Integrating Media: Enhancing Oral Fluency and Global Awareness for EFL University Learners

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ABSTRACT

This study aimed to investigate the effect of using media in EFL classes on enhancing EFL university learners' oral fluency and global awareness. It adopted the one-group pre-experimental design, with a one-group pre-post interview along with a mixed research approach integrating both quantitative and qualitative assessment. A group of 30 Arabic native speakers, enrolled at The Arab Open University in Egypt, was randomly selected to participate in the study. Learners in this group were first-year students, aged between 18 and 20 years, at the pre-intermediate level (A2). The researcher prepared a list of oral fluency and global awareness components as a base for designing the study instruments. She also designed a rubric, a pre-post interview, and a participants' satisfaction questionnaire. Besides, the researcher designed a program for enhancing EFL university learners' oral fluency and global awareness. The study participants studied thirteen online-based sessions, including the pre-post interview. After conducting the pre and post interviews, the participants' scores were statistically analyzed using the t-test and the effect size factor. In addition, the scores and data were analyzed both quantitatively and qualitatively. The results revealed that the program based on media was highly effective in developing EFL learners' oral fluency and global awareness. Consequently, media should be an integral part of English language lessons to enhance EFL university learners' oral fluency and global awareness and create an interactive learning environment.

Keywords: Media, Oral Fluency, Global Awareness, EFL University Learners, Open Arab University in Egypt

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List of Abbreviations

OF: Oral fluency

GA: Global Awareness

EFL: English as a Foreign Language

ESL: English as a Second Language

TTT: Teacher Talking Time

STT: Student Talking Time

CCQ: Concept Checking Questions

ICQ: Instruction Checking Questions

H0: Null Hypothesis

Chapter One
Background and Problem

Chapter One
Background and Problem

1.1 Introduction

The popularity of online teaching and learning has seen significant growth in Egypt in recent years. Initially, some educational institutions were hesitant about it; however, the COVID-19 pandemic forced the global education community, including Egypt, to adopt online platforms extensively for teaching and learning, similar to many other countries. The widespread use of mobile devices has had a profound impact on how university students interact with information and participate in their academic endeavors. The availability of media, computers, laptops, the internet, and mobile devices has made online learning just as significant as traditional offline learning.

In 2020, Egyptian universities faced changing to online teaching due to pandemic-related lockdowns, prompting the rapid adoption of online learning. Vogels (2020) and Rajhans et al. (2020) noted that education including language learning has undergone a significant shift towards online platforms in schools and universities across the globe since the global outbreak of COVID-19. Nartiningrum and Nugroho (2020) also highlighted that using platforms have facilitated interactions between instructors and students, even in physically separated settings, thereby fostering independent learning.

Among all the essential aspects of language, oral fluency (OF) is widely recognized as the most crucial aspect of language acquisition, especially for English learners as a second or foreign language. Enhancing one's fluency is acknowledged as an essential aspect of a comprehensive language program. Fluency is also considered as one of the important elements of second language proficiency (Kahng, 2014).

OF plays an essential role in language production. In today's era of globalization, having the ability to speak English fluently is necessary for securing a well-paid job. According to Rao (2019b), the increasing influence of globalization has made it clear that English is widely utilized as a global means of communication among people worldwide, whether it is their native language or not. It is employed in various fields and serves as a bridge between different parts of the world, connecting the East with the West and the North with the South. However, EFL university learners face challenges in using English effectively in

real-life situations due to their limited listening and speaking abilities and the limited exposure and interaction with native speakers.

Therefore, EFL instructors have an important role in assisting learners and improving their oral fluency by incorporating contemporary teaching strategies. This involves moving away from traditional teaching methods and embracing innovative approaches that encourage active participation from learners, not to mention learner-centered activities. They should employ strategies that engage students, attract their attention, and create an enjoyable learning experience. Pandey & Pandey (2014) affirmed that OF is crucial for achieving high scores in international language tests such as IELTS and TOEFL. Additionally, being able to share and exchange ideas is a fundamental requirement for securing promising professional opportunities.

Oral fluency has various components. Fatemipour and Hemmati (2015) emphasized that grammar is an integral part of language and a component of all productive and receptive skills that cannot be ignored. According to Devries (2017), fluency consists of four major components; comprehension, rate, automaticity, and expression.

Mere focus on local knowledge among EFL university learners is insufficient, as it can lead to linguistic cultural misunderstanding. In the modern world, it is important for EFL university students to stay informed about global affairs and have a global perspective. Developing global awareness (GA) involves learning about various global issues beyond national boundaries, including cultural, economic, political, and technological matters. Therefore, it is necessary for EFL instructors and learners to prioritize learning about global issues alongside their local and national studies.

There is a growing need for EFL university students to be prepared to explore global issues, appreciate diverse viewpoints, and thrive in multicultural societies. Global awareness, as defined by the Asia Society/OECD (2018), included the ability to comprehend sustainable development, global issues, respect diverse perspectives, and effectively interact with individuals from different cultures. GA encompasses a broad range of topics, including culture, economics, politics, environment, health, and society.

Fostering EFL university learners' global awareness brings many advantages. It enhances their personal characteristics, broadens their global perspective, encourages acceptance of diverse ideas and viewpoints, expands their

knowledge, and fosters an open-minded mindset. Global issues provide learners with the contextual framework to understand the world they live in. While there may be varying definitions of global education, there is a widespread agreement on the growing significance of developing global understanding. Grossman (2017) emphasized that incorporating global issues into EFL classes enhances perspectives that are necessary to comprehend global events and cultures. Similarly, Nasser (2018) declared that gaining knowledge about foreign cultures offers advantages for learners learning other languages, as it enables them to use words and expressions more effectively. This understanding also facilitates the recognition and acceptance of diverse reactions from individuals belonging to other cultures. Besides, it helps speakers of other languages feel more at ease within the learner's own culture.

In this digital age, it is unrealistic to expect teachers to deliver all knowledge. Instead, their role is to foster learners' curiosity and enthusiasm while providing guidance. Rieckmann (2017) emphasized that global issues, require a fundamental shift in our lifestyles and a transformation in our thinking and behavior. This needs the development of new skills, values, and attitudes that foster the creation of more sustainable societies.

Various strategies and activities can be used to facilitate effective and efficient online teaching and learning in order to enhance OF and GA for EFL learners. These strategies include: student-centered activities, shadowing technique, reflection, presentations, authentic learning, media activities, compare and contrast strategy, problem-solving strategy, and flipped learning approach. In addition to these strategies, communicative and cooperative learning activities were used, particularly discussion and role- play.

There are several approaches and strategies available for integrating global issues at the university level and enhancing global awareness among EFL university learners such as integrating materials based on global issues into the development of professional soft and hard skills (Diachkova et al., 2021); combining content-based, task-based and communicative language teaching methods (Omidvar & Sukumar, 2013); intercultural teaching with films (Liu, 2020); use of a variety of technologies such as online courses, mobile apps, online discussion forums, blogs, web-conferencing software such as online videos, mind-mapping software, and online SMS (Jiang, Soon & Li, 2021; Al-Jarf, 2022a; Al-Jarf, 2022b).

Using media in assessment provides a more authentic and dynamic way of evaluating learners' oral fluency and their understanding of global issues. This could be through sending audio records on WhatsApp and providing feedback. In addition, pre-post interviews that are combined with rubrics can be a valuable method for assessing the oral fluency of EFL university learners. In a study conducted by Rothman and Sanderson (2018), student reflections were analyzed using interviews and surveys to assess the effects of engaging with global issues. The results showed that participants experienced enhanced awareness of global citizenship and developed critical thinking skills.

Learners benefit most when they are active and practice by themselves. Hence, instead of building for learners, educators need to build with them. They need to put learners in charge and focus on learning. Consequently, learners can apply their knowledge, develop language skills, and enhance critical thinking through integrating interactive materials and activities, global issues, and practical tasks into English language learning.

According to Albiladi et al. (2018), many EFL educators prioritize the incorporation of media, encompassing movies, music, and other engaging resources, into the instructional process. To illustrate, media provide easy access to information and entertainment, boost student engagement and motivation, encourage student expression and participation, and foster collaboration and interaction among learners. Thus, EFL instructors should integrate media in their classrooms in order to improve OF and GA of the EFL university learners. They have to choose the most useful, interesting, and engaging media to encounter this globally competitive world.

Through looking into the previous related studies, the researcher has found out that many researchers support using media in EFL classes due to their benefits. Hamouda (2020) highlighted the flexibility of using virtual classrooms and media. This flexibility allows instructors to utilize various communication methods and interact with learners effectively.

Incorporating media into language teaching encourages EFL learners to speak fluently. The availability of a wide range of media and technologies has become increasingly valuable for both teachers and learners as effective resources for practicing English. Bakla (2019) conducted a study on 97 Turkish EFL university learners and 30 American ESL university learners concluding that

nearly all participants spend much time online using various media and mobile technology.

While incorporating media into language sessions provides several advantages, it is important to consider the associated drawbacks and challenges. These challenges include the cultural appropriateness of media content, difficulties in online learning environments, the lack of pedagogical design in social media platforms, and potential distractions. It is argued that social media platforms lack the pedagogical design that is needed for English learners to improve their language performance. In addition, some language educators such as Hagler (2013) believed that social media can divert learners' attention and prevent them from learning effectively. However, by carefully selecting appropriate content, adapting teaching methods, and establishing clear guidelines, these challenges can be overcome, allowing for the effective use of media in enhancing OF and GA in language learning.

According to Knutson (2021), movies can be valuable educational resources as they can effectively depict significant and complex concepts while offering a distinctive exploration of specific subjects. Moreover, a research conducted by Kelly and Klein (2016) explored the impact of different types of podcasts and learning styles on the speaking, listening, and confidence of college learners studying Chinese.

Additionally, Nielsen (2021) highlighted the close connection between the English language and the culture of its speakers, as English serves as a means of expressing culture. Changes in the English language reflect the evolving cultural dynamics of its users.

Media may also create a relaxing atmosphere that subconsciously exposes learners to real-life language use, unlike other traditional teaching methods. Furthermore, media play a positive role in exposing learners to environmental and cultural aspects and promoting their global awareness. Victoria and Alan (2022) emphasized the value of watching English movies as a way for language learners to gain valuable insights about different countries and their cultures. They suggested watching English movies as an excellent method for improving speaking and listening skills.

As highlighted by Riswandi (2016), many learners encounter various challenges when it comes to improving their fluency. These challenges included shyness and nervousness when speaking in front of the class, a lack of confidence

in answering the teacher's questions, anxiety during presentations, and difficulty using appropriate vocabulary and grammar while speaking. However, there is potential for improvement by implementing new strategies that leverage technological advancements to enhance the teaching of speaking skills. Other researchers added that EFL learners are afraid of being judged by others (Coelho & Balaban, 2015) or being embarrassed by others when communicating with them (Panayiotou et al., 2017). Anxiety also interferes with normal language functioning, preventing the ability to speak in front of other people (McNatt, 2019).

In addition, Anwas et al. (2020) mentioned some other challenges including relying heavily on native language during the learning process, lacking motivation, fear of making mistakes, and limited opportunities to practice speaking in the classroom. In Malaysia, Palpanadan et al. (2014) pointed out that after 11 years of learning English, Malaysian learners were unable to attain acceptable English fluency. Similarly, in the Republic of Angola, Albino (2017) indicated that English language was basically taught to help learners pass the exams. Learners passed exams, however; their oral communication was not improved and they lack fluency in communicating with others in English.

1.2 Context of the Problem

Learning English as a foreign language poses significant challenges for learners, particularly in terms of oral fluency. EFL learners, including Arabs, struggle to acquire the authentic spoken English used by native speakers, as it has its own phonological system and rules that differ from their mother tongue. In the Egyptian context, EFL university learners encounter obstacles in effectively communicating in English, lacking confidence, knowledge, and ideas to express themselves fluently. Many language learners perceive oral fluency as a challenging skill to master. The researcher of the present study noticed that many learners struggle with speaking English fluently and they lack knowledge about other countries and current events outside their own country. In the researcher's personal experience as an EFL instructor in various language centers and private universities, it has been observed that learners make grammar and pronunciation mistakes, experience anxiety, and struggle to participate in discussion or express themselves appropriately. That is due to their limited global awareness and language proficiency.

Improving oral fluency of EFL university learners is a significant challenge for both teachers and learners. That is because EFL learners do not use authentic material to learn the right style of speaking. Nagy (2018) mentioned that EFL learners lack active participation in the learning process as they rely on memorization of vocabulary and grammar rules without actively practicing or applying them in authentic situations. Abd Al Galil (2019) also indicated that EFL learners in Egypt struggle with fluency in English due to the limited ability to use the language appropriately in various contexts. That is because of their ineffective listening skills and communication abilities when interacting with other English speakers.

Currently, many EFL university learners in Egypt are hesitant to communicate in English due to limited practice time in class, the lack of confidence, and the lack of necessary fluency to effectively communicate in English. They only use English as part of their academic studies and they struggle to apply the language in natural communication settings. The researcher observed that the learners had good understanding of the messages or the questions addressed to them, but they encountered challenges in providing appropriate responses. They are often unable to articulate their thoughts, fearing pronunciation and grammatical errors, and lacking vocabulary on various subjects. To illustrate, they usually refuse to participate or communicate in English saying: "*I understand what you say but I cannot answer*", "*Can I answer in Arabic?*", "*I will make mistakes*", "*I have not vocabulary about this*", "*I have never heard about that topic*", "*I don't know the word*", and "*I can talk about Egypt only.*" To sum up, there are some challenges for EFL instructors that involve making learning more effective, promoting active student participation, improving oral fluency and confidence, and designing effective listening and speaking activities. On the other hand, learners face problems that hinder fluency and global awareness such as shyness, anxiety, fear of making mistakes, limited English knowledge, uncertainty about topics, and ineffective teaching methods.

Therefore, there is an urgent need to enhance oral fluency and global awareness of EFL university learners, enabling them to communicate effectively and speak confidently with little hesitation. To accomplish this, it is important to focus on practical and meaningful communication, active participation, exposure to the global issues, the use of English in authentic contexts, and real-life situations that increase exposure to the target language and promote oral interaction are key

elements in achieving these goals. That is why the researcher intended to integrate media into EFL classes, as media provide opportunities for learners to listen to and observe authentic spoken English from native speakers. Consequently, learners were expected to boost their confidence to speak fluently and promote their global awareness.

1.3 Pilot Study (Appendix A)

The researcher conducted a pilot study using an interview with a group of EFL university learners (n=20) to assess their oral fluency and global awareness and to investigate their prior knowledge. The learners were asked to introduce themselves and to answer some questions. The researcher tested the learners' vocabulary range, pronunciation of some words, structure, and transition. In addition, their awareness of social issues (bullying), cultural issues (culture shock-international signs and gestures), environmental issues (pollution and plastic use), and sustainable development goals (SDGs) was also tested. Results of the pilot study revealed a significant lack of EFL university learners' oral fluency and global awareness and their components as follows:

☐ 93% of the learners could not speak fluently. They encountered challenges when attempting to answer the interview questions, often experiencing hesitations, pauses, and repetitions while speaking.

☐ 96% of the learners used Arabic to express their ideas.

☐ 85% of the learners made grammatical and pronunciation mistakes some of which hindered communication and conveying messages. They mispronounced some sounds (minimal pairs) such as: /p/, /b/, /θ/, /ð/, /v/, /f/, /tʃ/ and /ʃ/.

☐ 84% of the learners also complained about their lack of vocabulary. They kept asking about the meaning of words or asking the researcher to translate some words into English.

☐ 94% of the learners did not know anything about SDGs.

☐ 85% of the learners could not provide solutions for 'pollution', 'bullying', and 'plastic use' as current global issues.

☐ 80% of the learners found difficulty in talking about other cultures and international dishes.

☐ 85% of the learners did not understand contextual questions even after using pictures, PowerPoint presentation, and explaining the questions in many ways.

 90% of the learners expressed preference for online courses due to their convenient accessibility anywhere and at any time.

1.4 Statement of the Problem

Many EFL learners at the Arab Open University in Egypt face significant challenges in developing their oral fluency and global awareness. Therefore, the researcher aimed to solve this problem by integrating media into EFL teaching to enhance both oral fluency and global awareness among EFL university learners.

1.5 Study Questions

The current study aimed to answer the following main question:

- What is the effect of integrating media into teaching English as a foreign language on enhancing EFL university learners' oral fluency and global awareness?

In order to answer the above main question, the following sub-questions were derived:

1- What is the current level of the learners' oral fluency and global awareness?

2- What are the features of a program based on using media for enhancing EFL university learners' oral fluency and global awareness?

3- What is the effect of using media on developing oral fluency of EFL university learners?

4- What is the effect of using media on developing global awareness of EFL university learners?

5- How far are the study participants satisfied with the integration of media into English classes?

1.6 Hypotheses of the Study

The researcher in this study attempted to verify the following hypotheses:

1- There is a statistically significant difference between the mean scores of the participants in the pre-post interview of their overall score of oral fluency favoring the post-interview.

2- There are statistically significant differences between the mean scores of the participants in the pre-post interview of their oral fluency sub-components favoring the post-interview.

3- There is a statistically significant difference between the mean scores of the participants in the pre-post interview of their overall score of global awareness favoring the post interview.

4- There are statistically significant differences between the mean scores of the participants in the pre-post interview of their global awareness sub-components favoring the post interview.

5- The study participants will be satisfied with the program based on integrating media to enhance their oral fluency and global awareness.

1.7 Aim of the Study

The aim of this study was to investigate the impact of integrating media into teaching English as a foreign language on enhancing EFL university learners' oral fluency and global awareness.

1.8 Significance of the Study

The present study is in line with the recent trend of the whole world and the Egyptian country as well since everything these days is digitalized and there is much attention paid to global issues, particularly sustainable development goals. Hence, this study might be significant to:

EFL university learners:

EFL university learners are expected to enhance and develop their oral fluency and global awareness levels through being exposed to various types of media that are integrated in their online English sessions.

EFL instructors:

This study aims at finding possible alternatives to traditional classrooms through using media. It provides EFL instructors with a variety of suggestions and activities that they can effectively use to develop their EFL learners' oral fluency and global awareness and achieve better learning outcomes. It may help them have more interactive, enjoyable, and student-centered classes as well.

EFL Researchers:

This study might encourage other researchers to build on its results for further studies. The results of the study could be a valuable guide to EFL researchers who wish to conduct further research on related topics. The present study could provide EFL researchers with a theoretical foundation and recommendations for further research in the area of developing oral fluency and increasing global awareness.

Curriculum developers and course designers:

Curriculum developers and course designers could be motivated to put the results of the study into consideration when they design activities or curricula for EFL university learners. The researcher hopes that they include media in educational curricula that would enhance oral fluency and global awareness, and develop new teaching methods.

1.9 Delimitations of the Study

This study was delimited to:

- The study participants were a group of EFL learners (n= 30) that were randomly selected from pre-intermediate level learners at the Arab Open University (AOU) in Egypt where the researcher works.
- Some oral fluency components namely: meaning construction and vocabulary, pronunciation, structure, and transition.
- Some global awareness components namely: social issues, cultural issues, environmental issues, and sustainable development goals (SDGs).
- Some media, such as social media, podcasts, and movies.

1.10 Definition of Terms

Oral Fluency (OF)

Foster (2020) indicated that fluency in speaking refers to how smoothly language is expressed, which is made possible through the ability to easily access linguistic knowledge while processing language in real-time. Handley and Wang (2018) defined oral fluency as "speaking at a good pace without pausing or hesitating" (p.5). According to the Common European Framework of Reference for languages –CEFRL- (Council of Europe, 2018), oral fluency can be described as a measure of an individual's ability to engage in coherent speech, effectively conveying ideas and engaging in interactive communication.

From the researcher's perspective, oral fluency refers to effective communication in English, using a wide range of appropriate vocabulary, structure, and pronunciation. In other words, it means the ability to speak English easily without having to translate or pause a lot.

Global awareness (GA)

Kulturel-Konak et al. (2017) defined global awareness as the knowledge of and interest in different cultures, as well as the ability to connect, communicate, and collaborate with individuals from various countries. According to Bloomsburg University of Pennsylvania, "global awareness is a conceptual understanding of

global and cultural perspectives with social, political, economic, cultural and environmental components. Global awareness is key to the understanding of commonalities and differences among people." (Reference, 2020)

Global awareness in this study is referred to as the ability to comprehend and address global issues. It involves the ability to actively engage in finding solutions for these issues. It includes sustainable development goals in addition to cultural, social, and environmental issues.

Media

Long et al. (2018) stated that media refer to a range of mass communication channels employed to distribute information, entertainment, and diverse content to a broad audience. These channels include television, radio, newspapers, magazines, the internet, social media platforms, and various communication technologies. Additionally, Prabawati et al. (2021) defined media as an integral part of and a tool for learning and teaching process that includes everything that can be used for stimulating learners' minds, emotions, and skills, ultimately encouraging effective learning.

In the present study, media refer podcasts, movies, and social media platforms (YouTube, Facebook, and WhatsApp). They provide authentic language input, facilitate communication and interaction, and create more engaging learning experiences for learners.

1.11 Organization of Remainder of the study

The remainder of this thesis will be organized as follows:

Chapter Two: Review of Literature and Related Studies

Chapter Three: Method

Chapter Four: Data Analysis and Discussion of Results

Chapter Five: Summary, Conclusions, and Recommendations

Chapter Two
Review of Literature and Related Studies

Chapter Two
Review of Literature and Related Studies

This chapter provides a theoretical background of oral fluency, global awareness, and media in education, as well as the relationship between these variables for EFL university learners with the purpose of developing their oral fluency and global awareness. It tackles the review of related literature and studies. The researcher concludes the chapter by providing a commentary on the presented content.

2.1 Oral Fluency in EFL Education

English is the first international language used for communication. In fact, globalization has significantly contributed to the widespread use of the English language as the most recognized international language for communication. In addition, many researchers, such as Choudhury (2014) and Nilmanee and Soontornwipast (2014) highlighted that English serves as a common language for individuals from diverse cultural backgrounds. As a result, there has been a notable demand for English language learning among non-native speakers and many countries around the world have integrated English as a primary foreign language within their educational systems. In Egypt, for instance, learning English is an essential component of learners' education, beginning from their primary school years.

The main objective of language learning is effective communication, with speaking being considered a key skill in foreign language acquisition. According to Harmer (2015), when communicating in the target language, fluency emphasizes the effectiveness of the speech's content. To Harmer, indicators of oral fluency include the speakers' familiarity with the topic, their knowledge of the subject matter, and the amount of planning time involved. As stated by Herrera and González (2017), oral fluency is identified as an assessment indicator for assessing spoken English. They further defined oral fluency as the proficiency that empowers learners to effectively articulate their thoughts and ideas through verbal communication. Rao (2019a) also stated that "in the present modern world, everything is linked with speaking skills" (p.10). "Speaking makes a major element in the performance of any verbal interaction since the production of words,

phrases, and utterance would logically convey meanings, views, and intentions" (Sailun & Idayani, 2018, p. 66). Therefore, both EFL teachers and learners should prioritize the development of speaking abilities as an essential aspect of language proficiency.

Syafiq et al. (2021) contended that many learners face challenges in actively and spontaneously communicating in English, despite having sufficient vocabulary to express their thoughts and emotions. They struggle with knowing how to articulate their ideas effectively. Moreover, learners often perceive speaking as more challenging compared to reading, writing, or listening for two reasons. Firstly, speaking occurs in real-time, and the person they are conversing with expects an immediate response. Secondly, unlike writing, speaking does not allow for editing or revising one's thoughts before expressing them.

Alghazali and Patra (2022) emphasized that fluency is primarily about effective communication, rather than focusing on grammar, pronunciation, and vocabulary mistakes. Doe (2017) also asserted that one of the goals of many EFL learners is to develop their oral fluency. Cadavid and Jimenez (2017) highlighted the issue of EFL learners being able to recognize words but struggling to produce coherent oral speech. .

In a study conducted by Lestari (2019), oral fluency was described as being challenging since it requires the activation of the speaker's linguistic knowledge and abilities. While Lhamo and Chalermnirundorn (2021) noted that fluent learners may not be entirely accurate, they also found out that their communication can still be understood.

According to Namaziandost et al. (2019), the 21st century learners are not effectively engaged in language learning through traditional methods such as drills or memorization. Instead, they are motivated to learn in an interesting and entertaining method. The prevalence of social media among learners can be viewed as an educational tool if utilized properly.

Overall, developing oral fluency among EFL learners is a challenge, particularly in countries where English is not the primary language, and traditional teaching methods may not be effective. In a good EFL lesson, learners should be exposed to new things in the world and different language contexts, in addition to

improving their skills and behaviors. That is because effective communication relies on appropriate language usage and integrating social and cultural knowledge into language learning. Accordingly, English educators should adapt their methods to meet learners' needs and enhance their motivation. According to the researcher, oral fluency is a critical aspect of language learning that can be enhanced through communicating in real-life situations, engaging in conversations, and participating in discussion without relying too much on memorization. This may extend beyond the grammatical knowledge.

