, including translanguaging and code-switching, offer a

powerful way for students to leverage their native language (L1) as a cognitive tool for understanding complex academic content. These practices reduce language anxiety, enhance comprehension, and boost students' confidence in using English. However, careful balance is needed to avoid over-reliance on the L1, ensuring that students transition toward greater fluency in English over time.

On the other hand, speaking technology—such as Automated Speech Recognition (ASR), pronunciation apps, and virtual language exchanges—offers structured, accessible opportunities for students to practice and refine their spoken English. These technologies provide real-time feedback, enabling learners to improve their pronunciation, fluency, and accuracy. However, challenges such as limited access to technology and the lack of conversational nuances need to be addressed to maximize their effectiveness. The synergy between cross-language practices and speaking technology presents a comprehensive approach to language learning. Cross-language practices help students understand and engage with content, while speaking technology offers practical tools to improve communication skills. When used together, these strategies enhance both comprehension and speaking abilities, resulting in more confident and proficient English speakers. To maximize the impact of these strategies, higher education institutions should adopt flexible language policies, encourage the use of speaking technology, and provide necessary resources to bridge digital divides. Educators must be equipped to integrate cross-language practices and technology effectively, creating an inclusive and dynamic learning environment.

Further research should explore the long-term impact of cross-language practices on English proficiency, examine cultural factors influencing the effectiveness of speaking technology, and assess emerging technologies like AI-driven tutors or virtual reality in language learning. In conclusion, cross-language practices and speaking technology hold tremendous potential to strengthen English communication competence, helping students to succeed in both academic and professional contexts. By embracing these approaches, higher education can foster multilingualism and equip learners with the communication skills needed in today's globalized world.

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