Pakistan Languages and Humanities Review
www.plhr.org.pk

RESEARCH PAPER

Implications of English Animated Movies on Speaking Skills of the EFL Learners

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ABSTRACT

The research explores the influence of English animated movies on graduate-level EFL learners in District Rahim Yar Khan. It investigates the frequency of EFL learners watching English animated movies, their positive effects, and how they contribute to improving communication skills. The study also aims to identify teaching methodologies for incorporating English animated movies in EFL classrooms. The findings of this research includes the highest tendency of the learners to improve their linguistic skills have the potential to provide valuable insights for educators, language learners, and curriculum development in an increasingly globalized world. Likert scale questionnaires, post-tests, and pre-tests are used to collect data. Initial findings show that watching English animated movies improves students' speaking abilities, indicating to the films' potential as a teaching tool to enhance EFL proficiency. The results reveal enhanced speech skills and favourable opinions from the students. It is further reveled in this study that the use of animated   English movies is helpful to improve the skills of the learners.

Introduction

The English language has been seen as important for students' professional and personal growth (Mellom et al., 2018). The English language must be introduced to pupils in kindergarten courses; as a result, students take EFL classes through elementary schools through universities. Speaking a second language requires a great deal of time and effort and is a complex process. To find the most efficient and appealing method to make the process of learning a language simple, educators of foreign and second languages are looking for materials.

Using animated movies to help learners improve their language skills is one of the most recent methods that is growing in popularity among second language learners. (Alfadil, 2020)

Since the world has narrowed and has become a global village, it is easy to comprehend the importance of studying foreign languages in the modern era. The idea of limits has advanced with the broad dissemination of knowledge through contemporary sources like TV, radio, movies, mass media, and now the internet and social networking sites, it has become less significant (Bryant & Finklea, 2022) Over the past few decades, English has become increasingly significant and a universal tongue.

Nonetheless, one of the biggest obstacles a person must overcome in their lifetime is learning a foreign language. (Moeller & Abbott, 2018)English serves as the lingua franca of the world, allowing speakers of various native tongues to converse with one another.

The audience may easily understand someone speaking English with fluency, good pronunciation, appropriate vocabulary, and appropriate structural use.(Leong & Ahmadi, 2017) Linguists claim that learning a second language is the most difficult skill to acquire naturally.

So, speaking English requires a lot of practice and effort for EFL learners. Unfortunately, students in our nation pay less attention to speaking ability and frequently miss out on opportunities in practical life. Because one of the most crucial aspects of language is speaking ability. (Rao, 2019)the effective use of English-animated movies to motivate language learners and help them build and improve their abilities is one of the most recent strategies.

Because they can have a substantial impact on the development of fundamental language skills including reading, listening, writing, and speaking, animated movies are increasingly being explored and encouraged as an essential component of the curriculum(Roza & Rustam, 2023)

Literature Review

The way how people study and speak English has undergone a significant change as a result of the quick advancement of technology. The emphasis has shifted away from conventional teaching methods and towards more contemporary ones, like using multimedia and other materials in the lesson. It is well known that this kind of instruction has a lot of potential for improving the way students are included in a learning environment. (Lawrence & Tar, 2018)

The three main types of demonstrations that should be presented to learners are visual, verbal, and oral. As a result, video content like animated movies, TV shows, and short clips has emerged as one of the most popular methods.

Animated Movies are valuable resources right now for a variety of reasons. Instead of serving only as entertainment, correctly selected video resources can be incredibly effective and motivating instruments for developing speaking abilities and enhancing other language skills like listening and writing(Toleuzhan et al., 2023). As a complement, many academics and EFL practitioners like to view the movie versions of well-known and recent works. Also, they discovered that watching movies captivates students' interests and can have a good impact on their willingness to learn.