2.1.1 Importance of Oral Fluency in EFL

In the 21st century, oral fluency holds great significance for EFL learners as it plays a vital role in effective interaction. Namaziandost and Ahmadi (2019) affirmed that mastering English fluency is advantageous due to its global recognition, facilitating knowledge and skill development, as well as employment opportunities. Madhok (2021) emphasized that oral fluency enhances learners' self-confidence. It is also crucial for successful communication and smooth phone conversations and face-to-face interactions. As Srinivas (2019) viewed, oral fluency is integral to career advancement, business improvement, interview success, public speaking, and presentations. A fluent speaker possesses a valuable asset that opens doors to diverse opportunities and is highly valued by employers.

According to Fox (2019), "students who explore languages other than their primary language are equipped with essential 21st century skills in an interdependent world" (p. 252). Alrowayeh (2017) implied that the ability to speak fluently in EFL classes is vital for effective communication and active participation, benefiting both learners and teachers. Lui (2014) pointed out that oral fluency empowers learners to deliver presentations, describe objects, express opinions, and engage in interpersonal communication. Alzatma and Khader (2020) reinforced that the 21st century has witnessed extensive use of mobile applications to develop English language skills, with speaking skills being particularly important in EFL education. In the same vein, speaking is widely regarded as the most critical aspect of learning a foreign language, with fluency serving as the foundation for effective communication (Rao, 2019a).

Consequently, in today's interconnected world, oral fluency is especially necessary for EFL university learners for various reasons. It is one of the most important requirements for effective communication, further education, traveling to other countries, and getting or securing jobs. Additionally, enhanced oral fluency facilitates living and traveling in English-speaking countries and it is significant for succeeding in international language tests such as IELTS and TOEFL.

2.1.2 Oral Fluency Components

Pineda (2017) identified speed, coherence, cohesion, and speech length as key components of oral fluency. Walpole and McKenna (2017) assumed that vocabulary, background knowledge, and knowledge of sentence structures are the significant components of fluency. Kaharuddin (2020) concluded that using vocabulary is considered an essential language micro-skill that Indonesian learners of English need to possess in order to enable them to communicate in English. Kaharuddin and Latif (2017) highlighted the need for learners to acquire and develop their vocabulary knowledge for effective communication in English. Correspondingly, Kabooha and Elyas (2018) pointed out that vocabulary is one of the essential components in language learning.

EFL university learners often struggle to communicate in English due to limited vocabulary, improper grammar usage, several pauses, and pronunciation difficulties. To enhance learners' oral fluency, they should focus on learning vocabulary in context, understanding meaning, pronouncing correctly, and practicing usage through various activities.

2.1.3 Oral Fluency and EFL University Learners

EFL educators should seek different methods and activities to provide opportunities for interaction and communication. Cook (2016) mentioned that learning a new language, according to language learners, requires using diverse English resources to identify the most effective methods due to being a complex process that requires a lot of time and effort. Acosta (2017) pointed out that EFL learners spend many years learning grammar and vocabulary; however, they are not fluent enough to communicate in English. This leads to unsuccessful interaction as listeners do not understand the message. Thus, Acosta emphasized

EFL teachers' need to focus on more effective teaching methods in order to support EFL learners throughout their learning journey.

De Jong (2016) stated that silent pauses and repetitions are indicators of not being fluent. Gorkaltseva et al. (2015) claimed that despite being a compulsory subject at universities in Russia, the primary purpose of teaching English was not actually communication or fluency. They declared that most university learners studied English because it is a requirement, not because of being aware of the main purpose of language learning.

The researcher believes that there is a significant relationship between oral fluency and EFL university learners. Due to several reasons, oral fluency has often been neglected in EFL classes at universities in Egypt. Many EFL university learners encounter some difficulties to communicate confidently as they are not fluent enough and their pronunciation is poor. To improve oral fluency, learners need more opportunities for exposure, practice, motivation, and feedback.

2.2 Global Awareness in EFL Education

Colvin and Edwards (2018) defined global awareness as the ability to comprehend and respect diverse perspectives and actively engage in conversations with individuals from varied cultures and backgrounds. This definition emphasizes the importance of developing an open-minded and inclusive mindset that allows individuals to effectively communicate and collaborate with others in global contexts. They indicated the necessity of learners who can engage with major global issues, comprehend diverse perspectives, and navigate multicultural societies. Consequently, instructors should encourage learners to enhance their global awareness.

Global awareness in education involves instructing learners on various cultures, their civic responsibilities, and duties both locally and around the world. This leads to creating global citizenship and encouraging individuals to embrace and appreciate people from diverse backgrounds, cultures, and religions. In today's interconnected world, the ability to comprehend, collaborate, appreciate, and interact with people from different cultural backgrounds is essential for academic and social achievement (Al-Jarf, 2022b).

Omidvar and Sukumar (2013) conducted a study integrating global education into a second language course. The findings of this study revealed that participants' global awareness, problem analysis skills, and critical thinking abilities have been enhanced. The curriculum also fostered tolerance and appreciation for diverse cultures and backgrounds. Similarly, Kaplan (2019) explored Turkish high school learners' perceptions of integrating global issues in English classes. The results indicated slightly positive perceptions, with participants recognizing the potential for improved world knowledge, vocabulary, and speaking skills through the use of global issues. In Saudi Arabia, Al-Jarf (2022a) found that blogging about current global events in EFL writing classrooms positively impacted learners' writing skills, global awareness, and attitudes. In addition, Liu (2020) emphasized the importance of integrating intercultural education in EFL classrooms in China, highlighting the need for research on equipping teachers with intercultural teaching skills to enhance learners' intercultural communicative competence.

2.2.1 Global Awareness in the 21st Century

Boix Mansilla and Jackson (2011) illustrated that the ability to recognize and understand different perspectives is a major skill in the 21st century. This skill is necessary for navigating diverse work environments, academic studies, and personal relationships, as individuals interact with people who hold different beliefs and backgrounds. Additionally, Bell (2016) examined the connection between twenty-first-century education and education for sustainable development, which aims to equip learners with the knowledge and skills to address environmental, social, and economic challenges in an interconnected world. The integration of these two approaches provides opportunities and benefits for preparing learners to confront the complexities of a changing world. In short, to meet the needs of the 21st century, conventional teaching approaches should be adjusted and transformed.

Themes such as media, technology skills, and global awareness have become integral in educational settings. In contrast to traditional education, 21st century education focuses on developing skills, values, and knowledge, with instructors serving as facilitators rather than solely transmitting knowledge.

Consequently, the researcher of the current study agrees that education in the 21st century should address global challenges and prepare learners for the future.

2.2.2 Importance of Global Awareness in EFL

Global education aims to equip learners with the necessary knowledge, skills, and language proficiency to address global problems while being socially aware and becoming global citizens who possess a broad worldview. Several studies have underscored the significance of global awareness in education. For example, Hongtao (2013) highlighted the importance of global awareness for language learning, communication with foreigners, personal development, and the cultivation of critical thinking skills in learners. Recognizing the importance of global awareness, Konak et al. (2017) emphasized the learners' need to cultivate interest and knowledge in this area to thrive in today's global business environment. Collectively, these findings emphasize the vital role of global awareness in education and its various benefits for learners.

Global awareness encourages learners to think creatively about solutions and effectively engage with individuals from different cultures. It promotes understanding and communication among people from various cultural backgrounds and fosters better societies.

2.2.3 Global Awareness Components

The selection of global topics for educational purposes should meet certain criteria to engage learners effectively. These topics should be current, familiar, and widespread. They should be relevant to the learners' daily lives and experiences, such as what they watch on TV, YouTube, or mobile apps, and what they read on social media platforms like Facebook.

These days, the necessity for global integration has become more prominent than ever before. This involves establishing connections between global and local events to shift from individual perspectives to a more collective approach. By doing so, people can address global challenges in a sustainable manner (Schee & Beneker, 2018). Doscher (2012) conducted a study to identify the key components of global awareness. The results of the study highlighted three common elements which are (a) awareness, valuing, and understanding of cultural differences, (b)

experiencing other cultures, and (c) self-awareness of one's own culture. According to Dambudzo (2015), learning leads to behavioral change and teaching plays a crucial role in facilitating this process. Different approaches to learning and teaching can result in long-lasting behavioral changes that have a positive impact on the environment. Imamura (2017) also emphasized the urgent need to address global environmental problems, as they not only threaten the current generation but also future generations. The challenges posed by pollution and other environmental issues require immediate solutions for the benefit of all inhabitants of the Earth.

Cross-cultural understanding and developing tolerance among EFL university learners are beneficial. EFL instructors should clarify that every culture has its advantages and disadvantages and there is no culture that is better than another one and learners are expected to respect all cultures. Fernandez and Gonzalez (2019) highlighted the relationship between language and culture by stating that culture is fundamental to learning a language. In essence, individuals who learn a foreign language need to comprehend, communicate, and engage in social situations in order to fully grasp the language.

In a study conducted by Pauw et al. (2015), the effectiveness of education for sustainable development in promoting sustainability consciousness among adolescents was examined. The findings of the study indicated that sustainable development involves the integration of environmental concerns with social and economic development. Furthermore, when educators incorporate both the environmental and social dimensions of sustainability issues, learners develop a deeper understanding of sustainable development. According to Alomari and Khataybeh (2021), sustainable development goals (SDGs) have gained global recognition, and their implementation is now the responsibility of governments, institutions, and individuals. They play a significant role in guiding and empowering educators to adopt a thinking style that aligns with a sustainable future. When university learners grasp the scope of the SDGs, they can actively contribute to their support, encouragement, and realization.

Social issues refer to problems or challenges that affect individuals or societies, and have social implications. The study of social issues as a component of global awareness involves developing an understanding of the challenges faced

by individuals and communities globally, as well as fostering a sense of responsibility towards addressing these issues as global citizens.

Accordingly, it is important to personalize the global theme by allowing learners to express their own views, share their experiences, and discuss their reactions to the topic. According to this study, global awareness is composed of four main components: social issues, cultural issues, environmental issues, and sustainable development goals (SDGs).

2.2.4 Global Awareness and EFL University Learners

Integrating global topics into English classes help EFL learners become more competent and prepared to succeed in various aspects of life, including college, professional careers, and civil society. In Saudi Arabia, Alsamani (2014) found out that English language majors need to acquire cultural awareness by learning about different aspects of foreign cultures, suggesting the integration of culture in EFL courses. Besides, a study by Atmaca (2017) showed the urgency and necessity of educating university learners to critically engage with sustainability issues in their personal, academic, and professional lives for a more sustainable future. Wang (2018) also emphasized that the lack of cultural awareness and knowledge hinders the English learning competence of EFL college learners. Moreover, Alomari and Khataybeh's (2021) study in Jordan focused on assessing university learners' understanding of Sustainable Development Goals (SDGs) and recommended incorporating SDGs into elective courses to emphasize their significance and ways to achieve them.

University learners need to have global awareness and be prepared for international challenges to succeed in a rapidly changing world. It is necessary for them to understand global issues, respect diverse cultures, and develop effective communication skills with people from different backgrounds. Universities play a significant role in integrating global awareness into their curricula to enhance international understanding and equip learners with the necessary knowledge and skills. In addition, instructors have the responsibility to facilitate a supportive learning environment and engage learners in activities that promote global perspectives. Moreover, nowadays employers increasingly seek individuals who can work and communicate in a global business environment. Thus, improving learners' cultural understanding and knowledge of the target culture is essential for

effective navigation of the interconnected world. Research suggests that learners who engage with global topics tend to experience greater success in both personal and professional lives. However, further investigation is required to explore and enhance EFL university learners' global awareness in Egypt.

2.3 Teaching Techniques and Strategies for Developing OF and GA

Oral fluency plays an important role in international communication, and modern technology has greatly contributed to enhancing it and facilitating high-quality education. Nowadays, learners have easy access to technology, and teachers can utilize it to help learners develop their language and improve their communication abilities at any level and stage of their learning journey. The use of technology has made learning more convenient and accessible, bringing about positive transformations in modern classrooms. Both teachers and learners can use emerging technologies to make the learning process engaging and effortless (Zahra & Shahwar, 2020).

There is a wide range of teaching techniques, strategies, and activities to enhance EFL university learners' OF and GA. These techniques and strategies include:

Authentic Learning

Authentic materials are not designed for EFL teaching purposes but they can be used in EFL teaching and learning. Authentic materials, if appropriate to the learning situation, might turn the classroom environment into a more engaging place, where motivation might be generated through the performance of meaningful tasks.

Several studies have been conducted about the authentic materials used in the classroom and they discovered that the use of authentic materials influenced the students' level. To illustrate, authentic materials helped in minimizing the challenges in teaching EFL. They also helped the students have better performance in English skills. Moreover, using authentic materials in EFL teaching makes students motivated and more interested in learning and attending the classes (Kilic & Lter, 2015; Shevchenko, 2015).

Media Activities

Media literacy skills have become increasingly important in the 21st century, as students need to navigate and critically analyze various forms of media in their daily lives. In the context of teaching English, incorporating media has shown positive outcomes. By using media, EFL teachers worldwide can provide learners with opportunities to practice English while making the learning process more exciting. To enhance the development of oral fluency in EFL learners, various speaking activities and techniques can be implemented including watching English movies and YouTube videos with subtitles to improve listening skills and expose learners to authentic language use. Listening to podcasts also provides opportunities to practice listening skills and improve oral comprehension. Media and online activities extend learning beyond the text book leading to a better learning environment and process. Recognizing this, educators are encouraged to integrate different types of media into the teaching and learning process.

Sailun and Idayani (2018) highlighted that YouTube, a widely-used video-sharing platform, offers diverse content that can be utilized effectively in ESL classrooms. It can be utilized for developing various language skills such as listening, speaking, pronunciation, and vocabulary. Students can access a wide range of videos on YouTube, enabling them to practice and improve their language abilities.

Compare and Contrast Strategies

Baltes et al. (2015) emphasized the importance of activities that involve comparing, analyzing, and justifying various cultural perspectives for the purpose of increasing cultural awareness. The researcher of the current study held the opinion that exploring global issues by considering similarities and differences between peoples, places, cultures and languages, is one of the most effective activities for enhancing global awareness.

Problem-solving strategies

Utilizing problem-based strategies can assist learners in planning actions and evaluating alternatives regarding global challenges (Leelamma & Indira, 2017). Implementing problem-solving strategies can significantly enhance global

awareness among EFL learners. By introducing real-world problems or situations with international significance, learners are motivated to investigate different perspectives, analyze complex issues, and generate creative solutions. Engaging in problem-solving activities related to global challenges fosters critical thinking, empathy, and a deeper understanding of interconnectedness among cultures and nations.

Flipped Learning Strategy

The flipped learning strategy is effective for teaching global awareness and oral fluency. Learners are asked to watch some videos or check some links at home before the session time, and then they will discuss what they have prepared or watched earlier during the session. This approach allows for student-led exploration of specific global topics. Overall, the flipped learning approach empowers learners to take ownership of their learning and fosters a deeper understanding of global awareness. According to Nguyen (2014), the implementation of the flipped classroom model in language classrooms can lead to increased motivation, autonomy, and learning achievement among learners.

Shadowing Technique

The shadowing technique is an effective method where learners listen to native speakers in various contexts or situations and imitate their pronunciation and intonation, with the aim of practicing and improving their oral fluency. Similar to how children learn their native language by listening and repeating, learners can enhance their English language proficiency through shadowing. By providing learners with specific structures and encouraging repetition, instructors can help learners overcome their shyness and gain confidence while communicating with other people. In Zakeri's (2014) research, a correlation was identified between shadowing, a technique in language learning, and the oral fluency of EFL learners. The findings of this research revealed a significant relationship between shadowing practice and enhanced fluency in the learners' production of their second language. Likewise, Yavari and Shafiee (2019) conducted a study on a group of intermediate EFL Learners and found out that the results of the study supported the effectiveness of shadowing technique on enhancing oral fluency.

Communicative/ Cooperative Learning and Student-centered Activities

Traditional teaching methods often result in teachers dominating the classroom, leaving little room for students to actively participate. Unlike traditional teaching methods, cooperative learning activities aim to maximize student talking time and minimize teacher talking time, providing opportunities for active participation and collaboration among students. These activities involve pair or group work, engaging learners in various tasks and activities that enhance their understanding of the topic while providing immediate feedback. Ho (2018) concluded that educators should develop strategies to help students improve their language fluency, and one effective approach is adopting a communicative teaching method. This method focuses on meaningful communication and encourages students to engage in authentic language use, thereby facilitating the development of fluency.

Alzatma and Khader (2020) highlighted that mobile applications are utilized in higher education as online learning tools to support self-regulated learning among university students. These applications empower learners to take responsibility for their own learning process. In Bhutan, Wangmo (2019) identified teacher-centered instruction as a significant factor contributing to learners' inadequate English skills. Additionally, Pardede (2018) conducted a study on EFL learners and indicated that implementing explicit teaching techniques effectively improved English pronunciation among adult learners.

Communicative activities, such as discussion and role-playing, are highly effective for language learning. These activities follow a student-centered approach that encourages learners to engage in communication, collaborate with their peers, and develop critical-thinking skills. These skills are widely recognized as essential in the 21st century for EFL learners. In line with this, Buitrago (2017) found out that collaborative and self-directed learning strategies had a beneficial effect on the development of EFL oral fluency among Colombian university students. Similarly, A case study conducted by Irianti and Muja (2017) in Indonesia demonstrated the effectiveness of communicative approaches in improving oral fluency among EFL students.

Further to that, Alrayah (2018) conducted a study that demonstrated the positive impact of cooperative learning activities on enhancing EFL university students' oral fluency. The study recommended the widespread implementation of cooperative learning activities in English teaching and training EFL teachers to utilize them effectively. "One of the essential elements of cooperative learning is the development of social skills such as communicating, building confidence, providing leadership, and managing conflicts, such skills contribute to the general contentment of learning" (p.25). Similarly, Lin (2014) emphasized the significance of communication among learners in fostering oral fluency, while Spring (2019) highlighted the effectiveness of communication-based learning programs for EFL learners. Aguilar et al. (2019) also emphasized the importance of creating a motivating environment for students by incorporating interactive tasks that involve stages such as exposure, interaction, feedback, and final oral production. Ardi (2021) shed the light on the role of scaffolding in the input stage of language learning to enhance oral fluency.

Cooperative learning and student-centered activities encourage interaction, foster speaking skills, and promote learner autonomy. These activities can be for any level, age, language aspect, or subject and promote learner independence and confidence. By offering a context for practicing real-life situations and creating an engaging and supportive learning environment, instructors facilitate and encourage student participation, leading to successful language learning outcomes. Therefore, the more learners engage in independent, pair, or group work, the more successful their learning journey becomes. These activities include:

Discussion: The definition of discussion methods according to Poorvu Center (2020) is "A variety of forms for the open-ended collaborative exchange of ideas among the tutor and the students or students, to further students' thinking, learning, problem-solving, and understanding." Group discussion is beneficial for improving learners' listening and speaking skills, as well as fostering teamwork. However, some students may feel anxious about communication in a foreign language. To address this, educators should use every opportunity to help students gain confidence in dealing with different types of films and speakers, including variations in speech speed.

Role-Playing: It is an effective and interactive method for encouraging learners to speak English fluently and confidently. In this activity, learners assume different roles and engage in various contexts. The researcher provides information about the roles, including thoughts and feelings. Role-playing allows learners to practice English in realistic situations, gain knowledge, and build confidence and communication skills.

Presentations: Presentations can be an effective tool for improving global awareness among EFL university learners. Instructors should ask learners to select topics related to global issues, conduct research, and gather information from various sources. While giving a presentation, learners practice their English language skills, including speaking, listening, and presenting information effectively. They can improve their oral communication skills, critical thinking skills, language proficiency, develop confidence in expressing their ideas, and learn to communicate global concepts clearly.

Reflection: By providing students with up-to-date information and allowing them to reflect on it, their critical thinking and decision-making skills are further encouraged. This process of reflection not only enhances their confidence and self-esteem but also equips them for active participation in global societies. Martin and Ertzberger (2016) found out that college students can improve their performance and derive greater benefits when reflection activities are incorporated into their learning experience.

In the context of teaching global awareness, there are several approaches and strategies available for integrating global issues at the university level and enhancing global awareness among EFL university learners. Hongtao (2013) indicated that English teachers can utilize various methods to teach global awareness, including the use of textbooks, films, group discussion, newspapers, and role play. Furthermore, various studies have explored teaching and learning strategies to enhance global awareness among students. These strategies include global consumer exchange (Lopez et al., 2019); short-term study abroad; community service, and cultural coursework (Welton, 2021); study abroad and literature study as methods of internationalization (Medina & Kiefel, 2021). By incorporating interesting and interactive elements, educators can reduce the stress and anxiety that learners may experience, encourage active participation, and

create a more enjoyable learning experience for university learners in online environments.

2.4 Assessment of Oral Fluency and Global Awareness

Assessment is important for letting instructors know who is not keeping up. In their study, Rahmawati et al. (2021) emphasized the importance of assessing various aspects of students' speaking progress. These aspects include vocabulary usage, pronunciation, accuracy, and fluency. These assessments serve as indicators of students' speaking proficiency and allow researchers to monitor their progress in spoken language proficiency. According to Göktürk (2016), while there have been studies investigating the use of media in foreign language classes to enhance learners' exposure to the target language, most of these studies have focused on learners' perceptions of incorporating digital video recordings into speaking classes. Besides, these studies were basically conducted in an ESL context, where learners may have had numerous opportunities to practice the target language.

Media and presentations can serve not only as teaching tools for English but also for assessing and evaluating learners' oral fluency and global awareness. One method employed in this regard using media is to have learners record and send an audio file on WhatsApp, where they can express their ideas and thoughts on a given topic discussed during the session. This approach allows instructors to assess learners' oral fluency and their understanding of global issues. By analyzing these audio recordings, educators can evaluate learners' ability to effectively communicate their thoughts and opinions, as well as their level of awareness regarding global topics. Robillos (2022) asserted that oral presentation is one of the common assessment methods of learners' performance as it is important for learners' acquisition of information and class involvement.

Using multiple digital educational technologies may lead to enhancing learners' digital literacy (Proshkova, 2020). Alharbi et al (2021) concluded that using online assessment is more beneficial than using traditional assessment for learners. For example, online assessments help learners identify their strengths and weaknesses; thus they can develop their performance before summative assessments. Online assessments are also convenient and flexible in terms of time and place (Chinyere, 2021).

Moreover, using pre-post interviews and rubrics allows for a systematic assessment of learners' oral fluency development over time. It provides a clear framework for evaluation, helps track progress, and offers targeted feedback to support students' ongoing improvement of EFL university learners' oral fluency and global awareness. According to Yin (2012) and Creswell (2012), semi-structured interviews provide details and enable researchers to follow up on the learners' responses.

2.5 Media in EFL Education

Media and technology tools allow learners to learn at their own pace and foster autonomy in their learning journey. The integration of technology in second or foreign language learning has become imperative in today's education. Fedynich (2014) and Magalhães et al. (2020) pointed out that online learning offers learners the opportunity to access a wide range of tools that facilitate learning, foster idea exchange, and promote communication with individuals from around the globe. Teaching in an online setting provides several advantages, including the freedom to choose a preferred location, flexibility in terms of scheduling, and well-structured communication channels.

Media can be defined as highly effective educational resources. Amirullah et al. (2022) indicated that media should not be seen as a replacement for teachers; rather, utilization media necessitates a creative approach from educators who should be aware of new ideas and techniques for incorporating media into lessons. In terms of learning and teaching English as a foreign language, Albiladi (2020) mentioned that emergence of social media applications has revolutionized information sharing and communication in both personal and professional contexts. These platforms have become the preferred means of communication for individuals worldwide, including university learners.

Traditional face-to-face classroom setting is no longer the preferred choice due to the prevalence of digital technology in all aspects of life, including education. To adapt to this technological shift, educators, curriculum designers, and EFL pedagogy experts have recognized the importance of adjusting teaching and testing methods at all educational levels. This realization became even more significant during the COVID-19 pandemic, which compelled a worldwide

transition to online learning and prompted a reevaluation of the teaching and learning approaches (Almahasees et al., 2021; Haider and Al-Salman, 2020).

E-learning is student-centered and provides significant flexibility in terms of time and location. Today, educational technology has become an essential component of learning, resulting in an increased emphasis on blended and online learning approaches (Dhawan, 2020; Li and Lalani, 2020). As a result, different forms of media are being integrated into EFL classes to enhance the learning and teaching process. This includes the utilization of mobile applications and various social media platforms such as WhatsApp, Facebook, Twitter, Instagram, and YouTube. Social media platforms serve as valuable tools for teaching and learning, promoting learners' motivation, improving teaching methods, providing more engaging educational opportunities, and fostering an interactive learning community.

Throughout the past decades, technology has been impacting various aspects of life (Spector, 2016). According to Humeniuk (2021), an important objective for educators nowadays is to effectively incorporate technology, creative teaching techniques, and engaging content into their classrooms. Many different resources and media technologies are available to support the educational process. Nevertheless, only a small number of educators actively strive to integrate technology into EFL lessons. Goctu (2017) examined the attitudes and awareness of EFL learners towards integrating English movies in their classes for improving language skills. The results of the study revealed that students held positive attitudes towards the use of movies in their classes as a means to enhance their language skills. This suggested that incorporating movies into EFL instruction can be beneficial for language learning.