The literature makes it abundantly evident that incorporating visual materials, such as animated movies, is an effective way to raise EFL students' motivation and competency while also assisting them in the development of some speaking methods(Fu et al., 2022)

An animated movie is a fantastic tool for entertaining an audience with a fantastical universe filled with strong characters. In other words, animated movies can inspire students' emotions and imaginations. The students' interest is engaged and they are internally amused by the fictional universe.

Animated movies are used to help people understand language more clearly and to highlight language points(Bunch & Martin, 2021). Third animated movies provide a

visual framework. According to some experts, animated movies are a source of amusement as well as help in the improvement of student's skills (Rizkia, & Zulfiani, 2021)

Nature of Speaking

What the speaking actually is ?

Generating, interpreting, and accepting knowledge are all part of the energetic preparation of producing meaning that's communication. (Burns and Joyce 1997), (A. L. Brown and Campione, 1994). speaking capacities are the capacities that empower a speaker to communicate effectively. These capacities empower the speaker to convey his message with energy, mindfulness, and conviction.

Learners may experience themselves in a few sorts of speaking conditions.

Interactive speaking situations: Two or more people interacting is referred to be an interactive speaking situation. Both phone calls and in-person interactions are possible.

Partial interactions: Partial interactions can occur when someone speaks, such as during speeches where only one person speaks to everyone else and the crowd is not permitted to interrupt them.

Non-interactive situations: When someone's objective is to record anything on a recording platform rather than to engage with others, they are in a non-interactive setting. For example, recording one's voice for a radio broadcast.

Speaking fluently is harder than it looks. Compared to all other abilities, it is the hardest to learn because it requires a great deal of practice and perseverance to succeed. Most students choose for a quick fix to pick up this crucial ability, but their lack of willpower causes them to fail. Speaking has a lot of facets that need to be covered.

Components of Speaking

Vocabulary

Some pupils are unwilling to share their opinions with the teacher on any given subject. Either the subject matter relates to their comprehension level, or they are unable to talk because they have a limited vocabulary for communicating. This undermines their self-esteem and keeps students from learning this crucial language ability.

Pronunciation

An incorrectly pronounced word frequently leaves an opportunity for confusion, making it difficult for the listener to understand the intended meaning. (Gilakjani and Ahmadi, 2011), assert that one of the most crucial aspects of a person's speech is their pronunciation. It's one of the hardest challenges language learners have to face.

Fluency

Fluency includes the ability to evaluate information quickly, accurately, and with the right words. Students are not able to accurately capture the moment dialect. In the unlikely event that they try to speak clearly, they mispronounce words.

Structure

The use of redress structure is as vital as the utilization of appropriate lexicon things. Without structure dialect is aimless. Most of the time learners make botches while utilizing structure to communicate their messages.

Significance of Communication Skills

In this globalization period, communication is fundamental to accomplishing brilliance in all angles of life. Dialect is utilized as a medium of communication. It is respected as a worldwide dialect. Individuals of diverse districts, states, nations, and landmasses utilize this dialect as their to begin with dialect. Others utilize this dialect as a moment dialect. As pronounced in verse 22 of Surah Ar-Rum dialect is crucial to communicating the meaning:

"And among His signs is the creation of the sky and soil, and contrasts in your dialects and colors. Undoubtedly in this are signs is for individuals who know". (Ar-Rum 22)

In the lines, it is expressed how noteworthy dialect is in passing on a message. The significance of dialect in our lives cannot be exaggerated, since dialect is fundamental for collaboration with others and communicating with them.

Speaking has incredible importance in itself and there's a ought to procure it but it's not simple because it appears. It takes a parcel of hone and exertion to succeed. Understudies generally confront issues and troubles whereas learning a moment dialect for communication. (Bahadorfar and Omidvar, 2014) say, in a real circumstance, learners will be assessed fundamentally on their capacity to talk. Separated from its significance, communication aptitude is depreciated by ESL learners in the sense that they overlook this fundamental aptitude while managing it. Understudies attempt to memorize the dialogues for communication. It isn't very accommodating in the sense that talking changes from circumstance to circumstance. There's a got to get ready them completely to bargain with each circumstance whereas communicating with others.

Concept of animated Movies

That energized movie could be a sort of movie that incorporates sound, a progression of drawings, or working on an energized question. Energized motion picture comes beneath varying media helps. Concurring to (Akmala, 2011), The unmistakable sort of work done amid the advancement stage recognizes animated movies from live-action movies. Open-air activity isn't always shot in movement movies; instead, one picture at a time is taken to produce a progression of images. Line and Thompson (Akmala; 2011) state that an energized movie could be a sort of movie that incorporates sound, a progression of drawings, or a vivified question. Enlivened motion pictures not as it were work in learning but moreover make the climate more agreeable and exciting for the learners. As (Brown and Yule, 1983) say, Because of its special capacity to communicate, influence, and clarify, the motion picture is the foremost for the most part pertinent and compelling among the apparatuses for classroom instruction.

In terms of how local people articulate words and how they copy their faces role-playing, enlivened motion pictures are amazingly useful to moment dialect learners and their utilize of body dialect whereas talking, all things matter in great and compelling

talking for ESL learners. Vivified motion picture moreover presents a few unused lexicon words, their spell arrangement, and their use in different situations.

Animated motion pictures as an instructing help, provide the understudy an another way to talk. Students' verbal English can be moved forward by practicing it over and over, and vivified motion pictures can offer assistance them communicating a parcel with a restricted amount of words.

Moreover, enlivened motion pictures make understudies centered on the learning fabric and create their understanding and expertise to talk within the target dialect. This teaching aid is exceptionally curious to utilize by the instructor in educating students.

Why animated movies use to enhance speaking skills ?

Animated movies are exceptionally advantageous for learning particularly for speaking accomplishment. There are numerous reasons to apply them for learning. To begin with, they make a fun way to memorize English. They too help out the understudies to preserve their inspiration to memorize the focused objective. They make learning simpler or maybe look at diverse books or diverse sources. As it were, through this single action understudies can make strides in their powerless ranges for talking. They can help with vocabulary, elocution, familiarity, and many other areas. (Ruusunen, 2011). As per the researcher's findings, animated movies expose students to a consciously selected dialect and discourse style that they would not typically engage in a more demanding classroom environment. (Harmer, 2009) notes that students seem to pay more attention when they are able to see and hear the language in an activity.

Material and Methods

The researchers have adopted modern research methods to gather data for investigating the influence of animated movies on the speaking skills of EFL learners. The method adopted for the research is to analyze the impact of animated movies on the speaking skills of EFL learners. The collected data will find out the effects of animated movies on speaking skills.

The study's goal is to determine how an English animated movie affected the speaking abilities of advanced EFL (English as a Foreign Language) students in Rahim Yar Khan. The researcher intend to use both questionnaires and pre-experimental research techniques to collect data.

Research Instruments

The research study is carried out by both pre and post tests and constrained reserach. Participants get questionnaires from the researcher, which include a Likert scale. These questions are probably intended to determine how the students feel about the English-language animated movies and its effects on their speaking abilities.

Population

The study's population consists of District Rahim Yar Khan's graduate-level EFL students. This demographic is selected due to its significance to the research topic, which centres on advanced EFL students' speaking ability.

Sampling

Purposive sampling was utilised by the reseracher to choose a sample of 120 graduate-level EFL students from District Rahim Yar Khan for this investigation. Because it enabled the reseracher to choose participants most pertinent to the study question—which examined the influence of an English animated movies on speaking abilities.

Limitations

The impact of English-animated movies on graduate-level EFL learners in Rahim Yar Khan is the main focus of the study. Yet it's possible that the study's findings will not apply to different people or situations.

Results and Discussion

The collected data is analysed thorugh SPSS to find out the relevant percentages and frequencies.