On the contrary, in a study by Salleh et al. (2020), it was found that e-learning can have negative implications. These include a lack of self-discipline, limited face-to-face interaction, insufficient guidance from instructors, challenges in achieving effective online learning, inadequate resources to support online learning, and difficulties in addressing issues that may arise.

To sum up, integrating media in education, particularly familiar media that learners regularly use, plays a significant role in enhancing education and

increasing learner motivation. Therefore, the researcher tends to believe that the utilization of media in online learning is highly influential in facilitating the learning process.

2.5.1 Integrative Media Use in the 21st Century

The integration of media in education has revolutionized teaching and learning strategies in the 21st century worldwide. Hamad (2017) highlighted the influence of technology in our lives and the rapid development of the education system. With the widespread availability of smartphones, learners now have access to various forms of media such as WhatsApp, Facebook, Twitter, Instagram, and Telegram. Hamad also emphasized that this generation is highly addicted to technology, and the use of technology and smartphones cannot be ignored or prohibited. In line with this, Zahra and Shahwar (2020) noted that modern technologies have been integrated into 21st-century classrooms, offering learners opportunities to enhance their oral fluency skills.

Egypt is also keeping pace with the trend of media integration in education, as both EFL teachers and learners are actively embracing platforms like Facebook, WhatsApp, and YouTube to improve their English speaking. The incorporation of media into English education has gained significant popularity in higher education, aligning with the demands of the modernized world. Fortunately, these media technologies also promote the development of critical thinking skills, allowing students to become more independent and innovative in their learning.

2.5.2 Media and EFL University Learners

In response to the global pandemic, many universities worldwide, including those in Egypt, swiftly transitioned to digitalized education systems to meet the demand for online teaching and learning. Carey (2020) indicated that traditional classrooms were transformed into online classrooms as educators adjusted their teaching methods to the new circumstances. The shift to online learning posed challenges and raised concerns about the ability of schools and universities to effectively implement such a widespread adoption of online education. The sudden change required educators to adapt quickly and find suitable strategies for delivering education remotely.

Communication methods among university learners have changed, with a shift towards utilizing social media technologies like Facebook and WhatsApp. Liaw and Huang (2015) found that social networking plays a significant role in influencing university students' preference for using mobile technology in the classroom. In a survey conducted by Common Sense Media (2019), it was found that 50% of teenagers rely on YouTube as a source of news. Among those teenagers, 60% stated that they are more inclined to trust news delivered by "celebrities, influencers, and personalities" on the platform rather than traditional news organizations. Furthermore, young ESL and EFL learners are increasingly spending a significant amount of time online, and social media platforms have become their primary source of information for them (Anderson & Jiang, 2018; Shearer & Gottfried, 2017).

Social media websites have become an integral part of students' lives. Accordingly, English educators have a unique opportunity to leverage the popularity and widespread use of these platforms among learners to enhance their English language proficiency and global awareness.

2.5.3 Benefits of Using Media in EFL Education

Integrating media into EFL classes can create a supportive and less stressful environment for students. Social media, podcasts, and movies provide affordable and accessible sources of entertainment and knowledge, and many students prefer learning languages through these media rather than textbooks. Many previous related studies have indicated the benefits of using media applications and platforms for English teaching and learning. Danesh et al. (2015) stated that incorporating media and virtual classes can be advantageous for improving communication skills, especially in developing speaking abilities. Additionally, visual images displayed on the screen are more easily remembered and grasped by students compared to reading descriptive materials. Movies, in particular, can be valuable tools for understanding the contextual usage of English sentences. Moreover, incorporating audiovisuals creates an enjoyable learning environment, fostering a positive atmosphere for students (Mansourzadeh, 2014).

Likewise, Kusumaningrum (2015) conducted a study to explore the potential benefits of incorporating English movies into EFL classes in senior high schools in Indonesia. By incorporating English movies as teaching tools, the study asserted

that the students' interaction in the English language was promoted and a more engaging and interactive learning experience for the students was created. Furthermore, Poore (2015) pointed out that social media can offer numerous advantages in the learning process if they are used appropriately, taking into account the task at hand and the specific type of media being utilized.

Overall, integrating media into EFL classes can enhance language skills, cultural understanding, and student engagement. It can also enhance collaboration, interaction, and reflection among university learners, requiring EFL instructors to adopt modern technologies. In addition, media provide anytime and anywhere learning opportunities for EFL learners and could enhance oral fluency and global awareness if used effectively. Using media also allows learners to personalize their learning experiences, learn slang words and expressions, and engage in reflective and critical thinking. Moreover, media may facilitate independent learning, improve interaction between instructors and learners, and create a positive and enjoyable learning atmosphere.

2.5.4 Challenges of Using Media in EFL Education

Although there are numerous positive aspects associated with the use of media in digital English language learning and communication education, there are also concerns that English language scholars and instructors need to address. For instance, Hamad (2017) encountered a challenge where students frequently posted in the WhatsApp group outside of the agreed-upon time. According to Hagler (2013), although social media applications and websites greatly facilitate English language learning, they have the potential to divert students' attention away from active participation and practice in EFL classes. This issue is commonly reported by EFL instructors, indicating that the use of social media in educational settings can sometimes hinder student engagement and focus. Other researchers (Sari & Sugandi, 2015) claimed that learning English through watching movies may have certain disadvantages due to the lack of instructional and pedagogical purposes. The absence of structured lessons and guidance can make it challenging for learners to extract meaningful language knowledge and apply it effectively. Moreover, Favale et al. (2020) identified certain weaknesses of E-learning, particularly in relation to direct communication between learners and educators. The absence of face-to-face interaction in online environments can hinder personal

connection that traditional classroom settings offer. Additionally, technical challenges such as connectivity issues or platform limitations can disrupt the teaching and learning process, causing delays and frustration.

Media offer diverse opportunities for engaging students in the learning process, but they also pose challenges for instructors. EFL instructors face the challenge of determining the suitability of movies for their learners and the potential distractions of social media. Excessive use of technology can have negative effects on learners' well-being. Additionally, the audio-visual method has some drawbacks such as extended movie durations and potential misunderstanding of target cultures. Online learning has some challenges, including technical difficulties, lack of personal attention, and resistance to change among some teachers.

To overcome these challenges, instructors should consider learners' needs, interests, and teaching objectives when selecting media. Films should accurately represent the target language and culture to avoid misunderstanding. The language difficulty level should match learners' comprehension to maintain their confidence and interest. Problem-solving skills, critical thinking, independence, and adaptability are crucial for online learning. Technical issues can be addressed by pre-recording lectures, testing content, and having backup plans. Engaging and interactive online courses should be implemented, with time limits and reminders to keep students focused. Personal attention and communication through social media and group forums are vital for student support. Creative and relevant online programs that emphasize collaboration, flipped classrooms, and student-centered learning should be integrated. Educators should invest time in developing effective strategies and activities for online sessions, ensuring student participation, feedback, and diverse assessment methods for an interactive learning environment.

2.5.5 Different Types of Media

Recently, there are various websites, tools, and media applications for communication among university learners on a global scale. These platforms offer fast and interactive modes of communication. According to Hamad et al. (2019), different forms of media, including videos, audio, pictures, and texts, can significantly contribute to language development. They offer essential resources

for improving language skills. Social media platforms such as Facebook, YouTube, and WhatsApp, along with movies and podcasts, are among the most popular and effective media tools. Thus, they were suggested by the researcher to be used in this study to enhance EFL university learners' OF and GA.

1- Social Media

Research indicated that incorporating social media into EFL classes is essential as it serves as an educational tool that enhances learners' engagement, promotes self-directed learning, and provides access to a wealth of information. Sloan and Quan-Haase (2017) provided a definition of the broad term "social media", encompassing online social networking sites that facilitate communication and interaction among users, such as Facebook, Twitter, Pinterest, YouTube, Instagram, and Myspace.

The integration of social media applications in teaching and learning has been recognized as a beneficial approach for improving speaking skills and reducing speaking anxiety among learners. There are clear improvements in speaking proficiency and increased confidence among learners who utilized social media platforms such as Telegram, Facebook, WhatsApp, and others. Thus, teachers and educators should take advantage of these platforms to offer learners additional practice opportunities that extend beyond the classroom (John & Yunus, 2021; Mitu, 2020).

The use of media in education offers several advantages. It cultivates learners' interest in learning, promotes their communication skills, widens their knowledge, and provides them with a deeper understanding of Western culture through exposure to different forms of media. Not to mention, using media in teaching enhances the effectiveness of instruction and facilitates interaction between teachers and students, creating a dynamic and interactive learning environment. In this regard, Allam and Elyas (2016) highlighted that the widespread use of social media technologies, particularly among university students, has become an integral part of their lives. This extensive adoption of social media has had a profound influence on learning and interpersonal interactions, leading to the formation of learning communities supported by collective intelligence.

Facebook: Hasan et al. (2020) concluded in their study that among various networking sites, Facebook played the most vital role in enabling learners to engage in informal English language learning. Furthermore, Rodliyah's (2016) case study explored the integration of Facebook into English Language Teaching and emphasized its significant role in facilitating the teaching of English. This case study highlighted that utilizing Facebook groups help teachers enhance their interaction with students and foster collaborative learning.

WhatsApp: The use of WhatsApp offers numerous benefits in facilitating communication between instructors and learners outside of regular class hours. According to Hamad (2017), the use of WhatsApp as a learning tool has been found to enhance students' learning outcomes and enthusiasm, leading to noticeable improvements in their performance. This was obvious when the researcher stated "there was clear development in the performance of the students" (p.85) after using WhatsApp. Similarly, Bensalem (2018) conducted a study that focused on the impact of WhatsApp on EFL students' vocabulary learning. The results demonstrated that the WhatsApp group outperformed the traditional group in a vocabulary test, indicating its effectiveness in vocabulary acquisition. Furthermore, in their study, Nasri et al. (2018) highlighted that the education system has experienced significant progress, transitioning from conventional teaching methods to a more modern and efficient approach in imparting knowledge to students. They supported the use of social media, including WhatsApp, as a significant means of fostering effective communication and collaboration in educational contexts.

WhatsApp provides technical advantages such as user-friendly operation, low cost, widespread availability, and real-time communication. This enables educators and students to interact and exchange information anytime and anywhere, thereby enhancing the learning process. Therefore, using social media like WhatsApp can help educators align their teaching practices with the demands of 21st-century education.

YouTube: YouTube hosts a wide range of videos, including movies, music videos, tutorials, and educational content. These videos serve as valuable learning resources for EFL learners because using YouTube videos can be an efficient substitute method to enhance learners' oral fluency and global awareness.

Srinivasacharlu (2020) pointed out that YouTube is an online service that allows users to search for various videos, comment on them, upload their own videos, and subscribe to other users. Sari and Margana (2019) further highlighted that YouTube videos provide students with a broader space to practice their speaking skills and receive feedback from a wide range of people. As a result, YouTube is proved to be a beneficial learning medium for developing EFL learners' English language skills, particularly their speaking abilities and oral fluency. As a beneficial tool for enhancing learners' speaking skills, it increases their knowledge of vocabulary, grammar, and pronunciation through the available videos, allowing students to learn and practice English anytime and anywhere. In addition, it broadens the learners' knowledge about various topics including global issues.

YouTube offers the advantage of accessibility; students can benefit from exposure to authentic English spoken by native speakers, as well as observe gestures, expressions, and pronunciation. In this context, teachers can incorporate video activities where students not only passively consume content but also actively speak and produce language (Jalaluddin, 2016; Riswandi. 2016). Silviyanti (2014) found that incorporating YouTube into EFL classrooms is both compelling and beneficial. Students show enthusiasm and willingness to engage with various videos, using them as a model for pronunciation and speaking like native speakers. Aligning with Silviyanti's perspective, Yagci (2014) also emphasizes that YouTube serves as a global gateway that is accessible anywhere and anytime.

YouTube is a powerful internet medium that has a significant impact on education. YouTube videos offer a simple yet effective strategy for creating relevant and targeted teaching materials for learning English, as they feature content from renowned scientists, writers, TV news broadcasts, politicians, and other TV programs (Pratama et al., 2020).

In a recent study conducted by Syafiq et al. (2021), it was found that YouTube videos play a substantial role in enhancing not only students' speaking skills but also other components of English language proficiency, such as grammatical structures, vocabulary, fluency, and content. Meinawati et al. (2020) also conducted a study about enhancing speaking through YouTube videos. They found out that YouTube can be an effective tool for teaching speaking during the pandemic. Their study suggested that YouTube videos can help students enjoy and

understand English lessons, leading to increased motivation to learn the language. This was proved by the development of the score of students' speaking test and the students' ability to speak expressively and confidently.

2- Podcasts

Podcasting is a method of delivering digital video and audio content via the internet. These digital files, known as podcasts or episodes, are distributed through podcasting services that regularly release series of episodes (Richards and Bohlke, 2011). According to Tryanti et al. (2018), podcasts have a significant impact on students' listening comprehension and effectively increase their motivation to learn English. Sandoval (2020) also emphasizes that podcasts are immensely advantageous for novice language learners. They provide learners with the chance to immerse themselves in authentic language content and participate in interactive exercises. In this context, language teachers are encouraged to utilize podcasting as a means to generate interest and engagement in their lessons.

3- Movies

The use of movies has been proven to be an effective way of exposing learners to the English language. In a study conducted by Albiladi et al. (2018) on learning English through movies, it was found that watching movies enabled participants to gain a deeper understanding of various cultural aspects such as food, traditions, and lifestyle. The participants expressed the belief that watching movies enhanced their cultural awareness, offered insights into American culture, increased authenticity in the learning process, and boosted their confidence. Moreover, Qiu (2017) conducted a study on the effects of using English movies to enhance listening skills of college language learners. The findings revealed that English movies are effective in enhancing listening skills and reducing learning anxiety. They also contribute to the authenticity of the learning process.

The availability of English-language films has significantly increased through globalization, providing a rich source of learning material. EFL teachers have incorporated films into their classrooms to enhance listening and speaking skills, resulting in improved learning outcomes. Additionally, the inclusion of culture in English teaching and learning has been recognized as an important aspect (Kalra, 2017). A study conducted by Kabooha (2016) investigated the use of

films in the EFL classroom in Saudi Arabia. The results indicated that both teachers and students had a positive view of incorporating films in the language classroom. Students reported significant expansion of their vocabulary through film-watching. However, the study also revealed that the effectiveness of using films depended on the presence of appropriate learning activities provided by instructors.

Overall, the researcher believes that incorporating media such as English movies, podcasts, and social media mainly Facebook, WhatsApp, and YouTube in language teaching is recognized as an effective method for learners to develop their oral fluency and broaden their global knowledge. These platforms serve as alternatives to traditional classes, encouraging collaborative learning and providing a constant presence of instructors for support. They can be valuable and free resources that enhance language learning and promote global understanding in English language education, benefiting both instructors and learners. They provide visual or audio content that helps learners become familiar with the target language. Media offer an entertaining and educational approach to language learning and can be integrated into both classroom and personal learning experiences. They provide exposure to authentic English spoken by native speakers, motivate learners, improve access to learning materials, and create an interactive learning environment where learners can learn at their own pace, access materials, and engage in discussion anytime and anywhere, empowering them to become independent learners.

Media are effective in improving oral fluency; they enhance familiarity with natural language usage, develop correct pronunciation, expand vocabulary and grammar knowledge, and positively impact speaking, listening, and overall language comprehension skills. Besides, they also foster global awareness through helping learners encounter new cultures, fostering a positive social atmosphere, facilitating information sharing and communication, promoting social interaction and knowledge construction, and providing exposure to some major global issues.

2.5.6 Characteristics of Media Used for Enhancing EFL University Learners' Oral Fluency and Global Awareness

When selecting interactive media to enhance EFL university learners' oral fluency and global awareness, certain considerations should be taken into account. According to Andriani (2022), there are many factors that affect English educators while selecting media for the teaching process. These factors include time availability, students' needs, students' characteristic, and media availability. For Schneider (2014), EFL instructors should follow specific steps when selecting activities for EFL classes. Firstly, the activities should be culturally and socially appropriate for the learners' background. Secondly, the chosen activities should be engaging and accessible for all students. Thirdly, immediate feedback should be provided to ensure that learners can benefit from the activity and monitor their progress. Fourthly, the content of the activity should be relevant to the students' language needs and proficiency level. Finally, the activities should be aligned with the objectives of the lesson. These steps can help instructors in choosing suitable and effective activities that meet the needs of their EFL learners.

Overall, it is highly important to choose media that align with educational objectives and are relevant to the curriculum. It is also crucial to pre-screen and edit videos to remove unwanted references and advertisements, ensuring a suitable learning environment. In addition, the selection of movies should consider cultural appropriateness, language level, and content that reflects social customs and historical events. Movies and YouTube videos should be engaging, memorable, and appealing to learners, while also providing opportunities for active participation, collaboration, and reflection. Instructors should choose media that are suitable for the learners' age, interests, and cognitive level, promoting positive values and excluding violent or explicit content. The duration and level of language difficulty should be moderate, providing a challenge for students while maintaining their interest. Ultimately, the selection of media should align with the learners' needs and training purposes, fostering an interactive and student-centered learning environment that enhances oral fluency and global awareness.

2.6 The Role of Instructors in Enhancing Oral Fluency and Global Awareness through Integrating Media

EFL instructors play a basic role in promoting learners' communication in English as learners require assistance from their instructors to become proficient in their communication skills. Burns (2016) discovered that it is not enough in language lessons to assign speaking tasks to learners without providing support and guidance. According to Donoso and López (2020), the personal qualities of teachers and how they interact with students both inside and outside the classroom are of great importance. Clear instructions are also essential as learners may struggle to understand the task without proper guidance. Al-Jarf (2021b) and Al-Jarf (2021a) support that view that speaking activities with global themes should be student-centered, where the instructor acts as a facilitator. The instructor selects global themes and encourages students to choose their own topics. Students actively participate, interact, and provide feedback, while the instructor moderates discussion and assists with any difficulties.

Instructors can incorporate global news and reliable social media sources to stay updated on current global trends and issues. Research shows that a significant percentage of young adults, particularly college students, rely heavily on mobile devices, such as smartphones, for accessing news and staying informed about current events (Mitchell et al., 2016; Vulić & Mitrović, 2015).

From the researcher's perspective, instructors have a vital role in developing oral fluency and global awareness through the integration of media in EFL classes. They should design activities, provide feedback, and create a student-centered learning environment. Preparation of suitable materials and promoting independent learning are also important. Instructors can encourage autonomous learning by reducing teacher talking time (TTT) and increasing student talking time (STT) by using clear instructions, concept checking questions (CCQ), and instruction checking questions (ICQ). In addition, they should avoid yes/no questions during discussion, and it is a good idea to ask other students to answer a student's question during the sessions to increase STT. Instructors should foster active student participation, correct errors effectively, and prioritize fluency practice. They are facilitators who guide students in developing their learning strategies and promote autonomous learning. Furthermore, monitoring student engagement on social media is necessary to ensure appropriate use. Overall, instructors play an

essential role in enhancing learners' OF and fostering their GA by integrating engaging activities and materials related to global issues in English classes.

2.7 Global Awareness and EFL Oral Fluency

Robert (2020), as cited on Britannica.com, defined language as a system of symbols that allows individuals to express themselves. This definition underscores the interconnection between language and culture, indicating that as learners develop their language abilities, they also expand their knowledge and cultural understanding. Zhang et al. (2021) conducted a study in China among EFL students who received multicultural counseling training and found a correlation between multicultural awareness and language development. The students displayed positive attitudes towards multicultural differences, although they lacked confidence in handling real-life multicultural situations. While the measurements of multicultural awareness did not show immediate impact on EFL skills, its influence became more evident after a full academic year. Similarly, Balkir (2021) examined the integration of global issues and language education, revealing positive impacts of addressing global problems in the classroom, as students are exposed to a range of global problems such as poverty, war, environmental degradation, climate change, and pandemics. This exposure broadens students' perspectives and enhances their language learning progress. By integrating global issues into language education, students gain knowledge, abilities, and the language skills necessary to effectively communicate in foreign languages. This approach also promotes social awareness of global issues and the linguistic tools needed to take action.

"Global awareness is in close touch with language learning and culture, they are a single undivided whole; language is a tool and bridge for communicating and understanding the world" (Hongtao, 2013, p.109). Khoshsima and Sayadi (2016) emphasize that the objective of teaching English in Saudi schools and universities is to improve students' English communication skills, enabling them to pursue job opportunities, acquire knowledge, study abroad, travel to other countries, and enhance their understanding of different cultures.

According to Petliovana (2020), in today's world, oral fluency in real life interactions beyond the classroom is significant for the objective of teaching

speaking. That is why it is the responsibility of EFL instructors to prepare learners for practical English usage in order to effectively express themselves and acquire the necessary knowledge of social and cultural norms applicable to different communication contexts. In agreement with Petliovana, Guebba (2020) argued that people's attitudes and behavior can be influenced by the individuals they interact with, as well as by their personal characteristics, personality traits, emotions, interests, and the social environment they are part of. For Guebba (2020), attitudes play a significant role in the process of learning a language. They can have both positive and negative effects on language learning.

According to Al-Jarf (2022a), although it is major to include cultural aspects and materials in language learning, there is still a requirement to cultivate global and intercultural understanding among students in many countries. As observed by Kautz (2016), in a university-level intermediate German class in the United States, students enhanced their German language skills while exploring the topic of environmental sustainability. Thus, in EFL context, oral fluency and global awareness are strongly correlated.

2.8 Media and EFL Oral Fluency

EFL instructors need to employ more engaging media and teaching methods to inspire and motivate students. In a study conducted by Wulandari (2019), the effectiveness of using media in improving EFL learners' speaking ability was investigated. The results revealed that incorporating media positively impacted the learners' speaking skills by enhancing fluency, acquiring vocabulary, and increasing confidence and motivation. Nasution (2019) also asserted that YouTube is an invaluable tool for language teachers, offering an effective means to develop language skills by focusing on vocabulary building and presenting topics for debate and dialogue. It allows exposure to various varieties of English commonly used in the EFL classroom. Additionally, YouTube offers more than just entertaining videos; it also serves as a valuable educational tool. Language learners can benefit from a wide variety of educational videos available on YouTube for different proficiency levels. These videos act as valuable sources for improving language skills and enhancing the learning experience.

Many scholars suggested that integrating social media in the EFL classroom can help overcome challenges in speech. Amirnejad (2015) conducted a study where Iranian EFL learners used cell phone video recordings to improve their

speaking fluency, with the results showing a significant positive impact on both fluency and rate of speech for the learners who participated in the treatment. According to Avci and Adiguzel (2017), university students in Istanbul experienced significant improvement in their communication skills and vocabulary range through collaborative English practice using WhatsApp. Xiuwen and Razali (2021) further highlighted the transformative impact of technology on the field of English language learning and acquisition. They noted that computer technology can play a vital role in facilitating EFL learners' independence and communication skills. They proposed the use of short videos posted by English teachers and native-English speakers on social media platforms as a means to create authentic English communication settings. By utilizing these videos, EFL learners can develop their language skills in a more engaging manner, practice English independently, and enhance their communication abilities.

Additionally, Hamad et al. (2019) emphasized the interconnectedness of listening and speaking abilities, as the input we receive through listening impacts our spoken output. Given that media platforms are regarded as valuable sources of listening materials, they are closely linked to the development of speaking abilities. Therefore, it can be concluded that there is a strong relationship between using media and fostering oral fluency.

2.9 Media and Global Awareness in EFL

Media can be utilized to enhance the global awareness of EFL university learners, enabling them to expand their knowledge of the world around them. As today's university learners are immersed in a digital environment, with access to computers, smartphones, tablets, the internet, and social media, their learning outcomes improve when they actively engaged in the educational process. Some researchers claim that the advancement of technology has empowered learners to establish stronger connections with the global community, making it imperative to expand their focus beyond their local community. According to Zhang (2013), incorporating movies into language classes can heighten students' cultural awareness of the target language. Besides, Khan (2015) suggested that movies aid EFL learners in comprehending language within a visual context, making them a valuable tool for language instruction. Movies provide diverse resources for

teaching the target language and contribute to the enhancement of listening and communication skills.

In Haapanen's (2013) perspective, technology offers a wide range of resources that enable learners to record and present information in diverse ways, fostering creativity and inspiration among students. Additionally, movies were utilized by educators to promote critical thinking and reflection on the knowledge acquired through media.

2.10 Media, EFL Oral Fluency, and Global Awareness

In this digital age, media play a vital role in helping EFL university learners navigate and adapt to the challenges of the modern world. Understanding the culture associated with the language being learned is also necessary; learners should be aware of different cultures, gestures, slang terms, and interjections. By incorporating various forms of media into language learning, such as movies, podcasts, and social media platforms, learners can enhance their oral fluency and develop a greater global awareness.

According to AlSaleem (2018), social media platforms offer learners the opportunity to engage in language learning activities. These technologies have the capability to connect learners with global audiences. Yeh and Swinehart (2018) also found out that the incorporation of social media in EFL classrooms can enhance learners' language proficiency and develop a deeper appreciation for different cultures.