Table 1
Students Pre-Test

Ranges of Score	Number of Students
0-34	10
35-64	20
65-74	15
75-85	45
85-100	30

Based on the above table, reseracherfound significant changes. In the pre-test section, almost all students got satisfying values, As many as 45 students did not reach the satisfying score, and 75 achieved the satisfying score. Thus, 37.5% of students did not achieve the minimum value that must be achieved, and 62.5% of students achieved the minimum value.

Table 2
Students Post Test

Ranges of Score	Number of Students
0-34	15
35-64	20
65-74	15
75-85	30
85-100	40

Based on the above table, in the post-test section, 70 students achieved good value, and as many as 50 students obtained unsatisfactory value. Thus, 58.3% of students achieved the indicator of achievement, and 41.7% of students did not reach the indicator of achievement.

In the pre-test, the percentage of students who achieved a score of 70-100 was 62.5% of students, In the post-test, the percentage of students who achieved a score of 70-100 was 58.5% or if rounded into 77%. From this invention, Thus, reserachercan conclude that the use of English movies as a media in teaching speaking can be carried out by educators or teachers to help students improve their speaking skills so that they can communicate well using English as the World's international language.

Analysis of Questionnaire

The reseracherdelivered questionnaires to the students after conducting and finishing the pre-test and post-test.

Table 3
English Animated Movies as Interesting Media

Frequency/Percentage									
A		**SA**		**UD**		**DA**		**SDA**	
F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
35	29.17%	40	33.33%	15	12.5%	10	8.33%	20	16.67%

The above table highlights the Impact of English-animated movies on the Speaking Skills of EFL Learners because 75(62.5%) respondents either 'Agreed' or 'Strongly Agreed' with the statement, that English movie is an interesting media for them. A sizable number of 10 (8.33%) 'Disagreed' and 20 (16.67%) respondents 'Strongly Disagree' and only 15 (12.5%) respondents remained 'Undecided'.

Table 4
English Animated movies by the Teachers

Frequency/Percentage									
A		**SA**		**UD**		**DA**		**SDA**	
F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
35	29.17%	50	41.67%	15	12.5%	10	8.33%	20	16.67%

The above table highlights the Impact of English-animated movies on the Speaking Skills of EFL Learners because 85 (70.84%) respondents either 'Agreed' or 'Strongly Agreed' to the statement, that they like when a teacher uses English movies in the learning process. A sizable number of 10 (8.33%) 'Disagreed' and 10 (8.33%) respondents 'Strongly Disagree, only 15 (12.5%) respondents remained 'Undecided'.

Table 5
English Animated Movies Improves Pronunciation

Frequency/Percentage									
A		**SA**		**UD**		**DA**		**SDA**	
F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
15	12.5%	50	41.67%	25	20.83%	10	8.33%	20	16.67%

The above table highlights the Impact of English animated movies on the Speaking Skills of EFL Learners because 65 (54.17%) respondents either 'Agreed' or 'Strongly Agreed' with the statement, that English movies help them to understand the pronunciation of English words correctly based on the native speaker's pronunciation. A sizable number of 10 (8.33%) 'Disagreed' and 20 (16.67%) respondents 'Strongly Disagree, only 25 (20.83%) respondents remained 'Undecided'.

Table 6
English movies help me to learn English vocabulary.

Frequency/Percentage									
A		**SA**		**UD**		**DA**		**SDA**	
F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
60	50%	30	25%	10	8.33%	5	4.17%	15	12.5%

The above table highlights the Impact of English animated movies on the Speaking Skills of EFL Learners because 90 (75%) respondents either 'Agreed' or 'Strongly Agreed' with the statement, that English movies help them to know English vocabulary A sizable

number of 5 (4.17%) Disagreed' and 15(12.5%) respondents 'Strongly Disagree, only 10 (8.33%) the respondents remained 'Undecided'.