2.11 Commentary

This chapter presented an overview of existing literature and previous studies related to EFL oral fluency, global awareness, and media, as well as oral fluency and global awareness components in the context of English as a Foreign Language (EFL). The review of the literature highlighted the impact of using media in English language instruction as a strategy for exposure to the language. Literature showed that although a number of studies have investigated the issue, only few have focused on enhancing global awareness. The researcher of the present study holds the view that as well as media can enhance oral fluency, they can improve the learners' global awareness.

Media play a major role in the learning and teaching process, aiding the development of learners' oral fluency in English and their global awareness. Learners who utilize media resources are more likely to make progress in their language learning skills. This literature review offered the researcher valuable insights into the fundamental aspects of her study, aiding in the organization and implementation of the current research. Additionally, this chapter played a significant role in shaping the study's instruments, as the researcher gained extensive knowledge and information from it, forming the basis for the entire study.

The researcher realized that the incorporation of media is essential for EFL university learners to improve their oral fluency and global awareness. Consequently, it is recommended to introduce a diverse range of media into EFL curricula and encourage university learners to actively utilize them in their learning journey. The study also suggests that EFL instructors should consider integrating media to improve learners' oral fluency and global awareness. This study provides potential solutions to assist EFL university learners in practicing English and fostering their oral fluency and global awareness. According to the researcher, incorporating media into English learning and teaching can have significant educational benefits and can make the learning process more authentic and engaging for language learners. Consequently, EFL instructors are encouraged to utilize various media forms to improve the oral fluency and global awareness of EFL learners.

In conclusion, as indicated in this chapter, several studies and researches proved that media could be effective in English classes. It became evident to the researcher that media can be efficient in enhancing EFL university learners' oral fluency and global awareness. Therefore, she designed a program based on media in order to foster EFL university learners' oral fluency and global awareness. The next chapter is expected to introduce the method followed throughout current study.

Chapter Three
Method

Chapter Three

Method

This chapter covers the method of the study. It illustrates the study design, participants, variables, setting, and instruments of the study. In addition, it provides a comprehensive description of the study program.

3.1 Study Design

The current study adopted the one-group pre-experimental design, with a one-group pre-post interview along with a mixed research approach integrating both quantitative and qualitative assessment.

3.2 Study Participants

The participants of the current study were 30 EFL university learners who were enrolled at the pre-intermediate level (The Common European Framework of Reference for Languages (CEFR: A2)). They were 1st year students at The Arab Open University in Egypt. They were studying computer science, media and mass communication, and business. Their first language is Arabic and their ages ranged between 18 and 20 years old. Most of the learners are from Egypt; however a few number of them (n=5) are from other Arab countries such as Syria, Algeria, and Oman. Thus, they are from different cultural backgrounds.

3.3 Study Variables

The study included the following variables:
The independent variable: media
The dependent variables: EFL university learners' oral fluency and global awareness

3.4 Oral Fluency and Global Awareness Components List (Appendix B)

After reviewing literature and the previous related studies, the researcher developed a two-part list of oral fluency and global awareness components to be used as a guide in designing the study program of the present study and other instruments used in the study, including the rubric

and the pre-post interview. In line with this, the activities of the program were also designed with the aim of developing the oral fluency and global awareness components included in the list.

Purpose

A list of oral fluency and global awareness components was prepared to determine the needs of EFL university learners to enhance their oral fluency and global awareness.

Description

The list consisted of two parts. Firstly, the oral fluency components: meaning construction and vocabulary, pronunciation, structure, and transition. Secondly, the global awareness components: social issues, cultural issues, environmental issues, and sustainable development goals (SDGs). Besides, the measuring scales for the eight OF and GA components were divided into three levels: needs improvement, good, and excellent.

3.5 Instruments and Material of the Study

Aiming to identify the effect of integrating media with teaching English on EFL university learners' level of oral fluency and global awareness, the following instruments and material were designed and used:

- A pre-post interview for oral fluency and global awareness
- A rubric of Oral fluency and global awareness
- Participants' satisfaction questionnaire

3.5.1 Pre-post Interview (Appendix D)

Purpose

The researcher prepared a pre-post interview in order to evaluate EFL university learners' level of oral fluency and global awareness.

Description

The interview was conducted online using Microsoft Teams. The interview lasted for 10-15 minutes for each participant. It was conducted both before and after the treatment. The pre-interview of the study was

administered in the middle of September, 2022. After about seven weeks of using media, the post-interview was conducted in the middle of November, 2022. It is a semi-structured interview where the researcher came up with a list of questions on the topics that are tackled during the program to be asked in the interview. Moreover, the researcher also asked some follow-up questions to get deeper details or explanation based on the participants' responses. In other words, it is a flexible and prepared interview.

There are several reasons why the researcher chose this type of interviews. According to Yin (2012), this type of interview allows interviewees to provide detailed answers, while also enabling researchers to further follow up on their responses. Consequently, semi-structured interviews can offer more comprehensive and in-depth data compared to surveys or even the open-ended sections of survey instruments. For Creswell (2012), the semi-structured interview was used because it can elicit responses in the participants' own words through the use of open-ended questions.

At the end of the program, the learners' oral fluency and global awareness were measured through the same interview questions, giving the same duration. This time, the interview was used to assess the participants' level of oral fluency and global awareness at the end of the program.

The interview for each participant included 4 topics and consisted of 10 questions. Each question targeted the four oral fluency components and one global awareness component included in the list of components. The researcher started the interviews by asking the participants some simple questions about their names, age, and study in order to break the ice and make them feel relaxed and speak without pressure. Then, students were asked 10 questions about the 4 topics included in the program. After conducting the interviews, the researcher greeted and thanked the study participants. The interviews included a PowerPoint presentation that had some pictures to clarify the global issues included in the interview questions. The interview was designed and edited considering the following:

● previous studies and literature concerned with oral fluency and global awareness assessment.

● the list of oral fluency and global awareness components.

Piloting the interview

The interview was piloted on a group of 20 EFL university learners on Thursday, 1st September 2022. The group ranged in age from 18 to 20 and they were from two different universities in Egypt: for Tanta University and the Arab Open University. None of the participants of the pilot interview was selected to participate in the research treatment. This interview was piloted and conducted for the following reasons:

1-Determining the Interview Time:

The time of the OF and GA interview was calculated after piloting the interview. This was done by calculating the time that each participant took to answer the interview questions, and then calculating the average time for the whole group. Hence, the average time of the interview was found to be 10 to 15 minutes for each participant.

2-Calculating Internal Consistency of the Interview:

The internal consistency of the interview was calculated through:

Internal Consistency of the Interview Components

To determine the internal consistency of the OF and GA components measured through the interview, the correlation coefficient between each component and the total score of the interview was calculated. The following table shows the correlation coefficients:

Table (1) Correlation Coefficients between the Degree of Each Component of the OF and GA Components and the Total Interview Score.

Component	Sub-Component	Correlation
Oral Fluency	1- Meaning construction and Vocabulary	0.71^{**}
	2- Pronunciation	0.74^{**}
	3- Structure	0.73^{**}
	4- Transition	0.69^{**}
Global Awareness	5- Social Issues	0.72^{**}
	6- Cultural Issues	0.73^{**}
	7- Environmental Issues	0.77^{**}
	8- Sustainable Development Goals (SDGs)	0.70^{**}

**Significant at 0.01 level when R ≥ 0.55, where N= 20.

Table (1) indicates that all the components are statistically significant and this verifies the internal consistency of the interview.

The Internal Consistency of the Interview Items or Questions

To ensure the internal consistency of the interview, the correlation coefficients between each question and the total score were calculated. The following table shows the correlation coefficients between the score of each question and the total score of the interview:

Table (2) Values of the Correlation Coefficients between the Score of Each Question and the Total Score of the Interview

Item	Correlation
1	0.70^{**}
2	0.69^{**}
3	0.60^{**}
4	0.65^{**}
5	0.68^{**}
6	0.69^{**}
7	0.71^{**}
8	0.69^{**}
9	0.73^{**}
10	0.71^{**}
B	0.68^{**}

**Significant at 0.01 level when $R \geq 0.55$, where N= 20.

The previous table shows that all interview questions are statistically significant to the total score, which indicates the internal consistency of the interview questions.

3-Calculating the Internal Consistency of the Whole Interview:

The internal consistency of the whole interview was calculated through:

• **Alpha- Cronbach's Coefficient:**

After calculation, the value of the Alpha- Cronbach's coefficient was (0.94). It is considered a high and reasonable value that generally indicates the consistency and reliability of the interview as a tool of measurement, and therefore it can be relied upon.

Inter-rater Reliability (Re-correction): The researcher invited another instructor[1], Mr Ahmed Farouk Abdelhalim, as an inter-rater to assist her in assessing the participants' level of oral fluency and global awareness before and after administering the program. The researcher shared the

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[1] Mr Abdelhalim is a graduate of the Faculty of Education, Cairo University, Fayoum branch in 2001. He works as an EFL instructor and a teacher trainer.

interview questions and the rubrics with Mr Abdelhalim. Then, the researcher and Mr Abdelhalim watched the recorded videos of the interviews of the pre-interview and the post-interview to assess the participants. They separately assessed the participants' level according to the rubric designed, and then the outcomes were divided by two to get the average score. The correlation coefficient between the scores of the two instructors' assessments was calculated, and it was found that the correlation coefficient was (0.95), which is a high value indicating a very strong correlation. This shows the accuracy and stability of the interview. Additionally, it indicates that this interview could be relied on as an instrument of measurement. Therefore, both methods indicated a high degree of reliability for this interview.

3.5.2 Oral Fluency and Global Awareness Rubric (Appendix C)

 Purpose

The researcher designed a rubric in order to measure the level of the learners' oral fluency and global awareness before and after the implementation of the program through the pre-post interview. It was also designed to help the participants assess themselves during the program.

The Description of the Rubric

The researcher analyzed the oral fluency and global awareness components and constructed a two-part rubric for OF and GA into eight main categories to be used to assess the level of the participants' oral fluency and global awareness. These categories included four OF categories (i.e., meaning construction and vocabulary, pronunciation, structure, and transition) and four GA categories (social issues, cultural issues, environmental issues, and SDGs). Each of the eight components was rated using the three-point scale; 1= needs improvement, 2= good, and 3= excellent.

The Validity of the Rubric

Content validity of the OF and GA rubric was established through ensuring that the rubric really measures and reflects the OF and GA

components and concepts previously generated and stated in the OF and GA components list.

3.5.3 Participants' Satisfaction Questionnaire (Appendix E)

To measure the participants' satisfaction with the program, the researcher designed a questionnaire using Google Form and shared the link with the participants in the final session to be filled in based on their opinion.

The Questionnaire Link:

https://docs.google.com/forms/d/1NPmBkM0JUA3VEzTHi5gD8rkUu2 mxTsnrFMf4UZpWP4M/edit

Aim of the Questionnaire

This questionnaire aimed at measuring to what extent the program based on media was able to enhance EFL university learners' OF and GA.

The Description of the Questionnaire

The questionnaire consisted of ten statements. They were a mix of positive and negative statements so the participants have to read them carefully. The participants were expected to virtually rate all statements in the questionnaire and submit it. Numbers between one and five were assigned to rate the statements with five being the highest and one being the lowest score.

Piloting the questionnaire

The researcher conducted 5 online meeting with the participants of the piloting interview (n = 20) with the aim of introducing the program and its content. Then, a questionnaire was applied to achieve the following aims:

Calculating the internal consistency of the satisfaction questionnaire:

To emphasize the internal consistency of the items of the questionnaire, the correlation coefficients between each item and the total score for the questionnaire were calculated. The following table shows the correlation coefficients.

Table (3) Correlation Coefficients between Each Item and the Total Score of Participants' Satisfaction Questionnaire

Item	Correlation
1	-0.65^{**}
2	0.69^{**}
3	0.73^{**}
4	0.68^{**}
5	-0.69^{**}
6	0.64^{**}
7	0.69^{**}
8	-0.66^{**}
9	0.64^{**}
10	-0.66^{**}

**Significant at 0.01 level when $R \geq 0.55$, where N= 20.

The previous table indicated that the correlations among the items of the questionnaire are statistically significant to the total score, which referred to internal consistency of the questionnaire.

The Validity of the Questionnaire (Alpha- Cronbach's Coefficient):

Alpha- Cronbach's coefficient of the questionnaire was calculated and its value was 0.88. This value was accepted and generally indicated the accuracy and reliability of the questionnaire as a tool of measurement, and it can be relied on.

3.6 The Study Program (Appendix F)

Overview

After reviewing literature, related studies, and the needs analysis of the participants; the researcher designed the study program based on integrating media and determined its characteristics to enhance EFL university learners' OF and GA using media. The program was designed and modified by the researcher. In order to implement the study program, the researcher used some technological aids, online platforms, and some other applications such as Microsoft Teams, Wordreference dictionary, Facebook, WhatsApp, Youglish, YouTube, and Movies.

Aim of the Program

The study program was designed to measure the effect of using media on developing oral fluency and global awareness among EFL university learners. Participants were exposed to different types of media and they were able to learn about global issues and improve their oral fluency through using media.

Duration of the Program

In the current study, the program lasted for 7 weeks. The researcher met the participants twice a week, while each session lasted for 90 minutes to three hours. The duration of the program was 33 hours in addition to 17 hours for self-study. Thus, the program included 13 online sessions, a sum of 50 hours, including the program orientation, pre-post interview, and participants' satisfaction questionnaire.

Setting of the Study

The entire program was conducted online, utilizing Microsoft Teams. Microsoft Teams is a widely used application that serves as a virtual platform for video and audio conferences, providing an effective alternative for traditional face-to-face classroom environments.

Performance Objectives

By the end of this program, the learners were expected to:
● Define and demonstrate excellent knowledge about SDGs.
● Differentiate between different types of bullying and identify its reasons.
● Use English confidently and fluently without many pauses.
● Produce better pronunciation.
● Develop their critical thinking through being encouraged to ask questions and provide solutions for some global issues
● Identify the negative impacts of using plastic and provide some alternatives to be used instead of plastic.
● Use grammar and vocabulary effectively.
● Identify other cultures and international signs and gestures.

● State some reasons that lead to pollution and its impact on the environment in addition to providing suggestions on how to protect the environment and how to live a sustainable life.

● Use different media, tools, and online platforms effectively.

● Positively discuss their ideas.

● Develop communication skills through interacting with their colleagues.

Content of the Program

The program consisted of 13 online sessions. The first session of the program was assigned for giving an orientation and conducting the pre-interview. The last session was dedicated to conducting the post-interview session and the participants' satisfaction questionnaire. In addition, there were 11 sessions for applying the program.

Different activities and discussion were introduced to encourage EFL learners to use English and speak confidently. Putting into consideration that oral fluency and global awareness were going in parallel with each other throughout the sessions. The participants' needs, level, and interests were also considered while choosing these activities. The sessions intended to cover the following topics:

Table (4) the Program Outline

Session	Topic	Content	Duration
1		Orientation and Pre-interview	6 hours
2	Social Issues	Bullying (causes and negative impacts)	90 minutes
3		Bullying (Movie Wonder - some solutions on how to stop bullying)	2.5 hours
4		Bullying (different types of bullying)	90 minutes
5	Cultural Issues	Culture differences (culture shocks)	90 minutes
6		Different meanings of gestures and signs in different countries Some international dishes and how to cook them.	90 minutes
7		Different cultures (students' presentations)	3 hours
8	Environmental Issues	Pollution (some causes and impacts of pollution - advice on how to reduce pollution and protect the environment)	90 minutes
9		Plastic (reducing plastic use - some alternatives to be used instead of plastic)	90 minutes
10		Environment / pollution (Presentations)	3 hours
11	Sustainable Development Goals (SDGs)	SDGs (17 goals of sustainable development)	2 hours
12		SDGs (some individual actions for a more sustainable life)	90 minutes
13		Post-interview and Satisfaction Questionnaire	6 hours
13 Sessions (50 hours): 33 hours + (17 hours for tasks and self-study)			

Teaching Techniques and Strategies

In the present study, the researcher preferred to use some techniques and strategies for designing the activities of the program. They included authentic learning, media activities, compare and contrast strategies, problem-solving strategy, flipped learning approach, shadowing technique, in addition to communicative/ cooperative learning and student-centered activities. These techniques gave the participants a chance to produce language and speak freely while working as well as creating a fun and active learning environment. The choice of the strategy or the activity depended on the objective of the lesson and the participants' language proficiency level. It is important to recognize that speaking and oral fluency are built upon a foundation of listening and exposure to the language.

The problem-solving strategy was used a lot in the program. The researcher introduced a global issue or a problem, and then encouraged participants to find solutions to that problem through class discussion. Additionally, discussion was a very important technique used for exchanging ideas among the participants or the researcher and the participants to enhance the participants' understanding, thinking, and skills. Each session, participants were asked to discuss different global issues and express their viewpoints and ideas regarding these issues. They thought of a topic individually, and then shared their thoughts with their partners and finally shared their ideas with the whole class. Participants were also involved in role-playing activities as a part of the active learning approach and real-world situations. They were asked to take on different roles in given situations and act these roles efficiently.

Flipped learning approach was used to give participants much time to watch and listen to different online resources. Before each session, the researcher chose some videos or podcasts connected with the topic of the session and shared them with the participants in order to watch them.

The researcher used various media and activities throughout the whole program to suit different learning styles. Therefore, podcasts, YouTube videos, movies, and social media were included in the activities of the

program to enhance the learning process. The researcher encouraged participants to work together in pairs or groups as well.

Moreover, the participants' role was maximized and the researcher's role was minimized. To illustrate, the researcher's role was being a guide and a facilitator that provided an educational atmosphere where participants played an active role in the learning process as they had the opportunity to practice the language and learn based on their learning styles, interests, needs and abilities. Meanwhile, the researcher was guiding, scaffolding, and monitoring their learning process.

Assessment of the Participants' Oral Fluency and Global Awareness

The researcher used three different forms of assessment strategies: diagnostic, formative, and summative assessments. Firstly, the diagnostic assessment aimed to assess the participants' prior knowledge of the topic and it was used in the pre-interview and in the beginning of each session. The researcher used diagnostic questions and warm-up activities to identify the participants' knowledge about the introduced topic. These questions were considered a guide for the researcher as they helped her prepare next sessions based on the participants' knowledge and needs.

Secondly, the formative assessment included assessing the participants' level during the program and providing constructive feedback. Formative assessment techniques included role plays, assignments, discussion, and observations during the implementation of the program. Throughout the program, the participants' discussion was checked regularly and they were given continuous feedback on their performance and role play. In the current study, the researcher asked the participants to record audios and send them on WhatsApp. She also asked them to give an online group presentation about the culture of a country from their choice.

Finally, summative assessment techniques aimed to evaluate the participants' performance at the end of the program and after each session. The researcher used some summative assessments such as post-interview and audio recordings.

Summary of Statistical Methods Used in the Present Study

The SPSS Statistics program (V21) was used to detect the following:

1- Calculating the correlation coefficient between the score of each question and the overall score of the OF and GA interview, in addition to conducting a satisfaction questionnaire in order to verify the internal consistency of the interview questions.

2- Calculating the correlation coefficient between the score of each component and the overall score of the OF and GA interview in order to verify the internal consistency of the interview components.

3- Calculating the correlation coefficient between the scores of the two instructors (the researcher and an inter-rater) to identify the stability of the OF and GA interview.

4- Calculating Alpha- Cronbach's coefficient to identify the internal consistency of the OF and GA interview and the satisfaction questionnaire.

5- Using the paired sample t-test to detect the significance of differences between the pre- and post-interviews in terms of the overall score of oral fluency and OF sub-components.

6- Using the paired sample t-test to detect the significance of differences between the pre-and post- interviews in terms of the overall score of global awareness and GA sub-components.

7- Calculating the frequency, percentage, and mean scores in order to evaluate the students' performance and identify the results of the questionnaire about the satisfaction with the study program among the study participants.

8- Using ETA squared to calculate the effect size of the OF and GA interview regarding the overall score and the sub-components for EFL university learners (study participants).

9-Measuring the effect of a program based on media on developing EFL university learners' oral fluency and global awareness, using the modified gain ratio.

To conclude, this chapter discussed the research method used in the study. It included study design, participants, setting, and instruments of the study. It also provided a description of the study program. The following chapter will introduce the quantitative and qualitative analysis, the study results, and discussion of the results.

Chapter four

Data Analysis and Discussion of Results

Chapter four

Data Analysis and Discussion of Results

This chapter illustrates the results of the study obtained from the treatment of the program through the instruments used in the pre-post interview. It is divided into two sections. The first section tackles the quantitative results, and its interpretation and discussion. The second section presents the qualitative analysis and discussion of the results conducted by the researcher. Finally, there are general conclusions on both the quantitative and qualitative findings.

4.1 Results of the Study

The results of the current study are presented based on the study hypotheses being investigated.

Quantitative Analysis of the Results

4.1.1 Verifying the First Hypothesis

The first null hypothesis (H01) of the present study states that "There is no statistically significant difference between the mean scores of the participants in the pre-post interview of their overall score of oral fluency favoring the post-interview." In order to verify this hypothesis, the paired sample t-test was used to detect the significance of differences between the pre and post interviews in terms of the overall score of oral fluency and the following table illustrates this:

Table (5) Participants' Overall Mean Score of Oral Fluency in the Pre-post Interview

Performance	Mean		Std. Deviation		t- test value	Sig.	Effect size (η^2)
	pre	post	pre	post			
Overall Score of Oral Fluency	40.3	87.27	19.04	7.99	9.830	0.000	0.769

Table (5) shows that the mean score of the study participants' overall score of oral fluency in the post-interview is higher than in the pre-interview. This indicates that the study participants' overall score of oral fluency was improved after teaching English using a program that is based on integrating media. Additionally, the significance level equals 0.00 which is less than 0.01. This indicates that there is a statistically significant difference at the 0.01 level between the mean score of the study participants' overall score of oral fluency on the pre and post interviews in favor of the post interview score. This means that the H01 should be rejected. Consequently, the alternative hypothesis is accepted. Therefore, it can be concluded that "There is a statistically significant difference between the mean scores of the participants in the pre-post interview of their overall score of oral fluency favoring the post-interview."

It is obvious in the previous table that the calculated effect size, expressed by the eta squared, equals 0.769 which is larger than 0.232. This means that the effect size is large. Moreover, it indicates that using a program based on integrating media in EFL classes is highly effective in enhancing the overall score of oral fluency for EFL university learners.

Figure (1) Difference between the Mean Score of the Participants' Overall Score of Oral Fluency in the Pre-post Interview

4.1.2 Verifying the Second Hypothesis

The second null hypothesis (H02) states that "There are no statistically significant differences between the mean scores of the participants in the pre-post interview of their oral fluency sub-components." In order to verify this hypothesis, the paired sample t-test was used to detect the significance of differences between the pre and post interviews in terms of oral fluency sub-components and the following table illustrates this:
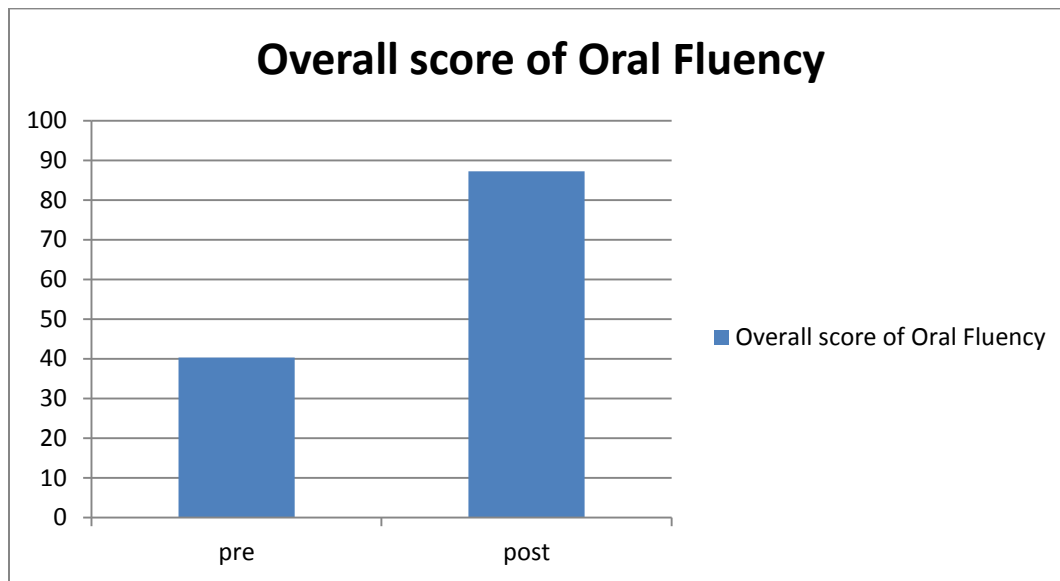
Table (6) Participants' Mean Score of Oral Fluency Sub-components in the Pre-post Interview

Performance	mean		Std. Deviation		t- test value	Sig.	Effect size (η^2)
	pre	post	pre	post			
Meaning construction and Vocabulary	10.67	22.87	5.28	0.99	10.066	**0.000**	0.777
Pronunciation	10.27	21.2	4.33	0.64	9.165	**0.000**	0.743
Structure	10.33	21.17	4.93	0.61	8.992	**0.000**	0.736
Transition	10.37	21.03	5.02	0.61	8.706	**0.000**	0.723

In table (6), it is clear that the mean scores of the study participants' oral fluency sub-components in the post-interview are higher than those in the pre-interview. This indicates that the level of the study participants' oral fluency sub-components was developed after teaching English using a program that is based on integrating media. In addition, the significance level in all oral fluency sub-components is 0.00 which is less than 0.01. This shows that there are statistically significant differences at the 0.01 level between the mean scores of the study participants on the pre and post interviews in terms of oral fluency sub-components in favor of the post interview scores. This means that the H02 should be rejected. Consequently, the alternative hypothesis is accepted. Therefore, it can be concluded that "There are statistically significant differences between the mean scores of the participants in the pre-post interview of their oral fluency sub-components favoring the post-interview."

It is obvious in the previous table that the calculated effect size, expressed by the eta squared, is larger than 0.232. This means that the effect size is very large in all oral fluency sub-components. This indicates that using a program based on integrating media in EFL classes is highly

effective in enhancing the oral fluency sub-components for EFL university learners.

Figure (2) Differences between the Mean Scores of the Participants' Oral Fluency Sub-components in the Pre-post Interview
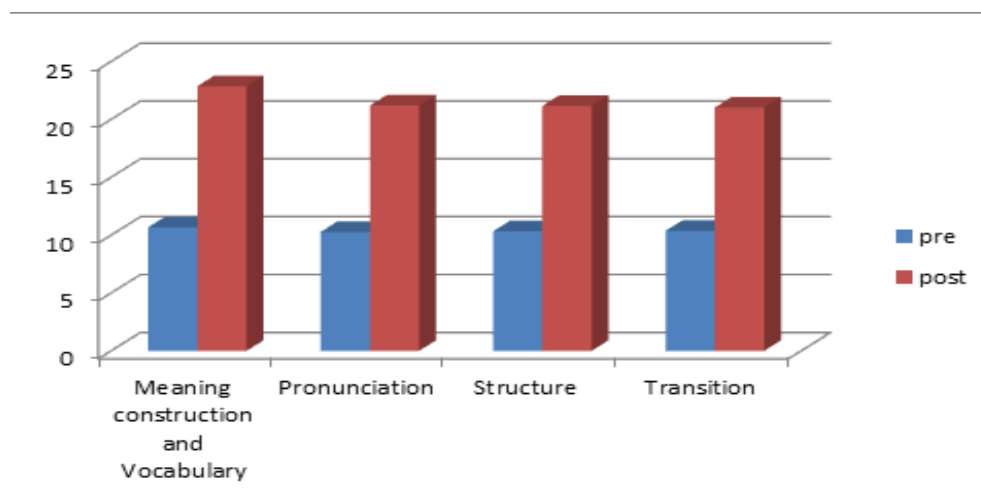
4.1.3 Verifying the Third Hypothesis

The third null hypothesis (H03) states that "There is no statistically significant difference between the mean scores of the participants in the pre-post interview of their overall score of global awareness." In order to verify this hypothesis, the paired sample t-test was used to detect the significance of difference between the pre and post interviews in terms of the overall score of global awareness and the following table illustrates this:

Table (7) Participants' Overall Mean Score of Global Awareness in the Pre-post Interview

Performance	mean		Std. Deviation		t- test value	Sig.	Effect size (η^2)
	pre	post	pre	post			
Overall score of Global Awareness	10.8	23.20	5.17	1.52	10.718	0.000	0.798

Table (7) shows that the mean score of the study participants' overall score of global awareness in the post-interview is higher than in the pre-interview. This indicates that the study participants' overall score of global awareness was developed after using a program that is based on integrating media. Additionally, the significance level equals 0.00 which is less than 0.01. This indicates that there is a statistically significant difference at the 0.01 level between the mean scores of the study participants' overall score of global awareness on the pre and post interviews in favor of the post-interview scores. This means that the H03 should be rejected. Consequently, the alternative hypothesis is accepted. Therefore, it can be concluded that "There is a statistically significant difference between the mean scores of the participants in the pre-post interview of their overall score of global awareness favoring the post interview."

In table (7), it is obvious that the calculated effect size, expressed by the eta squared, equals 0.798 which is larger than 0.232. This means that the effect size is very large. Moreover, it indicates that using a program based on integrating media in EFL classes is highly effective in enhancing the overall score of global awareness for EFL university learners.

Figure (3) Differences between the Mean Scores of the Participants' Overall Score of Global Awareness in the Pre-post Interview
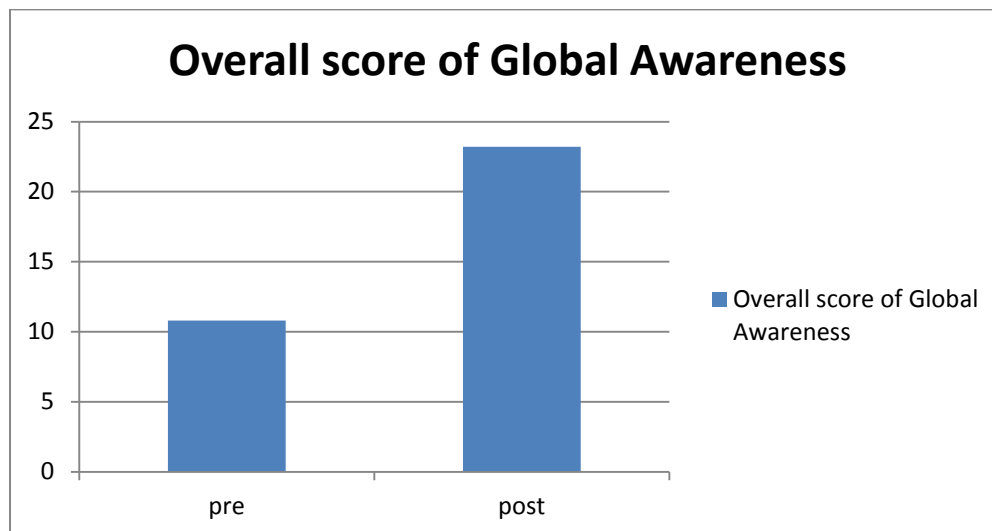
4.1.4 Verifying the Fourth Hypothesis

The fourth null hypothesis (H04) states that "There are no statistically significant differences between the mean scores of the participants in the pre-post interview of their global awareness sub-components." In order to verify this hypothesis, the paired sample t-test was used to detect the significance of the difference between the pre and post interviews in terms of global awareness sub-components and the following table illustrates this:

Table (8) Participants' Mean Score of Global Awareness Sub-components in the Pre-post Interview

Performance	mean		Std. Deviation		t- test value	Sig.	Effect size (η^2)
	pre	post	pre	post			
Social Issues	3.17	7.2	1.73	0.59	9.381	0.000	0.752
Cultural Issues	3.23	7.17	1.8	0.63	7.712	0.000	0.672
Environmental Issues	2.37	4.57	1.19	0.61	9.485	0.000	0.756
Sustainable Development Goals (SDGs)	2.03	4.27	1.28	0.18	9.376	0.000	0.752

Table (8) shows that the mean score of the study participants' global awareness sub-components in the post-interview is higher than in the pre-interview. This indicates that the level of the study participants' global awareness sub-components was developed after teaching English using a program that is based on media. In addition, the significance level in all the global awareness sub-components is 0.00 which is less than 0.01. This indicates that there was a statistically significant difference at the 0.01 level between the mean scores of the study participants on the pre and post interviews in terms of global awareness sub-components in favor of the post-

interview scores. This means that the H04 should be rejected. Consequently, the alternative hypothesis is accepted. Therefore, it can be concluded that "There are statistically significant differences between the mean scores of the participants in the pre-post interview of their global awareness sub-components favoring the post interview."

In table (8), it is obvious that the calculated effect size, expressed by the eta squared, is larger than 0.232. This means that the effect size is very large in all global awareness sub-components. This indicates that integrating media in EFL classes is highly effective in enhancing the global awareness sub-components for EFL university learners.

Figure (4) Differences between the Mean Scores of the Participants' Global Awareness Sub-components in the Pre-post Interview
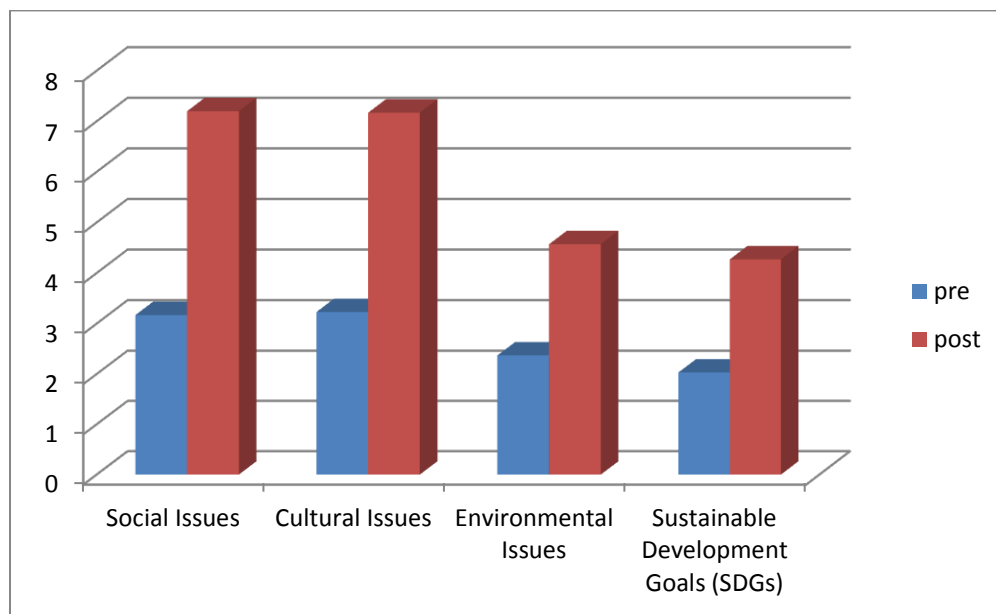
4.1.5 Verifying the Fifth Hypothesis

The fifth hypothesis (H05) states that "The study participants will not be satisfied with the program based on integrating media to enhance their oral fluency and global awareness." In order to verify this hypothesis, a satisfaction questionnaire was administered to the study participants after the application of the program.

This study depends on the results of the descriptive statistical analysis, which includes an average standard deviation frequency and percentage for all the questionnaire items. A 5-point Likert scale was used where (5) represented "strongly agree", (4) represented "agree", (3) represented "neutral", (2) represented "disagree", and (1) represented "strongly disagree."

Table (9) 5-point Likert scale

Mean score	The general attitude	Relative Importance Index (R II)
1 till less than 1.80	strongly disagree	Low
1.80 till less than 2.60	disagree	
2.60 till less than 3.40	neutral	Moderate
3.40 till less than 4.20	agree	High
4.20 till less than 5	strongly agree	

The following table illustrates the frequency, percentage, means, and general attitude for all the questionnaire items:

Table (10) Results of the Participants' Satisfaction Questionnaire with the Study Program

Item	SA		A		N		D		SD		Mean	Percent (R II)	The general attitude
	N	%	N	%	N	%	N	%	N	%			
1	15	50.0	13	43.3	1	3.3	1	3.3	0	0	4.40	88	ST.
2	10	33.3	19	63.3	1	3.3	0	0	0	0	4.30	86	ST.
3	11	36.7	19	63.3	0	0	0	0	0	0	4.37	87.4	ST.
4	4	13.3	23	76.7	3	10.0	0	0	0	0	4.03	80.6	Agree
5	15	50.0	15	50.0	0.0	0.0	0	0	0	0	4.50	90	ST.
6	2	6.7	17	56.7	11	36.7	0	0	0	0	3.7	74	Agree
7	12	40.0	18	60.0	0.0	0.0	0	0	0	0	4.40	88	ST.
8	13	43.3	17	56.7	0.0	0.0	0	0	0	0	4.43	88.6	ST.
9	14	46.7	16	53.3	0.0	0.0	0	0	0	0	4.47	89.4	ST.
10	8	26.7	20	66.7	2	6.7	0	0	0	0	4.20	84	ST.
General Attitude to the questionnaire as a whole											4.28	85.6	ST.

Table (10) shows that the mean score of 8 items of the questionnaire (1, 2, 3, 5, 7, 8, 9, 10) is greater than or equal to 4.20. This indicates that the general attitude for these items is "strongly agree." On the other hand, the mean score of items 4 and 6 is less than 4.20. This indicates that the general attitude for these items is "agree". Furthermore, the mean score of the general attitude to the questionnaire as a whole is 4.28 which is greater than 4.20. This shows that the general attitude to the questionnaire as a whole is "strongly agree." In addition, the relative importance index of the general attitude to the questionnaire as a whole is 85.6% which means that 85.6% of the study participants' answers to the questionnaire were "strongly agree." Thus, HO5 should be rejected and an alternative hypothesis which states that "The study participants will be satisfied with the program based on

integrating media to enhance their oral fluency and global awareness" should be accepted.

4.1.6 Measuring the Effect of the Study Program on Developing Oral Fluency and Global Awareness.

The effect size of the above tables was very large and this indicates the effectiveness of the study program on developing EFL university learners' oral fluency and global awareness. However, the percentage of the modified gain ratio was also calculated to estimate the effect of the suggested program based on media to enhance EFL university learners' OF and GA.

The relation is illustrated as follows:

$$CEG_{ratio} = \frac{M_2 - M_1}{P - M_1} + \frac{M_2 - M_1}{P} + \frac{M_2 - M_1}{M_2}$$

In this formula:

CEG ratio = The modified gain ratio

M1 = The mean score of the pre-interview results

M2 = The mean score of the post-interview results

P = The highest interview score

The Modified Gain Ratio is interpreted as follows:

If the modified gain ratio is less than 1.5, the program is ineffective.

If the modified gain ratio lies between 1.5 and 1.8, then the program is averagely effective.

If the modified gain ratio equals or is greater than 1.8, the program is effective.

The following table illustrates the modified gain ratio:

Table (11) Participants' Mean Scores in the Pre-post Interview and the Percentage of the Modified Gain Ratio

Performance	Full Mark	Mean scores		Ezzat modified Gain Ratio	Significance
		Pre M_1	Post M_2		
Overall score of Global Awareness	**120**	**40.3**	**87.27**	**1.52**	averagely effective
Overall score of Oral Fluency	**30**	**10.8**	**23.2**	**1.59**	averagely effective

In table (11), the modified gain ratio regarding OF is 1.59, which lies between 1.5 and 1.8. This indicates that the study program based on media is averagely effective in enhancing EFL university students' OF. Consequently, the research question; "What is the effect of using media on developing oral fluency for EFL university learners?" is answered.

Furthermore, the modified gain ratio in terms of GA is 1.52, which lies between 1.5 and 1.8. This indicates that the study program based on media is averagely effective in enhancing EFL university students' GA. In this regard, the research question; "What is the effect of using media on developing global awareness for EFL university learners?" is answered.

Based on the previous results, the hypotheses of the study were proven to be statistically valid as the study program based on media was effective in developing OF and GA for EFL university learners. Also, the main question of the study has been answered:

"What is the effect of integrating media into teaching English as a Foreign Language on enhancing EFL university learners' oral fluency and global awareness?"

4.1.7 Discussion of Results

In the previous part, results of the statistical analysis showed that there is a statistically significant difference between the mean scores of the study participants on the pre and post interviews in terms of enhancing the overall level of OF and GA for EFL university students in favor of the scores of the post-interview. This was proved through the first and third hypotheses (tables 4.1 & 4.3). Therefore, the study program was proved to be effective in developing EFL university learners' OF and GA.

Similarly, the statistical analysis results indicated that there is a statistically significant difference, in each component, between the participants' mean scores on the pre- and post- interviews in favor of the scores of the post-interview. This was proved through the second and fourth hypotheses (tables 4.2 & 4.4). Therefore, it can be concluded that the study program based on media can be used effectively to enhance EFL university learners' OF and GA components.

The second part of this chapter focuses on the qualitative data gathered from the study participants and the researcher's reflection on the implemented program.

4.2 Qualitative Analysis and Discussion of the Results

This study aimed to examine the development of the oral fluency and global awareness level among EFL university learners after integrating media in EFL classes. The researcher gathered and examined the participants' reflections and her own observations throughout the program. Additionally, she interpreted the participants' performance and responses during the program, as well as in the pre- and post- interviews, while also highlighting the challenges encountered by the participants.

While the present study sought to examine the effect of incorporating media into EFL classes to enhance OF and GA, the two variables being investigated were consistently intertwined throughout the entire program, and their influence was clearly evident in the learners' interview responses. The program sessions had a significant positive impact on the learners' OF

and GA. Throughout the program, learners were actively engaged in collaborative activities designed to enhance their OF and develop their GA, both of which had been predetermined and outlined as key components of the program.

4.2.1 Analysis of the Participants' Responses, Reflections, and Discussion

The researcher provided insight into each component by discussing the participants' overall responses in the pre- and post-interviews. At the beginning of the treatment, nearly all participants showed little prior knowledge about the important global issues that were included in the program. They were worried and anxious as they were not able to effectively communicate in English or respond to the questions in the pre-interview. In the pre-interview, most of the students kept using Arabic such as **St1**, **St3**, **St4**, **St10**, and **St30**. Moreover, some students said "*I don't know*" such as **St1**, **St5**, and **St6**. In addition, few of them answered few questions such as **St3** and **St5**. Some of them replied saying "ايه", "مش فاهم", "يعنى ايه", "ممكن" بالعربي, "*please again*", "*what is the meaning?*", "*what means?*" They asked the researcher to repeat and explain the questions. Their English language and global knowledge were not good enough to enable them to answer the interview questions. The researcher asked the questions in other ways and used PowerPoint and pictures to help them understand the questions. She asked questions such as: "what can you see in the picture?" "What can you understand from the picture?" "Could you describe what you can see in the picture?" "Have you ever seen this picture?" "Have you ever heard about..?" Additionally, she advised them to use the words they know and not to think of any new words.

However, after being introduced to the four topics included in the program and after integrating media into their classes, they displayed a keen interest in developing their oral fluency and global awareness. By the end of the program, it became apparent that the participants had successfully enhanced their OF and GA through their various targeted components. In the post-interview, their understanding was improved and they understood the questions from the first time without asking for repetition or clarification.

Therefore, the program sessions had a significant impact on improving the participants' OF and GA.

On the other hand, **St10** and **St30** demonstrated limited progress in their ability to speak fluently and understand global issues due to their inconsistent attendance and infrequent engagement and participation during the sessions. Following are the targeted oral fluency and global awareness components through which the study participants' development could be verified:

Social Issues

As for the pre-interview responses, most participants could not answer the interview questions about 'bullying'. Some of them said that they have never learned about or discussed this topic. Question 1 in the interview was about 'bullying'. In this question, the learners were asked to talk about the causes and impacts of bullying. Following are some of the learners' answers before and after conducting the study program:

Before conducting the program:

St1's answer while describing a picture that showed bullying "*he is only because he is he is* اجمع الكلام مانا مش عارف" He said that he could not organize words and sentences and he could not express his ideas because he did not have enough vocabulary related to this topic.

Another participant, **St5**, answered the same question as follows: "*bullying is bad behavior ... is bad behavior, causes* .... مش عارفة اجمع الكلام بالانجلش" She also mentioned that she could not use English effectively.

St3: "تنمر، صح؟" ممكن "تنمر" *it makes some* "مش بيفهموهم" *they understand him,* "ينتحروا" *people* She was not able to say "commit suicide" so she used it in Arabic.

St4: "مش عارف" which means "I don't know"

After conducting the program:

St1: "*some causes of bullying are movies or games or because some bullies like to harm others. In addition to the absence of the role model*" "*as for the impacts, feeling unsafe and stressed, also feeling alone*"

St5: "*I feel bad; sometimes it makes me in depression. And because of being bullied, some people may commit suicide*"

St3: "*many causes such as, being weak and people don't defend others when they see bullying. They are negative.*" "*people who are bullied are usually alone with no one to help them.*"

St4: "*the causes are low self-esteem, some people enjoy harming others, or to get attention or become popular like Ramez Galaal*" "*this has great effect as some students may skip school because of being bullied while others may feel depressed and reject by others*"

The participants' answers for question 2, about the types of bullying, were as follow:

Before conducting the program:
St3: "*shape, size*"
St2: "*I don't know*"
After conducting the program:
St3: "*bullying does not have only one type. There are a lot of types for bullying. For example, physical bullying, verbal bullying, and psychology bullying*"

St2: "*physical bulling like pushing other or hitting other people and verbal bullying ... also there is cyber bullying; using technology such as email and mobile phone*"

Additionally, their answers for question 3, about the solutions for bullying, were as follow:

Before conducting the program:
St3: "*speak other people*"
After conducting the program:
St3: "*they should ask or talk to a person that they trust. They should not be passive. They should defend themselves.*"

The previous answers showed a significant difference between the responses before and after conducting the program. In the pre-interview, most students found it hard to understand the questions since they had no

idea about the topic. They could not answer the questions about bullying: its causes, impacts, types, and solutions. However, most participants were able to answer the same questions in the post-interview, providing longer sentences, fewer grammatical mistakes, more vocabulary, and fewer pauses. They spoke confidently and they had enough information about the topic. This development proved that the study program was effective in developing their awareness of bullying, a crucial social issue, for EFL university learners.

Cultural Issues

When the students were asked about some examples of culture shocks or cultural differences in question 4 in the pre-interview, their answers were as follow:

St2 did not understand the questions and did not answer any of them. He was extremely hesitant and worried.

St3: "الثقافة *culture shock? مش عارفة لا*" Which means *"I don't know"*

St30: "مش فاهمة، ممكن عربي" which means *"I don't understand. Can I speak in Arabic?"*

In the post-interview:
St2: "*cultures are not the same:* مثلا *transportation: in America, people need to have cars. However, in Arabian countries, people use public transportation, bike or walk. In terms of food, in* Vietnam and Cambodia, *people eats dog while in Thailand and Africa, some people eat rats and in India, people using a lot of species*"

St3: "*in India, there is crazy traffic, in American, people need to have a car so they do not have the same culture and lifestyle*"

St30: "*Culture* يعنى ثقافة او حضارة"

St5 has visited Dubai and KSA. She answered question 4 in the pre-interview as follows:

"*In Dubai because Dubai have too many culture because they eat in Dubai because Dubai have people from all the world and in KSA, the food is different in Egypt and Dubai some people talking Arabic and others talking English or Chinese language Japanese*"

Her answer for the same question in the post-interview was as follows:

"*Chinese food, chiny people is eat Chinese food but here in Egypt we have different types of food. In Dubai, there are many cultures because people from different countries live there. Also, in Duabi they speak English the same as Arabic but here in Egypt, we use Arabic. English is only for study. This was a culture shock for me when I travelled to there.*" Her answers showed that she already had some information about other cultures before the program; yet, she added to this information during the program.

Question 5 was about international gestures and signs, if they have the same meaning in different countries:

In the pre-interview, **St2** did not understand the question while **St3** thought that gestures and signs do not differ from one country to another.

In the post-interview:
St2: "'*Okay gesture don't mean ok in some countries. In France, it means zero, in Turkey and Brazil, it mean it is rude gesture, in Japan, it is mean money*" and " *all the fingers together in Italy mean "what is this?" or "what do you want?", in Egypt, it means wait.*"

St3: "'*crossed finger', in USA, UK, and Canada means good luck. In Vietnam, it mean gesture sign people shouldn't use it there. It is wrong.*"

Question 6 was about a favorite international dish and how to cook it. In the pre-interview, **St2** said: "*I don't know.*" Whereas in the post-interview, he answered the same question saying: "Salad, my favorite dish is salad, cut tomato, carrot and mix them."

At the beginning of the program, the learners thought that they only had to be aware of their culture neglecting other cultures. At the beginning of the treatment, most learners could not come up with some examples of

culture shock as they did not understand the question. Some of them only knew the meaning of the word "culture". It was noticed that most learners lack the knowledge about other cultures, international gestures, and international dishes. Nevertheless, they gained some knowledge during the program and most of them were able to answer the questions in the post-interview.

Environmental Issues

In the pre- interview, the participants answered question 7 as follows:

St1: "إلتلوث صح" *because,* الصراحة عارف مش لا" *which means "pollution is* التلوث*in Arabic, right? honestly, I don't know*"

St3: "*um … smoking, … uh … rubbish,* ايه يعنى تراب فاكرة مش انا بس تراب" *"makes diseases" "don't* يعني يلقي , هى بس فاكرة مش *… um ..smoking, don't don't* حاجة *rubbish."* She did not know words such as dust and throw.

St4 could not answer most of the questions in the pre-interview, saying that he does not know "عارفة مش بصراحة"

St5: "*we have machine to… to to … to …* تدوير اعادة"*;* she did not know the word "recycle".