Table 7
Imrpoving Speaking Skills by English Movies

Frequency/Percentage									
A		SA		UD		DA		SDA	
F	%	F	%	F	%	F	%	F	%
30	25%	45	37.5%	5	4.17%	10	8.33%	30	25%

The above table highlights the Impact of English animated movies on the Speaking Skills of EFL Learners because 75 (62.5%) respondents either 'Agreed' or 'Strongly Agreed' with the statement, that by watching English movies, they can improve their speaking skills. A sizable number of 10 (8.33%) Disagreed' 30 (25%) respondents 'Strongly disagreed, and only 5 (4.17%) respondents remained 'Undecided'.

Table 8
English-Animated Movies as Part Language-Learning Strategy.

Frequency/Percentage									
A		SA		UD		DA		SDA	
F	%	F	%	F	%	F	%	F	%
30	25%	40	33.33%	20	16.67%	10	8.33%	20	16.67%

The above table highlights the Impact of English animated movies on Speaking Skills of EFL Learners because 70 (58.33%) respondents either 'Agreed' or 'Strongly Agreed' to the statement. A sizable number of 10 (8.33%) Disagreed' 20 (16.67%) respondents 'Strongly disagreed, and only 20 (16.67%) respondents remained 'Undecided'.

Table 9
Animated Movies Provide Fun and Learning

Frequency/Percentage									
A		SA		UD		DA		SDA	
F	%	F	%	F	%	F	%	F	%
25	20%	35	29.17%	15	12.5%	15	12.5%	30	25%

The above table highlights the Impact of English animated movies on Speaking Skills of EFL Learners because 60 (49.17%) respondents either 'Agreed' or 'Strongly Agreed' to the statement. A sizable number of 15 (12.5%) Disagreed' 30 (25%) respondents 'Strongly disagreed, and only 15 (12.5%) respondents remained 'Undecided'.

Table 10
Animated Movies With English Subtitles.

Frequency/Percentage									
A		SA		UD		DA		SDA	
F	%	F	%	F	%	F	%	F	%
35	29.17%	35	29.17%	15	12.5%	25	20.83%	10	8.33%

The above table highlights the Impact of English animated movies on the Speaking Skills of EFL Learners because 70 (58.34%) respondents either 'Agreed' or 'Strongly Agreed' to the statement. A sizable number of 25 (20.83%) Disagreed' 10 (8.33%) respondents 'Strongly disagreed, and only 15 (12.5%) of the respondents remained 'Undecided'.

Table 11
Animated Movies Increases Exposure for Learning

Frequency/Percentage									
A		SA		UD		DA		SDA	
F	%	F	%	F	%	F	%	F	%
40	33.33%	25	20.83%	5	4.17%	15	12.5%	35	29.17%

The above table highlights the Impact of English-animated movies on the Speaking Skills of EFL Learners because 65 (54.16%) respondents either 'Agreed' or 'Strongly Agreed' with the statement. A sizable number of 15 (12.5%) Disagreed' and 35 (29.17%) respondents 'Strongly Disagree, only 5 (4.17%) respondents remained 'Undecided'.

Table 12
English Animated Movies Improves Understanding.

Frequency/Percentage									
A		SA		UD		DA		SDA	
F	%	F	%	F	%	F	%	F	%
10	8.33%	45	37.5%	20	16.67%	5	4.17%	40	33.33%

The above table highlights the Impact of English animated movies on Speaking Skills of EFL Learners because 55 (45.83%) respondents either 'Agreed' or 'Strongly Agreed' to the statement. A sizable number of 5 (4.17%) Disagreed' and 40 (33.33%) respondents 'Strongly Disagree, only 20 (16.67%) respondents remained 'Undecided'.

Discussion

The following are the findings of the questionnaire about the impact of English animated movies on Speaking Skills of the EFL Learners at Graduate level in District Rahim Yar Khan.

A significant proportion of students successfully met the minimum score requirement, while a notable portion fell short. The results highlight the need to provide support and resources to help those who did not initially meet the requirements. The students in the pre-test section, 45 students did not reach the satisfying score.

The majority of students in the post-test section successfully achieved the indicator of achievement, while a significant proportion did not reach this benchmark. It's important to address the needs of those who fell short to improve overall performance.