In this question, participants were asked to discuss some causes and impacts of pollution and give people all over the world some advice on how to reduce pollution and protect the environment. In the post-interview, their answers for the same question were as follow:

St1: "*the causes of pollution are smoking* وممكن *using plastic" "pollution causes global warming and water pollution also kills fish and other animals*"

St3: "*pollution is because of throwing rubbish in public area, smoking, agriculture activity" "it causes global warming and air pollution causes breathing problem while water pollution makes… kills the fish and other animals" " to protect the environment, we should recycle paper, use glass instead of plastic and use wood.*"

St4: Causes of pollution "*human and animal waste, using plastic products, smoking, acid rain*" Impact "*it's causes global warming, air pollution causing breathing problems, water pollution kill fish and other sea animals.*"

St5: "*we need to save water, planting more trees, using paper, stop using plastic products and start recycling or reusing things again instead of throwing them.*"

In the pre-interview, while answering question 8 about how to reduce plastic use, **St5** said that she uses plastic a lot in her daily life. Yet, in the post-interview, she suggested some alternatives to be used to reduce using plastic saying "using paper, recycling, using glass, و wood." She also added that she has replaced many plastic products in her house with more environmentally-friendly products. She stated: "I change plastic products in my house to wooden or stainless steel and glasses and I changed my skincare products from plastic to glass and I changed my basket or rubbish basket from plastic to wooden and changed my teeth brush from plastic to wooden." When the researcher asked if the wooden products were more expensive, she said "no, it is the same." This showed a significant development, after the implementation of the program, in her ability to protect the environment, her comprehension regarding the dangers and negative impacts of plastic usage, and her high level of awareness.

Sustainable Development Goals (SDGs)

All the participants stated that they had never been exposed to this topic, so no one answered questions 9 in the pre-interview. Yet, few of them were able to talk about development in general. They were not able to understand or talk about SDGs even after seeing a picture of the 17 goals. As for question 10, they talked about the environment which led to some correct answers. However, in the post-interview, many students said that they have enjoyed learning about global issues specially SDGs. Their answers for these 2 questions were as follow:

The participants' answers for question 9 in the pre-interview:

St3: "*I don't know.*"

St4: "*I can see the word poverty, land, education….. I don't know.*"

The participants' answers for question 9 in the post-interview:

St3: "*no poverty, zero hunger, equality … and clean water.*"

St4: "*no poverty, zero hunger, end hunger, and achieve food security, equality education, ensure inclusive, climate change.*"

The participants' answers for question 10 in the pre-interview:

St3: "*eat health food, maybe sleep early and get up early.*"

St4: "*be healthy and protect the environment, stop pollution and using plastic.*"

The participants' answers for question 10 in the post-interview:

St3: "*we should plant more trees, make sports, don't throwing rubbish, don't smoking, stop using plastic.*"

St4: "*planting more trees, recycling paper, person cleanliness, to be healthy and play sports.*"

Meaning Construction and Vocabulary

Participants' ability to use appropriate vocabulary has been developed by the end of the program. In the beginning, participants did not have enough vocabulary to express themselves and talk about global issues as they had never been trained to communicate in English. Following are some participants' answers to some questions of the pre- and post-interview:

In the pre- interview, **St5** understood most of the questions; yet she had few vocabulary words about global issues and she was not able to answer most of the questions. **St1** didn't understand the questions. He said that he has a problem to organize sentences and he does not have the vocabulary that he should use. He kept checking the meaning by translating into Arabic and asking the researcher about the meaning. While answering the first question about bullying, he used the word 'only' instead of 'lonely'

to describe someone who was being bullied. After conducting the program, he used "feeling alone". Another learner, **St16**, also used the word 'single' instead of 'lonely'; yet, after conducting the program, in the post-interview, she was able to use 'lonely'.

Pronunciation

The study participants improved their pronunciation as a result of using media, especially watching videos, listening to podcasts, using some educational tools such as Youglish and the Wordreference dictionary, as well as the researcher's feedback. In the pre-interview, there was a dire need for all participants to improve their pronunciation and feel more confident while using English. In the post-interview, there were still some pronunciation mistakes; yet, they were fewer than the ones in the pre-interview. Thus, their pronunciation was developed throughout the treatment.

During the pre-interview, it was evident that the participants' pronunciation was not good enough to enable them to communicate in English. Some of them could not pronounce 'bullying'. Following are some participants' answers to some questions of the pre/post- interview:

St2 mispronounced some words in the pre-interview like "afraid /afred/ – bullied /bulliyed/ – physical /fisical/ - bulling /boiling/." Yet, these words were pronounced correctly in the post-interview.

St6 also had a lot of pronunciation mistakes. She said "bowling" instead of "bullying". Like many participants, she needs to practice the correct pronunciation of the sounds: /s/ and /th/; /b/ and /p/.

Structure

In the pre-interview, participants could only use short sentences or separate words. There were many grammatical mistakes. Nearly all students made mistakes while introducing themselves. For instance, while talking about their study, they said "*I am study*", or "*I student*", or "*I studying*", or "*I'm business*", or "*I'm Egypt*". In addition, when they talked about their ages, most of them said "*I have*" instead of "I am". However, in the post-

interview, nearly all students were able to introduce themselves correctly saying "*I am a student*", "*I study*", "*I study business*", "*I am Egyptian*" as well as using "*I am*" to talk about age. When the participants were asked in the pre-interview about 'culture shock', St2's answer included some grammatical mistakes: "*people eats*" and "*it is mean.*"

St5: "*everyone have.*"

After conducting the study program, the participants' responses showed significant development in their grammar and structure. It was noticed that they made fewer grammatical mistakes especially concerning subject-verb agreement.

Transition

Transition is one of the most essential factors that influence the development of oral fluency. At the beginning of the treatment, most learners showed low or no ability to express their ideas in English. They were not able to use English and answer the interview questions. For example, when **St1** and **St5** were asked some questions about bullying, they stated that they cannot organize words and speak in English: " مش عارف اجمع الكلام" and "مش عارفة اجمع الكلام بالانجلش". The learners were hesitant about communicating in English. They were unable to connect ideas properly and they tended to use separate words or simple short sentences. There were many unnecessary gaps, pauses, and repetition. Their speech lacked smoothness and the natural flow of language. They struggled to produce a complete sentence, as noted in the following answers for question 7 by the learners in the pre-interview:

St5: "*we have machine to… to to … to …* إعادة تدوير"

St3: "*um … smoking, … uh … rubbish,* تراب بس انا مش فاكرة تراب يعنى ايه" "*makes diseases*" "*don't … um ..smoking, don't* يلَقي يعني , مش فاكرة بس هى *don't* حاجة *rubbish.*"

After conducting the program, the participants' answers showed a developed level of smoothness. The answers in the post-interview illustrated their progress. This can be clearly noted in their answers that were

mentioned in the component of environmental issues. To illustrate, the participants could use the appropriate grammar and vocabulary in the right context, and transition words.

4.2.2 Participants' Reflection on the Program

By the end of the program, participants were given the opportunity to freely reflect on the program. The use of media, including social media, movies, videos, and podcasts, was widely appreciated as it provided an authentic and meaningful context for enhancing GA and OF. Being from different regions and having morning classes at the university made online courses an ideal option for improving their language and knowledge. Almost all agreed that their vocabulary have improved, contributing to their overall knowledge. Exposure to conversations between native speakers in movies and listening to podcasts created a desire to communicate fluently and naturally in English.

Furthermore, participants reported a reduction in language anxiety and an increase in confidence after being exposed to authentic language through media. Informal words and phrases that rarely appeared in their textbooks were learned through these mediums. The interactive and motivating nature of media, with activities and discussion during sessions, further engaged the participants. They enjoyed the activities and had a relaxing learning atmosphere. Using media was seen as an outstanding medium for developing English language vocabulary and providing more opportunities to practice English. The participants noted that repeated exposure to certain words throughout a video, along with the initial key word preview, facilitated their understanding. Overall, the participants' reflection on the implemented program was highly encouraging, indicating a positive attitude towards it. Following are some of the participants' opinions and reflections:

St1, one of the study participants, stated that he is interested to know more about SDGs, saying "*can you send me more videos about this topic? I will try to attend any events at the university. I decided not use a lot of plastic and not throw rubbish in the street as I have role in protecting the environment. I also save water and I want to live sustainable life. Now I know more new words to use. Before this course, I did not know anything*

about other countries and global issues. But now, I feel I can talk about other countries and I like that I can get any information in interesting way. Thank you for your feedback. It helped me."

St13: *"I learned about bullying which is a serious problem that students in schools and university face. I learned about how to solve and avoid it. I added more words so I can speak good. I feel my pronunciation is good now. I think and choose the words before I say them. I don't want to make other people angry without knowing that I am the reason… you know what, after discussing bullying, I know that I bully a lot of friends and family members without knowing but now I know and I stop doing this because I remember how sad August in the movie Wonder because his friend bully him. Thanks a million, Dr."*

St25: *"in the beginning, I didn't want to participate and I didn't want to attend the course because you asked me a lot to participate. I just wanted to attend to listen to your English as it is very good. When I told you I want to leave the course, you encourage me and gived me feedback and I watched the videos again and again after the session and I felt great. My English language is now good and I feel confident. I also improved my communication skills when I discussed topics with my colleagues and we had fun."*

St3: *"It was my first time to know that gestures and signs differ from one country to another. I improved my listening and pronunciation by subtitles. We can learn how to use English more fluently in our daily lives and be more active when communicating with people. During discussing the topics, I got many ideas from my thinking and from my friends and you. This helped me learn about different opinions and accept and respect them even if they are different from my opinion."*

St7: *"I learned about different gestures and how to reduce pollution. I am motivated to speak English. My fear disappeared and I learn new vocabulary and sentences. I liked the topic of 'SDGs' as I didn't know anything about it before starting the course. I finally knew the meaning and how to have a more good life. The course was really good."*

St24: "*I think bullying is useful and I want to learn more about it. I learned a lot of information and my pronunciation is better as I use English more than before. I didn't know before that making fun of other people is bullying or that it may make them angry. After this course, I am aware of the negative impacts and I don't want to watch programs that hurt people like the programs of Ramez Galaal in Ramadan Month.*"

St2: "*I think the 4 topics are important. I learned new vocabulary and improved the pronunciation of some words. Watching movies and videos and podcasts helped us to develop our speaking and knowledge. Now we communicate in a good way.*"

St4: "*I did not even know about SDGs in Arabic. Now I know in Arabic and English. It was my first time to know that gestures and signs are different in different countries. So the topics were useful and I enjoyed them. I also liked this part when we worked together to think and find solutions for one of the international problems. I can be confident and not being shy again. I learned new vocabulary and information about global problems.*"

St5: "*I liked the different activities. They encouraged me to speak in English … to to practice my language and express ideas. I want to attend more classes about other international problems. Videos make learning English and gaining information interesting. We learned English from movies and videos. Also, discussing topics in the session helped to learn from each other.*"

St20: "*I enjoyed all the activities and discussion that we had. I gained a lot of information and new words about different topics. I liked the topic of 'environmental problems' as I didn't know about it before. I think all people should read about it. I will apply what I learned in my life to protect the environment. But the course was short in time. You should add more and more hours to keep using English which is not the habit in our everyday life. Please tell me if there are any courses to attend.*"

St12: "*I gained vocabulary and information about international problems help me in reading, speaking, and writing. My speaking also improved. Before starting the course, I know nothing about these global topics and I*

didn't use to use English or communicate using it. So I think my English speaking improved and I got a lot of information and solutions for solving the global problems. Also, online courses are useful as I can learn from any place and any time."

St19: "*I like that the topics are from our life and I also learned about what international problems we face. It is my first time to practice and speak in English. I learned vocabulary and I can communicate in English. I improved my conversation: listening and speaking and I can correct my grammar mistakes now after you corrected me many times and from your feedback. The difference now, I don't translate Arabic to English. I have a lot of vocab to use and say my opinion. Finally, I can think in English like this people in the videos. Also, I learned about other cultures and I know some examples of culture shocks" Thank you so so so much.*"

St22: "*I still can't speak like you and my English is not very good but it is better than before as I can now use English without being afraid. I trust myself more and I have more new words and information about current topics. I also learned to ask questions and accept other opinions. At first, I didn't understand why you didn't talk too much as other teachers but this make it must for us to speak so your help made us speak and use English and feel confident. The activities were very interesting and helpful. Different activities helped us enjoy the time while learning and having fun. This way and your feedback helped me a lot.*"

Additionally, the study learners have shared some comments and feedback on the program on the WhatsApp group or by sending some private messages to the researcher after the program has finished. Following are some of the shared messages and comments:

ازيك يادكتور 🥰

هو مفيش كورس تانى 🙈

بجد لو في اى كورس تانى اونلاين او افلاين
ياريت حضرتك تعرفيني

فرق معايا جدا شكرا بجد 😍

"How are you, Dr? Aren't there any other courses? If there are any online or offline courses to take, please tell me. This course really made a difference. Thank you!"

دكتور ايمان يارب تكوني بخير
انجلش بقي زى ماحضرتك عودينا 😄
I went to buy Dina coffee
shake   7:49 PM

But I remembered what we discussed
about the negative impacts of plastic
so I decided to buy Healthy that is
made if glass😎.
I feel happy that I protect my
environment.   7:52 PM

😄😍
                                         7:52 PM
I also use this glass bottle again and
again. Thank you for the advice. We

"Dr Eman, I hope you are fine. Let me continue in English as you trained us. I went to buy Dina coffee shake. But I remembered what we discussed about the negative impacts of plastic so I decided to buy Healthy that is made of glass. I feel happy that I protect my environment. I also use this glass bottle again and again. Thank you for the advice. We didn't improve English only, but we learned a lot about life and the world."

I started to walk to university other than the bus and I told my friends also to walk to encourage each other.

I buy this bag from Carrefour yesterday😎 👍
8:36 PM

I started using plastic bags again and again to recycle
8:02 PM

I stoped throwing rubbish in the street to protect our environment.

When the researcher asked the participants in the pre-interview about SDGs, no one was able to answer and they said that this was their first time to see this picture. The following picture was taken from the student union's room at AOU, where the students study. Thus, when the researcher used it during the session, there were surprised that they did not notice it and some of them have seen it but they did not ask and were not curious to know what it is about. That way they are not only improving their oral fluency and global knowledge, but they also are improving their critical thinking.

After the program had ended, one of the participants sent the following message to the group. It indicated that he found an advertisement about an event on SDGs. This time, he was eager to attend and ask questions as he learned from the program. He also added that when he asked about the event, the organizers did not have enough information to share and he was the one who explained SDGs to them.
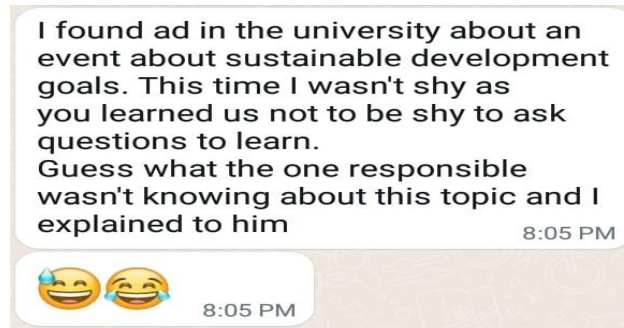
Another participant sent a message to the researcher to indicate that she has watched the movie Wonder for the third time. She also has watched it with her sisters. She told her that she already knows most of the language that is used in the movie to the extent that she can act in that movie.
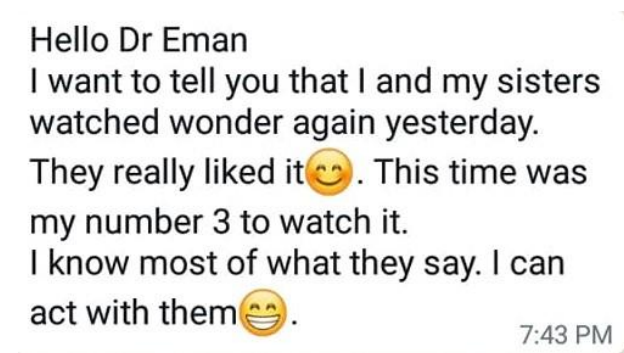
Participants also learned to share useful tips and advice. These two participants shared some ways they found useful for improving English and gaining vocabulary about food.
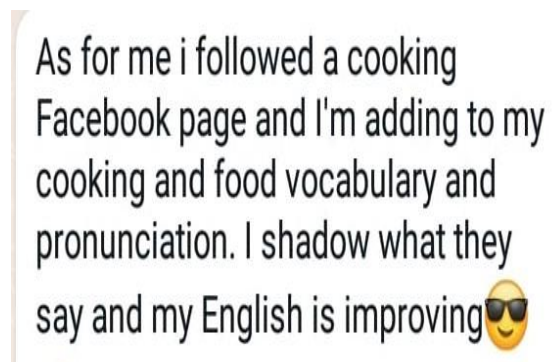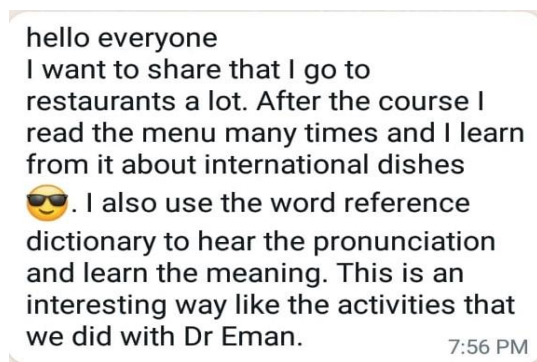
As for this participant, she proved how deep her thinking became, stating:

دكتور انا اكتشفت ان في. Culture
differences و shocks داخل جوه بيت
مش بس بين الدول وده بيعمل مشاكل كتير اوى
ان حد يعمل إشارة وقصده حاجة والتانى يفهمها
حاجة تانية خالص 🙄

7:59 PM

انا مبسوطة اوى انى عرفت الموضوع ده
واتعلمت عن اختلاف الثقافات وال. Gestures

8:00 PM

"I discovered that culture differences and shocks are not only on the country level; yet, they exist in every house. This causes various troubles when someone uses a gesture in a wrong way or to deliver a specific message, while the receiver misunderstands it. I'm really happy that I learned about different cultures and gestures."

This final message indicated that the students apply what they learned. This shows the effect of media, especially the movie that made this participant decided to stop bullying his brothers and friends after watching the movie.

I don't bully my brothers and friends after the movie

8:34 PM

The previous comments and messages proved the significant impact of using media on enhancing OF and GA. In addition, they also indicate how sustainable the program is since the program activities continued to have positive impact after the end of the program.

4.3 Conclusions

This chapter provided a comprehensive overview of the qualitative and quantitative results and the analysis of the results. The researcher ultimately concluded that the program proposed in the study proved to be highly effective in improving the oral fluency and global awareness of university learners studying English as a foreign language. The study findings revealed significant improvements across multiple aspects of the students' language skills and global knowledge. Through active participation

and engagement in conversations, including asking and answering questions, they demonstrated enhanced pronunciation, fluency, grammar, content knowledge, and vocabulary. Utilizing media and English videos, aided by subtitles, proved beneficial for vocabulary acquisition. Notably, students exhibited a comprehensive understanding of the program's materials, relating them to their everyday lives. The researcher also noted the development of self-expression, critical thinking, discussion abilities, and self-confidence, facilitated by integrating media with the English language. Moreover, the program fostered the enhancement of soft skills like communication, teamwork, and problem-solving, leading to increased self-assurance in English usage.

The learners initially faced challenges such as shyness, reluctance to speak in English, fear of criticism, limited global knowledge, and difficulty expressing ideas. They preferred to use their mother tongue, Arabic. However, the researcher actively encouraged them to consistently use English and provided continuous feedback to support their progress and improve their speaking skills. Although not perfect, the learners showed significant development compared to their level before starting the program. A comparison of pre- and post-interview results revealed substantial improvements in OF and GA. The learners' reflections highlighted their positive engagement and emphasized the importance of addressing global issues. The integration of media played a significant role in enhancing oral fluency and global awareness among EFL university learners. In conclusion, the media-based program had a notable impact on the participants' development in OF and GA. The following chapter will provide a summary of the study and offer recommendations for future research.

Chapter Five
Summary, Conclusions, and Recommendations

Chapter Five
Summary, Conclusions, and Recommendations

This chapter presents a summary of the current study, along with the findings and conclusions. Subsequently, it provides a brief description of the study problem, aim, study questions, instruments, and participants. It also discusses the possible pedagogical implications of the study and the limitations encountered by the researcher. Additionally, this chapter includes general recommendations and suggestions for further research.

5.1 Summary

Based on the researcher's observation, pilot study, related studies, dealing with and teaching English to EFL university learners, the researcher noticed that most EFL university learners have a problem with oral fluency and global awareness. That was probably due to ineffective traditional teaching methods, lack of practice and exposure to English, lack of global knowledge, fear of making mistakes, limited vocabulary, and incorrect pronunciation. She also noticed that many EFL university learners have a problem with attending classes at university due to distant places of residence as most of students at the AOU are from different governorates around Egypt, and most of them preferred online courses for learning English.

The main aim of the present study was to investigate the effect of applying a program based on integrating media to develop the level of oral fluency and global awareness of a group of EFL university learners represented by the AOU students. In this regard, the study tried to answer the following main question:

What is the effect of integrating media into teaching English as a Foreign Language on enhancing EFL university learners' oral fluency and global awareness?
The study also tried to answer the following sub-questions:
1- What is the current level of the learners' oral fluency and global awareness?

2- What are the features of a program based on using media for enhancing EFL university learners' oral fluency and global awareness?

3- What is the effect of using media on developing oral fluency of EFL university learners?

4- What is the effect of using media on developing global awareness of EFL university learners?

5- How far are the study participants satisfied with the integration of media into English classes?

In order to answer these questions, the researcher reviewed the literature and previous related studies in order to help her organize the OF and GA components list. She also designed and modified an online program based on integrating media and a set of online activities to develop EFL university learners' OF and GA. In addition, a pre-post interview was conducted at the beginning and at the end of the program to measure the learners' progress. Then, the researcher analyzed the statistical data and elicited qualitative data of the learners' performance to determine the progress of the learners. Both quantitative and qualitative results and findings were presented in Chapter Four. The results of the pre- and post-interviews were compared to investigate the effect of the study program. Finally, a qualitative analysis was applied to check the learners' performance and feedback.

To tackle the study problem and achieve the aim of the study, the following instruments were designed by the researcher and used through the present study:

- A pre-post interview for oral fluency and global awareness
- A rubric of Oral fluency and global awareness
- Participants' satisfaction questionnaire

The current study was a one group design in which the researcher adopted the pre-experimental design with a pre-post interview along with a mixed research approach integrating both quantitative and qualitative assessment. The study program was administered to a group of EFL university learners who were studying at the Arab Open University in Egypt (n=30) and were enrolled at the pre-intermediate level.

5.2 Findings

The current study yielded the following findings:

 There were statistically significant differences between the mean scores of the study participants in the pre- and post- interviews regarding the overall score of oral fluency, oral fluency sub-components, the overall score of global awareness, and global awareness sub-components in favor of the post-interview.

 The study participants were generally satisfied with the media program and they had positive attitudes towards using media as an effective alternative to traditional methods.

 The results of the present study revealed that the study program based on media was useful and effective in developing EFL university learners' oral fluency and global awareness.

 'Meaning construction and vocabulary', 'social issues', and 'cultural issues' were at the top of the enhanced components.

 'Pronunciation' was the least enhanced component as it needs more time and practice.

 The effect size of the program was large: the study participants experienced significant development in their global awareness level. In addition, their oral fluency level after applying the program was remarkably higher than their level before the application.

5.3 Pedagogical Implications

Following are some potential explanations for the effectiveness of this program in fostering oral fluency and global awareness among EFL university learners:

 The study program based on media proved its effect in enhancing EFL university learners' OF and GA. The program shed light on the importance of integrating media into teaching and learning English for EFL university students. This agrees with the results of a study conducted by Khan et al. (2016) which revealed that social media have demonstrated their effectiveness in enhancing the English language proficiency of university students in Khyber Pakhtunkhwa. The study indicated that utilizing social media platforms such as Facebook, Twitter, Flicker, WhatsApp, and Skype can contribute to improvements in students' listening, speaking, reading,

writing, as well as vocabulary and grammar skills. Similarly, a recent study conducted by Syafiq et al. (2021, p. 50) showed that "YouTube video as English learning material improved speaking skill of students including fluency, vocabulary, pronunciation, grammar, and content." Additionally, research findings by Meinawati et al. (2020) showed that watching YouTube videos encouraged learners to speak more fluently and confidently.

☐ The participants demonstrated their profound gratitude for the program's effect, as evidenced by their positive feedback in their reflection and the satisfaction questionnaire.

☐ Media can provide instructors with rich knowledge that can be effectively utilized to facilitate the teaching and learning processes for EFL university learners. They can be utilized in all aspects of teaching, including warm-up activities, lesson delivery, and evaluation and assessment processes.

☐ The implemented activities contributed to fostering the learners' comprehension and facilitated their ability to establish connections with the tackled topics. Being engaged in active learning activities and participating in group discussion built rapport and improved communication among the participants, as well as with the researcher.

☐The findings indicated that the participants in the present study perceived media to be beneficial in their learning journey, demonstrating their effectiveness in retaining and understanding new vocabulary. Many researchers (Li & Wang, 2015; Qiu, 2017) pointed out that utilizing English movies to enhance language skills offers numerous advantages, such as boosting student motivation, improving oral fluency, and fostering cultural awareness. In line with this, the findings of a qualitative study conducted by Zahra and Shahwar (2020) indicated that students effectively enhanced their speaking skills and oral fluency in English through the utilization of modern technology.

☐ Encouraging learners to actively participate and assist one another played a vital role in cultivating a collaborative learning environment. Creating enjoyable and safe learning atmosphere fostered learners' engagement, collaboration, and expression of ideas, without any concerns of criticism or being embarrassed to make mistakes.

 By incorporating media, which are already an integral part of their daily lives, learners were able to acquire and practice the language naturally, without the need for formal English study. As supported by several researchers (Kabooha, 2016; Yue, 2019), through English movies, the language of real-life situations, authentic material, and meaningful contexts, students can enhance their listening and speaking skills.

 Independent learning led to a greater sense of responsibility and positivity in the learners towards their own learning journey. Besides, integrating media enabled EFL learners to develop their critical thinking and problem solving skills while trying to find and provide solutions for some global problems.

 The researcher continuously assessed and provided feedback to the learners, enabling them to recognize their areas of improvement and strengths. This motivated them to develop their level of oral fluency and global awareness.

5.4 Limitations

The researcher encountered some challenges through administering the program and she tried to address them and find solutions..

 Initially, the learners lacked self-confidence and courage to use English in front of others. They either kept silent or communicated in Arabic. To address this, the researcher established a comfortable and supportive learning atmosphere from the beginning of the program. She encouraged the learners to actively participate in various interactive activities that promoted conversation, communication, and interaction among them.

 In the beginning, learners had no idea about many important global issues. They tended to believe that they only need to know about their own country, lacking global knowledge and ignoring what is happening in other countries. The researcher shed the light on the importance of following the current global issues and being globally aware.

 Some learners were not able to attend the sessions regularly due to several reasons such as having quizzes at university or poor internet connection. In addition, online courses may have limitations in terms of access and equity such as learners' access to reliable internet connection or availability of

appropriate devices. The researcher made use of this to prove the importance of using media. She followed up with absent students via WhatsApp.

☐ There were many limitations of online interactions and engagement in comparison to face-to-face interactions. To address these challenges, the researcher created a dynamic and interactive learning environment through fostering group discussion, using active learning, allowing mistakes, giving feedback, and ensuring active participation among learners.

☐ Some participants were resistant to student-centered activities and autonomous learning at the beginning of the program. They did not get used to taking responsibility for their own learning without the physical presence and structure of a traditional classroom. To encounter this challenge, the researcher provided clear explanations and guidance on the benefits of student-centered activities and autonomous learning. She facilitated gradual transitions by offering support and resources that assisted participants in fostering a sense of responsibility for their own learning. Additionally, she encouraged open discussion and regular check-ins to address any concerns or difficulties faced by the participants, fostering a supportive environment that facilitated the gradual acceptance and adoption of student-centered approaches and autonomous learning practices.

5.5 Conclusions

The primary aim of this study was to investigate the effect of using media on developing EFL university learners' oral fluency and global awareness. To examine the effectiveness of the program, the researcher employed various instruments. The qualitative and quantitative outcomes of the study indicated that the implemented program effectively improved the participants' OF and GA, showing positive results. This was clear after administering the post-interview. The findings also implied that media played a significant role in enhancing the participants' OF and GA, as the program incorporated activities that combined language development and global knowledge. Using varied and engaging activities and discussing global topics with the learners were also effective. In addition, using the problem-solving technique broadened the students' thinking and made them more flexible and creative in the solutions they offered. Moreover, being globally aware gave the learners the opportunity to know more about

important global issues that are related to their lives, learn about other cultures, protect their environment, and live a more sustainable life, learn to accept and respect different points of views. Eventually, it is important to note that the program could be more effective through an extended duration of implementation.

5.6 Recommendations

In the light of the obtained findings and conclusions of the present study, the study recommends the following:

1- Technology and media should be an integral part of English language lessons to enhance oral fluency and global awareness among EFL learners and create an interactive learning environment.

2- Global issues, including social, cultural, and environmental topics, should be integrated into English language to foster critical thinking and develop effective solutions among EFL university learners.

3- EFL university learners should develop global awareness; understanding different perspectives, cultures, and contexts. Incorporating authentic materials and diverse media content exposes them to different cultural perspectives and contexts.

4- EFL teachers should assess both oral fluency and global awareness through appropriate authentic assessment methods.

5- English teachers and instructors should be trained on using nontraditional strategies and modern teaching aids.

6- Teaching the English language implicitly through media promotes the acquisition of grammar and vocabulary naturally, leading to the development of oral fluency and communication skills.

7- Creating safe, supportive, and enjoyable learning environment positively impacts learners' success and facilitates their language acquisition.

5.7 Suggestions for Further Research

Based on the results of the current study, some research issues are suggested for further research, including the following:

1- Investigating the effect of media on improving the students' global awareness concerning climate change.
2- Replication of the study in different educational stages such as secondary stage.
3- Conducting more research that uses the same idea of integrating media in learning English but to develop other language skills.
4- Exploring the effect of using media on developing soft skills.
5- Investigating the effect of using media on EFL special needs learners.
6- Exploring the impact of media for learners at levels higher or lower than the pre-intermediate level.

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Appendices

Appendix A
Pilot Oral Fluency and Global Awareness Interview

Appendix A Pilot Oral Fluency and Global Awareness Interview

1. What do you know about bullying?
2. In your opinion, what makes our environment polluted? What should people do to protect the environment?
3. Think about a country that you would like to visit. What do you know about this country and its culture? How did you know about it?
4. What do you think of the English teaching ways at your university? What do you do in order to improve your English language?
5. Are there any challenges that you face while learning English?
6. Do you feel comfortable when you talk with native speaker? Why? Why not?
7. What is the biggest problem in the world today?
8. What social media platforms do you usually use? What do you use them for?
9. How often do you use social media in your everyday life? Have you ever used social media for learning something?
10. What do you know about sustainable development goals?
11. What is your favorite English movie? What do you like about it?
12. Have you ever taken an online course or training? Are you interested in participating in an online program to improve the level of your oral fluency and global awareness? Why?
13. Which one do you prefer for improving your English: reading a book or watching a movie or YouTube video or attending a class or listening to an audio? Why?

Appendix B
Oral Fluency and Global Awareness Components List

Appendix B Oral Fluency and Global Awareness Components List

Items Components	Description
	Part 1 Oral Fluency Components
Meaning construction and vocabulary	Refers to the learner's ability to formulate meaning, ideas, and vocabulary and use appropriate vocabulary items.
Pronunciation	Refers to the learner's clear and accurate pronunciation.
Grammar	Refers to the learner's ability to make no or slight grammatical errors that cannot hinder communication.
Transition	Refers to the learner's confidence, natural flow of utterances, and ability to avoid repetition and hesitation.
	Part 2 Global Awareness Components
Social issues	Indicates the learner's full knowledge of bullying; the reasons, impact, types, and solutions. In addition to providing relevant ideas and details about the topic.
Cultural issues	Indicates the learner's full understanding of different cultures. In addition to the learner's ability to address the tackled topic clearly and to provide relevant examples.
Environmental issues	Indicates the learner's awareness of environmental issues and the learner's ability to provide solutions.
Sustainable development goals (SDGs)	Indicates the learner's knowledge of SDGs and the learner's ability to suggest some individual actions for a more sustainable life.

Appendix C

Oral Fluency and Global Awareness Rubric

Appendix C Oral Fluency and Global Awareness Rubric

Items Components	Needs Improvement 1	Good 2	Excellent 3
	The learner	The learner	The learner
Part 1: Oral Fluency			
Meaning construction and Vocabulary	- seldom uses the appropriate vocabulary items. - demonstrates inability to formulate meaning and ideas. - makes noticeable vocabulary mistakes.	- sometimes uses the appropriate vocabulary items. - demonstrates partial ability to formulate meaning and ideas. - makes some vocabulary mistakes.	- always uses the appropriate vocabulary items. - demonstrates full ability to formulate meaning and ideas. -makes occasional vocabulary mistakes.
Pronunciation	- makes a lot of pronunciation mistakes. - seldom pronounces clearly and accurately.	- makes some pronunciation mistakes. - sometimes pronounces clearly and accurately.	- makes rare pronunciation mistakes. - always pronounces clearly and accurately.
Grammar	- makes a lot of grammar mistakes that can hinder communication.	- makes some grammar mistakes that cannot hinder communication.	- makes no or rare grammar mistakes that cannot hinder communication.
Transition	- shows many hesitations and pauses. - uses inappropriate flow of language. - repeats a lot of words or phrases.	- shows some hesitations and pauses. - uses appropriate flow of language. - repeats some words or phrases.	- shows a few or no hesitations and pauses. - uses a natural flow of language. - repeats a few words or phrases.
Part 2: Global Awareness			
Social issues	- demonstrates lack of knowledge by answering few questions about	- demonstrates partial knowledge by answering many questions about bullying	- demonstrates full knowledge by answering all questions about

	bullying with no relevant ideas and details.	with some relevant ideas and details.	bullying with a lot of relevant ideas and details.
Cultural Issues	- provides an answer that shows little or no understanding of different cultures.	- provides an answer that shows partial understanding of different cultures.	- provides an answer that shows full understanding of different cultures.
Environmental Issues	- is unaware of the most current environmental issues. - provides only one solution for the environmental problems.	- is aware of the some current environmental issues. - provides some solutions for the environmental problems.	- is truly aware of many current environmental issues - provides a lot of solutions for the environmental problems.
Sustainable Development Goals (SDGs)	- indicates lack of knowledge of SGDs. - provides no suggestions for a more sustainable life	- indicates good knowledge of SGDs. - provides some suggestions for a more sustainable life	- indicates excellent knowledge of SGDs. - provides a lot of suggestions for a more sustainable life

Appendix D
Pre-post Interview

Appendix D Pre-post Interview

Introduction

This interview was designed to assess the level of oral fluency and global awareness for EFL university participants before and after conducting the study program. It was a semi-structured online interview that was conducted by the researcher. The entire interview was conducted and recorded using Microsoft Teams.

Interview Components

The interview included ten questions that measured EFL university participants' level of oral fluency and global awareness. Some visuals such as PowerPoint presentation and pictures were also involved in this interview.

- The researcher asked each participant 10 questions that covered the four topics that were discussed throughout the program.
- The researcher used a PowerPoint presentation that has some pictures related to the discussed topics in order to help the participants understand the topic.

Purpose of the Interview

This interview was designed to assess EFL university participants' level of oral fluency and global awareness through integrating media into English classes.

Duration of the Interview

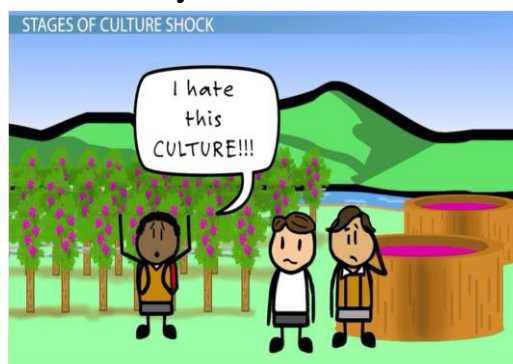The researcher spent 10 to 15 minutes with each participant.

Topics	Questions
Topic 1: Social Issues	To use media for measuring EFL university learners' OF and GA, the researcher used a picture that shows some students who are bullying their classmate. She asked: 1- What do you think are some causes of bullying? Describe the negative impacts of being bullied?

	2- Do you have any idea about the different types of bullying? 3- Suggest some solutions on how to stop bullying?
Topic 2: Cultural Issues	4- Have you ever experienced a culture shock? (If the answer is "no", then the researcher asked: give some examples of a culture shock that people who live in another country might experience). 5- Do gestures and signs have different meanings in different countries? Give examples? 6- Do you have a favorite international dish? Do you know how to cook it?
Topic 3: Environmental Issues	7- Think about some causes and impacts of pollution and give people all over the world some advice on how to reduce pollution and protect the environment? 8- In your point of view, can we increase awareness about reducing plastic use? Suggest some alternatives to be used instead of plastic?

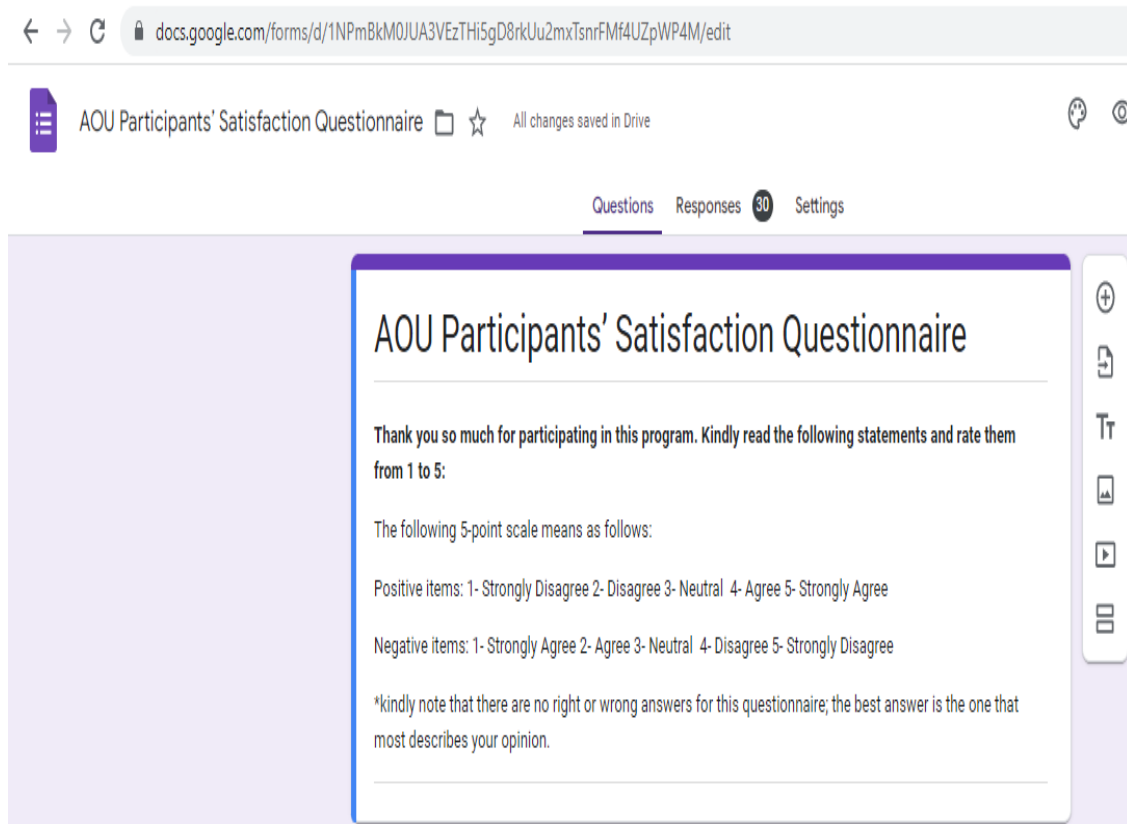| **Topic 4: Sustainable Development Goals (SDGs)** | To wrap up, the researcher wanted to be sure of the participants' awareness of SDGs topics, so she displayed a photo of the 17 goals of sustainable development and asked each participant to choose one goal talk about.

To be sure of the participants' awareness of SDGs topics, the researcher displayed a photo of the 17 goals of sustainable development and asked the study participants to:
9- Talk about some goals of sustainable development and focus on the one that you like the most?
10- Think about some individual actions for a more sustainable life?

 |

Appendix E
Participants' Satisfaction Questionnaire

Appendix E Participants' Satisfaction Questionnaire

The Questionnaire Link:

https://docs.google.com/forms/d/1NPmBkM0JUA3VEzTHi5gD8rkUu2mxTsnrFMf4UZpWP4M/edit

1- The program activities and atmosphere were not engaging. *

◯ Strongly Agree

◯ Agree

◯ Neutral

◯ Disagree

◯ Strongly Disagree

2- The program gave me the training and assistance I needed to better understand global issues and improve my global awareness. *

◯ Strongly Agree

◯ Agree

◯ Neutral

◯ Disagree

◯ Strongly Disagree

3- The program met my expectations and I would recommend this program to a friend or a colleague. *

◯ Strongly Agree

◯ Agree

◯ Neutral

◯ Disagree

◯ Strongly Disagree

4- I became interested in knowing more about other countries and global issues. *

◯ Strongly Agree

◯ Agree

◯ Neutral

◯ Disagree

◯ Strongly Disagree

5- I did not benefit from using media in my learning process. *

◯ Strongly Agree

◯ Agree

◯ Neutral

◯ Disagree

◯ Strongly Disagree

6- I reduced using plastic after knowing its negative impact on the environment. *

◯ Strongly Agree

◯ Agree

◯ Neutral

◯ Disagree

◯ Strongly Disagree

7- I used many tools such as online dictionaries to look up the meaning of difficult words and *
to check their correct pronunciation.

◯ Strongly Agree

◯ Agree

◯ Neutral

◯ Disagree

◯ Strongly Disagree

8- I did not receive immediate and constructive feedback from the instructor. *

◯ Strongly Agree

◯ Agree

◯ Neutral

◯ Disagree

◯ Strongly Disagree

9-The program's instructor was helpful and supportive, and answered the students' questions *
very well.

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

10-The instructor talked more than the students. *

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

Appendix F

The Study Program

Appendix F the Study Program

Table of Contents

Topic 1: Social Issues

1- Bullying (causes and negative impacts)
2- Bullying (Movie Wonder - some solutions on how to stop bullying)
3- Bullying (different types of bullying)

Topic 2: Cultural Issues

1- Culture differences (culture shocks)
2- Different meanings of gestures and signs in different countries
   Some international dishes and how to cook them.
3- Different cultures (participants' presentations)

3: Environmental Issues

1- Pollution (some causes and impacts of pollution - advice on how to
   reduce pollution and protect the environment)
2- Plastic (reducing plastic use - some alternatives to be used instead of
   plastic)
3- Environment: pollution (Presentations)

Topic 4: Sustainable Development Goals SDGs

1- SDGs (17 goals of sustainable development)

2- SDGs (some individual actions for a more sustainable life)

(Session 1)

Topic: Orientation and Pre-interview

Overview:

The first session was an introductory session that paved the way for the following sessions. It was dedicated to giving a brief introduction about the program, introducing Microsoft Teams as the primary platform of the program, introducing the objectives of the program, and conducting the pre-interview (All the participants' answers were recorded via Microsoft Teams).

Duration of the session: 6 hours

Objectives: By the end of this session, participants were expected to:

- Get introduced to the program outline, the discussed issues, online meetings Etiquette, and classroom rules.

- Learn about media and tools used during the program.

- Learn how to deal with Microsoft Teams as the virtual platform of the program.

- Know what is expected from them and how they will communicate and send their assignments.

- Be briefed about the OF and GA components that will be measured throughout the program, using Google Slides presentation followed by a group discussion to check their understanding.

- Get the pre-interview.

Material and Teaching Aids:

Microsoft Teams app – YouTube videos – A laptop - Google Slides – images- Youglish

Google Slides link:

https://docs.google.com/presentation/d/16048OlcB4K8tb0wrNRGv-Nui-PNs7sr2k2nHCVQgFMo/edit#slide=id.g1325ebfc72d_0_2460

Procedures:

- The researcher highlighted that her role is a facilitator motivating and guiding the participants to achieve the aims of the program. The participants, on the other hand, were expected to work collaboratively to watch, read, and prepare the assigned topics then discuss the reasons and suggest some solutions for some global issues. They were also expected to have active roles, interact, communicate, and speak confidently. Moreover, the researcher introduced the tools, media, and assessment methods that are used during the program.

- The researcher created a Facebook group for the online English program in order to communicate with the participants and receive their work. She named it 'AOU Online English Program'. She shared the Facebook group link with the participants.

The Facebook group link:
https://www.facebook.com/groups/1395097181008072/

- As the program is entirely conducted online, the purpose of the Facebook group was to gather all the participants in one place. It also helped the researcher inform them of the schedule, receive their work, and answer their questions.

The researcher then gave the participants a briefing on how to use Microsoft Teams.

- PowerPoint slides were used to display the content of the sessions. The following screenshots show some of the slides of the first session:

Word reference dictionary: https://www.wordreference.com/enar/

YouGlish: https://youglish.com/

Assessment:

In the second part of the session, the researcher conducted the pre-interview asking each participant 10 questions, covering the global issues that will be tackled during the program. The interview lasted for 10-15 minutes for each participant.

Home Assignment:

-The researcher posted a YouTube video via the Facebook group and she asked the participants to watch it to know how to use Microsoft Teams effectively.

Microsoft Teams Tutorial in 10 min: https://www.youtube.com/watch?v=VDDPoYOQYfM

She also asked them to like the post that contains the link to confirm doing the assignment and watching the video.

(Session 2)

Topic: Social Issues: (causes and negative impacts of bullying)

Duration of the session: 90 minutes

Performance Objectives:

By the end of this session, participants were expected to:

- Define bullying as a common social issue.

- Demonstrate a thoughtful understanding of the reasons and the negative effects of bullying.

- Record and send information via WhatsApp group.

- Clearly address the topic and provide true stories as examples.

- Practice giving reasons and supporting their answers.

- Get introduced to some new vocabulary and expressions related to bullying.

- Use YouTube to enhance their English language.

- develop their listening and speaking skills.

- Use the correct pronunciation for many words related bullying.

Material and Teaching Aids:

Microsoft Teams app –PowerPoint presentation – images - A laptop – Podcast – YouTube videos

Warm-up: The researcher displayed a picture of a student who was being bullied by his classmates and asked the participants to look at the picture and discuss in pairs what is happening to elicit vocabulary they already know about the topic. This picture helped the participants to visualize, reflect, and generate ideas.

Then, the researcher had an open class discussion with the participants to find out how much they know about the topic. She asked a couple of questions:

Have you ever been bullied? What happened?

How did you feel then? What did you do?

Procedures:

Activity (1) Matching (pre-teaching vocabulary)

- The researcher introduced and read some words and expressions related to bullying aloud while participants listen.

- She explained that participants had to individually match each word to its meaning or definition. Then, she checked the answers with the whole group.

- The researcher also used pictures to pre-teach some vocabulary when needed.

Activity (2) Watch and Reflect

To check participants' prior knowledge, the researcher asked them to define "bullying"

Then, the researcher asked the participants to watch a video on bullying, take notes, and answer the following questions:

- What is bullying?

- When someone bullies you, what do you do?

What is Bullying? - SEL Sketches:
https://www.youtube.com/watch?v=pDG1-BCZvTE

Activity (3) Y-chart

The participants were divided into groups.

They used the Y-chart in each group. They filled in the "Looks like", "Sounds like" and "Feels like" sections of the chart with the things they know about bullying if they were in the shoe of the person who is being bullied.
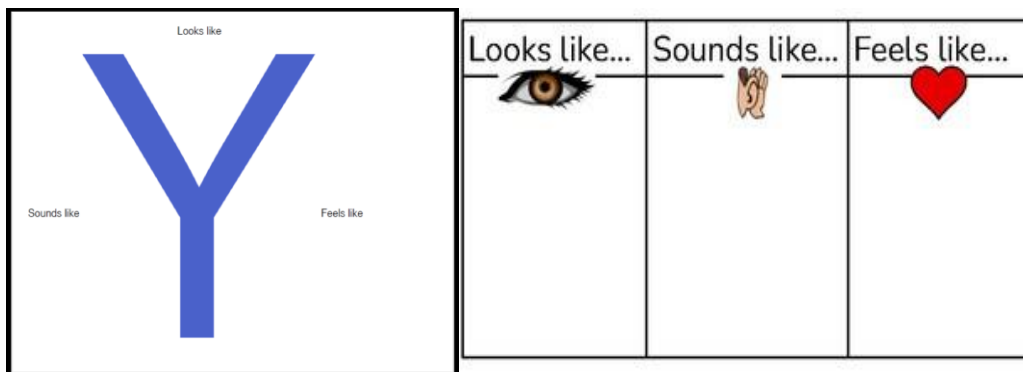
Activity (4) In groups, the participants surfed the internet to discuss the causes and effects of bullying as a social issue.

- Participants were divided into 2 groups.

-The researcher posed the following questions:

What are the causes of bullying?

What are the negative impacts of bullying?

-Each group was assigned a question to discuss and answer in addition to a YouTube link to watch a video to help them.

-After 10 minutes, the 2 groups were united into one group. Then, they had open discussion sharing the reasons and the impacts that they found.

Home Assignment:

Participants needed to watch the same videos again and study the new vocabulary included in the videos. Then they watched the videos again and used the shadowing technique. Eventually, they recorded and summarized the main points in the videos and send them on WhatsApp.

(Session 3)

Topic: Social Issues: (Movie Wonder - some solutions on how to stop bullying). The session continues tackling some main issues of bullying

Duration of the session: 2.5 hours

Performance Objectives:

By the end of this session, participants were expected to:

- Raise social awareness of what to do if someone bullies them.

- Discuss and reflect on movie scenes; deeply express their opinions and explain their thoughts and expectations about a movie scene.

- Effectively analyze videos and take notes while watching them.

- Promote communication and collaborative skills.

- Critically reflect on bullying and think in groups to provide some solutions for bullying as a global problem.

- Get introduced to some solutions for bullying.
- Review and practice vocabulary related to bullying.