Watching English-language animated movies improves speaking abilities; yet, there are also opposing views and a subset of respondents who are unsure. This demonstrates how varied people's perspectives are on the value of watching English-language animated movies when learning the language.

Watching animated movies is a good way to practise English, a sizeable portion disagrees. This implies that respondents' perceptions of how English animated movies affect EFL learners' speaking abilities vary.

Watching animated movies with English subtitles will help them become more fluent in the language. Divergent viewpoints among the respondents, however, emphasise how crucial it is to take into account personal tastes and learning preferences when utilising animated movies as a language learning tool.

Watching animated movies has exposed them to a wider variety of dialects and pronunciations while significant proportion of respondents had differing view points.

The effect of animated movie discussions on EFL students' speaking abilities are divided. These results show that when integrating animated movies into language learning courses, educators must recognise and respond to differing viewpoints.

Conclusion

Based on the finding and discussion obtained in this research, the researcher concluded that watching animated movies was effective in students' speaking skill.

Animated movies have been found to have a positive impact on students' speaking skills. Several studies have shown that using animation movies in teaching speaking can improve students' confidence in speaking and their ability to retell stories with their own sentences. Animated movies improve speaking skills by providing examples of pronunciation, facial expressions, body language, vocabulary, and grammar usage. The use of animated movies as a media for teaching can increase students' speaking skills.

Recommendations

Following are some recommendations based on the results and conclusion of the study.

Assistance for Students Who Did Not Meet Requirements:

It is imperative to offer supplementary support and resources to students who did not meet the minimum score criterion in the pre-test segment, as a considerable number of them failed to meet it. This will help them enhance their speaking abilities.

- Recognize and take into consideration the differing viewpoints and opposing views that students may have about the influence of English-language animated movies. Adapt teaching strategies to meet the needs of students with varying learning styles.

- Given that a sizable portion of students are amenable to the idea of watching movies for educational purposes, encourage educators to use English-language movies in the classroom. This has the potential to enhance the learning process.

- Acknowledge how English-language movies can help with vocabulary development and pronunciation understanding. To improve pupils' linguistic proficiency in these areas, promote the use of movies in the classroom.

- By encouraging students to use their gadgets to watch English-language movies, you may help them develop their vocabulary and English-speaking abilities outside of the classroom.

- Promote more investigation into the precise strategies and tactics for employing English-language movies as a teaching aid to improve speaking abilities. This may result in the creation of more methodical strategies.

- Give educators the tools and training they need to become adept at using English-language movies as a teaching tool, which can increase students' speaking skills.

- Provide a range of English-language movies that suit various tastes and degrees of linguistic ability. This can support different learning styles and help engage a wider range of pupils.

- Inspire students to take an active role in debates and activities centered around the movies they view. This can provide a deeper comprehension of the language and offer useful speaking practice.

- Put in place a framework that allows students to get helpful criticism on their public speaking abilities. Frequent evaluation and feedback meetings can aid in pinpointing areas that want improvement.

- After watching English-language movies, encourage group discussions and peer learning. In a relaxed setting, students can practice speaking and benefit from each other's knowledge.

- English-language movies can serve as a starting point for comprehending the language's spoken cultural context. Students' language skills and cultural awareness may benefit from this.

- Inspire students to evaluate their own speaking abilities and watch English-language movies. This encourages initiative and self-directed learning.

- Arrange for students to watch and discuss English-language movies on a regular basis by hosting movie nights or screening sessions. This may foster a feeling of belonging and a love of learning.

- To further improve speaking abilities, investigate the use of interactive online resources and language-learning applications that include interactive activities and English-language movie content.

- Throughout the course, track and evaluate each student's advancement in speaking abilities, and adapt as necessary to meet their individual needs.

- Develop instructional materials and activities that target speaking skills specifically while taking into account the storytelling and cinematic elements of English-language movies in collaboration with experts in the movie industry.

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