- develop their listening and speaking skills.

Material and Teaching Aids: Microsoft Teams app – YouTube videos– images – podcast -PowerPoint presentation – Google Keep- A laptop

Movie Wonder Link: https://fmovies.co/film/wonder-22882?play=1

Warm-up:

The researcher showed the participants the Title of the movie ''Wonder'' and some pictures before they watch it and posed the following questions:

What is happening in the pictures?

What do you think the movie is about?

What characters do you think exist in the movie?

The researcher elicited answers from participants and accepted all answers, encouraging participants to express themselves.

Procedures:

During the session, the researcher and the participants watched some movie segments instead of viewing the whole movie. The participants watched the whole movie later at home.

Activity (1) before-watching activity (discussion)

This segment was an initial step before watching the movie scene. The participants were engaged in discussion questions related to the topic and the events presented in the movie.

What do you think you will see in this scene?

The researcher listened to some answers than she played the scene to check if the participants had guessed correctly.

To enhance the participants' expectation and critical thinking skills, the researcher asked the following question:

What do you think will happen in the next scene?

Activity (2) while-watching activity (Who said this?)

The researcher displayed some quotations from the movie. She asked the participants "Who do you think these quotations belong to?" The participant who answered correctly first, got a point.

Activity (3) after-watching activity (Movie-related speaking task)

In this part, participants were asked to answer general comprehension questions focusing on the details in the movie:

What are some bullying examples from the movie scene?

Why does August hate his school?

Activity (4) In groups, the participants surfed the internet to find solutions of bullying as a social issue.

- Participants were divided into 3 groups.

-The researcher posed the following question:

What are some solutions to avoid bullying?

-Each group discussed and answered this question using different media.

-After 10 minutes, the 3 groups were united into one group. Then, they had open discussion sharing their ideas.

Assessment: Exit ticket using Google forms

Home Assignment:

The participants were asked to watch the whole movie at home and take notices

They should extract new vocabulary and expressions, find their meanings, and practice their pronunciation.

Movie Wonder: https://fmovies.co/film/wonder-22882?play=1

After watching the full movie, they needed to answer the following questions:

- Did you learn anything from the film? What was it?

- What is your opinion of the movie and what you took away from watching it?

- What did you like best about the movie? What did you like least about the - movie? Why?

They should record their answers in an audio and sent it on WhatsApp.

(Session 4)

Topic: Social Issues (different types of bullying). The session continues tackling some main issues of bullying through discussing its different types.

Duration of the session: 90 minutes

Performance Objectives:

By the end of this session, participants were expected to:

- Compare and contrast different types of bullying

- Orally describe a movie scene.

- Build spoken fluency through group discussion.

- Use various adjectives to describe feeling.

- Enhance their listening and speaking skills.

- Communicate and share different experiences and ideas.

- Respond reasonably to displayed visuals and engage in discussion.

- Learn about parts of speech in English.

- Develop their oral fluency and be able to talk about bullying.

Teaching Aids: Microsoft Teams app – YouTube videos – PowerPoint presentation – images - A laptop

Warm up:

The researcher displayed a series of 5 pictures of different types of bullying, which the participants can easily describe.

The researcher asked the participants to discuss in pairs the following questions:

What is the theme of the pictures?

What is happening in each picture?

Procedures:

Activity (1) movie role-play

The researcher asked the participants to prepare a movie role-play in pairs or groups of three to five members; they selected and rehearsed a scene of the movie and each participant took on the role of one character to role-play. They were given some time to choose their role, read the script, listen and focus on pronunciation, and take notes. In the role-play, group members were expected to work collaboratively. The researcher demonstrated a scene of the movie to the class in order to model the activity, and then the participants worked in groups.

The researcher monitored the breakout rooms and helped as needed.

Depending on time, the researcher may repeat the role-play activity by putting participants into new pairs in breakout rooms

Activity (2) Group work

- To check participants' prior knowledge, the researcher asked the participants if they can differentiate between different types of bullying.

- The researcher elicited answers from the participants then she introduced some types using PowerPoint Presentation.

Activity (3) listening to a podcast

The researcher introduced the task and asked participants to listen to the audio material carefully to answer the following question:

What are different types of bullying that are mentioned in the audio?

She played the audio then elicited answers from the participants.

She replayed the audio to made sure the participants listened to the right answers.

Activity (4) collecting information

- Participants were asked to work in groups and search the internet for more information about the types of bullying and their definitions.

- Finally, they shared their ideas with the other groups.

- The researcher encouraged them to use the vocabulary they have learned about bullying.

Activity (5) Parts of speech

- The researcher introduced parts of speech in English in order to be easier for the participants to study vocabulary.

- She shared an activity with the participants to differentiate between the eight parts of speech.

- Then, they were asked to pick some parts of speech and put them in sentences.

(Session 5)

Topic: cultural issues (Culture differences / shocks)

Duration of the session: 90 minutes

Performance Objectives:

By the end of this session, participants were expected to:

- Reflect their personal experiences and share them with their colleagues.

- Develop their ability to work collaboratively.

- Raise awareness of some cultural differences around the globe.

- Get introduced to new vocabulary and expressions related to cultural differences.

- Improve their oral fluency.

Material and Teaching Aids: Microsoft Teams app – YouTube videos – PowerPoint presentation – images - A laptop – Podcast

Flag Quiz Game

https://www.geoguessr.com/seterra/en/fl/2008

https://www.sporcle.com/games/g/worldflags

Warm up: guess the country flag game

The researcher shared a link for a quiz about flags of different countries with the participants.

Participants needed to press the flag of the given country.

The researcher gave clues to help the participants identify the name of the country.

Procedures:

Activity (1) discussion

In this activity, the researcher displayed some pictures of different customs and habits and asked participants to guess what was happening in each picture and where it happened.

Then, she asked follow up questions:

Do you have similar customs and habits in your country?

Which of the countries would you most like to live in, and why?

What kinds of experiences can you gain from traveling to and living in other countries?

Activity (2) Match the words and definitions

The researcher asked the participants to match words to their definitions.

She allowed them 2-3 minutes to work individually to complete the matching exercise. The researcher went through the words one at a time and elicited the meaning.

The researcher asked the participants the following questions:

What makes a culture unique?

Do you believe it is essential to know about other cultures? Why?

If you moved to live in a different culture, would you give away your original culture? Why?

Activity (3) Learning about Cultures

The participants listened to a podcast entitled "Cultural differences and body language" https://www.youtube.com/watch?v=oTPZWpQ9pbA&t=184s   in which the speaker introduced some cultural differences.

They were asked to explain what the speaker tried to say using their own words.

They were asked to mention the cultural differences that were mentioned in the video.

Activity (4) culture shock

The researcher divided the participants into 4 groups and shared a link with each group to get introduced to culture shock and answer some questions:

What is culture shock?

Have you ever experienced a culture shock?

What do you think is important when dealing with another culture?

The researcher provided them with some useful links:

A Whole New World: Overcoming Culture Shock & Thriving

https://www.ted.com/talks/lorelle_carey_a_whole_new_world_overcoming_culture_shock_thriving

Culture Shock: the Educational Adventure

https://www.ted.com/talks/shiyi_ji_culture_shock_the_educational_adventure

Why we need to embrace culture shock | Kristofer Gilmour | TEDxTownsville

https://www.youtube.com/watch?v=rGSD6jduFJg

Culture Shock

https://www.ted.com/talks/jacquie_jordan_culture_shock

Cultural differences - From all over the world... to Italy!

https://www.youtube.com/watch?v=vO6N0ha22Mk

18 Cultural Differences between the USA and EUROPE

https://www.youtube.com/watch?v=NutQz-MkVYQ

They discussed and answered the questions collaboratively then they had a whole-class discussion.

Home Assignment:

- Participants were asked to prepare a PowerPoint presentation for 5-10 minutes that introduces:

* A country where the presenter would like to live in. The presentation should include the most popular food, life style, and the culture of this country. (They were given a week to work on it.)

(Session 6)

Topic: Cultural issues (different meanings of gestures and signs in different countries - some international dishes and how to cook them.)

Duration of the session: 90 minutes

The session continued tackling some main cultural issues such as food recipes from around the world and international gestures and signs.

Performance Objectives:

By the end of this session, participants were expected to:

- Promote communication and collaborative skills.

- Practice the skill of taking notes while watching videos and listening to podcasts.

- Be encouraged to join discussion groups

- Learn about different international food recipes cultures and reflect on their own experiences.

- Get introduced to some international gestures and signs.

- Learn new idioms and collocations in conversations.

- Use appropriate structures and correct pronunciation to describe a food recipe.

- Develop their speaking skills through group discussion and using different media.

- Get introduced to new vocabulary related to food and cooking.

Material and Teaching Aids: Microsoft Teams app – YouTube videos – PowerPoint presentation – images - A laptop – Podcast

Warm-up:

The researcher showed a group of pictures of some international dishes.

Then, she asked the participants about their favorite dish and how to make it.

Procedures:

Activity (1) Match the words with their definitions

Cooking Words

https://lingokids.com/english-for-kids/cooking-verbs#Cooking_Words

Cooking methods

https://www.youtube.com/watch?v=9jH831WwwlQ

The researcher asked the participants to match words and verbs related to cooking with their definitions.

She allowed them 2-3 minutes to work individually to complete the matching exercise. Then she gave a whole class feedback using pictures to deliver the meaning.

Activity (2) watching a food recipe video

- A recipe videos were shared with the participants. See the videos on YouTube:

Gordon Ramsay's Grilled Chicken in under 10 Minutes

https://www.youtube.com/watch?v=a-2n_g4AdDM

20 Comfort Foods From Around The World

https://www.youtube.com/watch?v=T4NOt727wqI&t=229s

5-Minute Recipes

https://www.youtube.com/c/5MinuteRecipesOfficial

- Participants were encouraged to take notes of cooking about the steps while watching the videos.

- After watching the video, the researcher elicited the steps given in the videos.

Activity (3) understanding international gestures and signs

The researcher showed the participants some pictures of international gestures and signs and asked them about their meaning.

Participants worked in groups in breakout rooms discussing their meanings.

The researcher brought them back to share what they have discussed. Then,

she asked them to individually watch videos and focus on:

- Some gestures or signs that have different meanings in different countries.

- Some gestures or signs that deliver the same meaning to people anywhere in the world.

The researcher provided them with some useful links for videos:

Gestures Around the World

https://www.youtube.com/watch?v=qCo3wSGYRbQ

16 Gestures Can Get You in Trouble Abroad

https://www.youtube.com/watch?v=YtmIaQAZOOo

The Definitions Of Hand Gestures Around The World

https://www.youtube.com/watch?v=JCwyRn40fvk

The Global Guide To Hand Gestures and It's Funny Meaning!

https://www.youtube.com/watch?v=qTlbu5m10No

Then, she elicits a few ideas in whole class feedback.

Activity (4) Idioms

The researcher displayed the idiom "you can't judge a book by its cover" on the screen.

She asked the participants to discuss the idiom and guess its meaning.

The participants were divided into pairs. Each pair was given an idiom to discuss and prepare some examples to explain the meaning to the rest of the class.

Participants took turns sharing and explaining idioms.

Home Assignment:

- Participants need to surf the internet and watch some recipes about international dishes then they should record a video while they were cooking and giving instructions on how to follow the recipe to prepare food. They should check the pronunciation of the vocabulary before the recording.

(Session 7)

Topic: Cultural Issues (participants' presentations)

Duration of the session: 3 hours

Performance Objectives:

By the end of this session, participants were expected to:

- Accept and respect cultural differences.

- Give a presentation about different cultures.

- Practice vocabulary related to cultural issues.

- Use their own words and expressions to introduce a different culture.

- Develop oral fluency and presentation skills.

- Use appropriate structures to convey meaningful utterances.

Material and Teaching Aids: Microsoft Teams app –images - PowerPoint presentation

Procedures:

The researcher shared the rubric with the participants for self and peer feedback.

Participants took turns giving their presentations.

Each participant introduced and presented his/ her presentation about culture for 10-15 minutes.

Assessment: the study rubric

(Session 8)

Topic: Environment (some causes and impacts of pollution - advice on how to reduce pollution and protect the environment)

Duration of the session: 90 minutes

Performance Objectives:

By the end of this session, participants were expected to:

- Raise awareness of pollution as a global environmental issue.
- Differentiate between different types of pollution.

- Learn to make connections with their prior knowledge.

- Reflect their personal experiences and thoughts, and share them with the entire class.

- Identify the reasons and effects of pollution.

- Suggest some solutions to avoid pollution and protect the environment.

- Learn to visualize, reflect, and generate ideas out of pictures or videos.

- Improve their speaking and listening skills.

- Extend their vocabulary and expressions to talk about pollution and environment.

- Use different media to enhance their oral fluency.

Material and Teaching Aids: Microsoft Teams app – YouTube videos – images - Google forms - PowerPoint presentation –- A laptop - Podcast

Warm up:
-The researcher displayed some pictures of polluted places and asked them to guess the topic of the session and describe each picture in two or three sentences.
- To check participants' prior knowledge, the researcher elicited answers from the participants for the following questions:

- How many types of pollution do you know? What are they?

Then the researcher introduced some popular types of pollution.

Procedures:
Activity (1): Pre-teaching vocabulary activity

The researcher asked the participants to work in groups to match words to their definitions.

She showed them an example to get them started. She allowed them 2-3 minutes to work individually to complete the matching exercise then she displays the right answers.
Activity (2) Discussion

Participants work in small groups in breakout rooms for this activity.
Each group needs to choose one type of pollution and answer the following questions:
- What are the causes and effects for this type of pollution?
- What are some ways to reduce this pollution?
The researcher put participants in different break-out rooms and allowed them five minutes to share what they have discussed with other groups.
After five minutes, she brought them back from break-out rooms and elicited a few ideas in whole class feedback.
Activity (3) watching a video and taking notes

The researcher asked participants to watch some videos about pollution as one of the most serious problems in the world on the following sites and take notes while watching them:

Taking Care of Earth | Caring for the Environment |

https://www.youtube.com/watch?v=U9bCWWtUiHg

Types, Causes, Effects & Solutions for Pollution

https://environmental-conscience.com/types-causes-effects-solutions-for-pollution/

Consequences of environmental pollution

https://www.youtube.com/watch?v=YPp09ngcKJU

Pollution vocabulary

https://www.youtube.com/watch?v=GMrAqpdaYmA

Learn about Pollution | Environment Defilement | Cartoon

https://www.youtube.com/watch?v=OqHp03RRTDs

Then they worked in groups discussing the negative effects of pollution on the globe and some ways to reduce it and protect the environment.

After that, each group shared the information and ideas they have discussed with their colleagues.

Activity (4) Environmental Quotes

-The researcher shared some quotations which were said by famous people with the participants. The participants needed to surf the internet, use different media, use dictionaries for difficult words and expression, and take notes. They were asked to work in pairs to find a common theme among all quotations and reflect on them by saying what they have understood and mention any life experiences related to them. After they finish, they shared their ideas with the whole class.
"If the environment is happy, people will laugh and your grief will go away."— Srinivas Mishra
"The Earth is what we all have in common." —Wendell Berry
Home Assignment:

- Participants should record an audio answering the following questions and send it on WhatsApp:
- What are the causes of pollution?
- How does pollution affect our life?
- How can we change the situation?
- The researcher asked participants to search the internet and find some more environmental quotations and saying to share with their colleagues on the Facebook group. They were also asked to use the dictionary in order to get

ready to explain any difficult words in the quotation. The researcher suggested the following links for different quotations on the environment:

https://www.goodhousekeeping.com/holidays/a39454203/earth-day-quotes/

https://www.ecomena.org/inspirational-quotes-environment/

(Session 9)

Topic: Environment (reducing plastic use - some alternatives to be used instead of plastic)**.** The session continues tackling some main environmental issues such as:

- What are the benefits of reducing plastic waste? Why should we reduce the use of plastic?

- What are some ways to reduce your plastic use?

Duration of the session: 90 minutes

Performance Objectives:

By the end of this session, participants were expected to:

- Be encouraged to join discussion groups and promote communication and collaborative skills.

- Raise and enhance their environmental awareness through using different media.

- Provide some solutions for using plastic as a global environmental problem.

- Engage in group discussion and use reasoning skills to support their opinions.

- Be encouraged to be creative and imaginative while looking for some ways to help in reducing plastic use.

- Practice asking and answering questions on protecting the environment.

- Practice the skill of taking notes while watching videos and listening to podcasts.

- Practice the language of food items and packaging while discussing plastic use

- Develop oral fluency through group discussion.

- Review and learn vocabulary related to environmental issues.

- Use variety of sentences and expressions to give suggestion.

- Get introduced to various suggestions on how to protect the environment.

Material and Teaching Aids: Microsoft Teams app – YouTube videos – images - PowerPoint presentation – images - A laptop – Podcast - photographs of various food items wrapped in excessive or unnecessary plastic packaging (e.g. bananas, kiwis, bread)

Warm up:

- The researcher shared some photos with the participants and she asked them to identify the food in the packaging. Then, she asked them:

- Where do you think the photos were taken?

- Are these things usually packaged in plastic or there are alternatives?

They thought and consulted with a partner before the researcher nominated someone to give the answers.

-As a whole class, the researcher asked participants to brainstorm other products that are usually packaged in plastic.

Procedures:

Activity (1) discussion

Participants were asked to work collaboratively and use various media to gather information about using plastic to be able to answer the following questions:

- Is plastic harmful for the planet? How?

- What are the benefits of reducing plastic waste?

Activity (2) Listening to a podcast

The researcher introduced the task and asked participants to listen to the audio material carefully to answer the following question:

What are some ways to reduce your plastic use?

https://listenaminute.com/p/plastic.html

She played the audio. Then, she elicited answers from the participants and replayed the audio to make sure the participants listened to the right answers. She asked them to takes notes of any new vocabulary in the context of a short phrase or sentence.

She drew their attention to the sentences or phrases at the end of the activity.

She also drew their attention to the pronunciation of any difficult sounds so that they got a chance to practice them in context.

Activity (3) Sharing Suggestions

The researcher asked the participants to work individually and use the YouTube to find more pieces of advice on how to protect the environment by reducing plastic use. Then, they shared their ideas with the whole class.

The researcher gave feedback on any new or difficult language from the discussion phase and then asked the participants to work in groups trying to find reasons why people insist on using plastic through discussing these questions:

- Why do supermarkets choose to package the food this way?

- What might they be gaining from it?

This extended the topic, including an element of critical thinking and allowed the participants a chance to reuse language from the previous discussion.

The researcher gave a reason as an example for them:

"The products in plastic are less expensive than the ones in glass or paper."

She also provided them with some YouTube links:

https://www.youtube.com/watch?v=aqeulFxqT1Y

https://www.youtube.com/watch?v=mT4Qbp89nIQ

https://www.youtube.com/watch?v=DaYevWL-43w

https://www.youtube.com/watch?v=Cbezt8jpd8A

https://www.youtube.com/watch?v=7QBbyDsl5OY

https://www.youtube.com/watch?v=OagTXWfaXEo

Each group discussed the reasons behind using plastic.

After 10 minutes, the groups were united into one group. Then, they had a whole class discussion.

Activity (4) role plays

 - Participants were asked to do the following project role play in pairs:

Person A: was someone who rarely uses plastic

Person B: was the interviewer

Participants found someone who succeeded in reducing using plastic and interview him/ her to know about his/ her experience.

They interviewed him/her by asking several questions related to his/ her experience. The questions may include:

- Why did you decide to reduce plastic?

- How has your life changed after reducing plastic use?

Participants were given 5 minutes to practice then they took turns conducting the interview.

Home assignment:

- Each participant prepared 2 posters for 5-10 minutes.

* They created a poster that informs people about the causes and effects of pollution in addition to some steps they can take to prevent it.

* The second poster summarized some facts about the causes and effects of using plastic, in addition to introducing some suggestions to raise other

peoples' awareness of such problem and reduce using plastic. It should include answers for these questions:

- Where can you get eco-friendly/ zero-plastic products?

- How can you help in reducing plastic use?

- How do plastic products affect our life? How can we change the situation?

- Alternatives to Plastic:

They chose some products that they usually buy and are often packaged in plastic and look for alternative packaging such as glass or paper.

They took their phones to the supermarket and took photos of the products and their alternatives to share and include them in their posters.

- Zero- plastic shopping:

To enhance participants' awareness of the harmful impacts of plastic and encourage them to reduce using it, the researcher asked them to try shopping without buying anything in plastic packaging for a week. Participants took part in a zero plastic challenge and tried not to buy anything packaged in plastic until the next lesson. They then shared photos of the products they stopped using and the ones they started to buy on the Facebook group to encourage and support each other.

(Session 10)

Topic: Environment (participants' presentations)

Duration of the session: 3 hours

Performance Objectives:

By the end of this session, participant were expected to:

- Clearly address the topic and provide expressive details and examples.

- Encourage self and peer feedback.

- Use their own words and expressions to present posters on how to protect the environment and reduce plastic use.

- Use appropriate structures to convey meaningful utterances.

- Practice vocabulary related to environmental issues.

Teaching Aids: Microsoft Teams app – PowerPoint presentation -A laptop

Assessment: Rubrics

(Session 11)

Topic: SDGs (17 goals of sustainable development)

Duration of the session: 2 hours

Performance Objectives:

By the end of this session, participants were expected to:

- Develop an understanding of what is happening to the world and the meaning of sustainable development (SD).

- Promote communication and collaborative skills.

- Raise awareness of the 17 goals of sustainable development.

- Learn to visualize, reflect and generate ideas out of pictures.

- Get introduced to some new vocabulary and expressions related to sustainable development.

- Develop their oral fluency through group discussion.

Material and Teaching Aids: Google Slides- Microsoft Teams app – YouTube videos – PowerPoint presentation – images - A laptop - Podcast

Warm up:

The researcher displayed a picture of the 17 goals of sustainable development and drew the participants' attention to the pictures and asked "What are the 17 sustainable development goals?" Then, she allowed the participants and to guess the goal in each picture.

After that, she displayed another picture of the 17 goals with the goals written on each picture and she asked a couple of general questions. For example:

Is there a link between our behaviour and our impact on the earth? Explain?

Procedures:

Activity (1) Focus on vocabulary

The researcher explained that the participants had to individually match each word to its definition. Then, she checked the answers with the whole group.

Activity (2) sharing a goal

The researcher asked the participants to watch a video introducing the 17 goals of sustainable development and to decide which goal they liked more and why.

https://www.youtube.com/watch?v=JnkEHvQjPo4

Sustainability 101: What is Sustainability?

https://www.youtube.com/watch?v=vGkXMxO5dUE

(Short Film) | UN Sustainable Development Goals #2

Activity (3) Listening to Podcasts

The researcher introduced the task and asked participants to listen to the audio material carefully to answer the following questions:

- What do you know about the 17 goals of sustainable development?

She played the audio then elicited answers from the participants.

https://listenaminute.com/s/sustainable_development.html

https://www.bbc.co.uk/sounds/play/w3ct0x8k

She replayed the audio to make sure the participants listened to the right answers.

Home Assignment:

Participants were asked to record an audio using WhatsApp answering the question: What do you know about the 17 sustainable development goals?

- They were also asked to research "the role of individuals' towards sustainable life" to discuss the next session.

(Session 12)

Topic: SDGs (some individual actions for a more sustainable life)

Duration of the session: 90 minutes

Performance Objectives:

By the end of this session, participants were expected to:

- Raise awareness of the importance of looking after our world.

- Contribute to the future of the world.

- Identify individuals' roles towards a sustainable world.

- Practice and develop the four language aspects: reading, writing, listening, and speaking.

- Communicate ideas using well-structured sentences.

- Review and learn vocabulary related to SDGs.

- Build spoken fluency through group discussion.

Material and Teaching Aids: Microsoft Teams app – YouTube videos – PowerPoint presentation – images - A laptop - Podcast

Warm up:

The researcher previewed a picture that represents a sustainable life style and asked the participants to look at the picture silently and asked them some questions in relation to their prior knowledge such as "What is going on in the picture?"

Procedures:

Activity (1) Discussion- break-out rooms

The researcher asked participants to discuss in groups, in break-out rooms, the roles of individuals towards sustainability. She put participants in

different break-out rooms and allowed them five minutes to share ideas and answers regarding the question that they prepared at home:

"What is the role of individuals' towards sustainable life?"

After five minutes, she brought them back from break-out rooms and elicited a few ideas in whole class feedback.

Activity (2) sustainable life experience

- Participants watched the following videos about people who live a more sustainable life sharing their experiences and how sustainability has affected their lives. See the videos on YouTube links:

https://www.youtube.com/watch?v=Uq-oQl5uJKI

https://www.youtube.com/watch?v=kZIrIQDf1nQ

https://www.youtube.com/watch?v=RyvBhC7MT84

The researcher posed the following questions:

- How has sustainability affected their lives?

- Would you like to have the same life-style?

Participants were encouraged to discuss the question together and find answers based on proof and evidence from the video.

Activity (3) Watching a video

- Participants watched a short video about ways to live a sustainable life and take notes. See (https://www.youtube.com/watch?v=_u0nQYw2Dl4)

- The researcher asked participants to list some tips on how to live a more sustainable life from the video. Then, she engaged them in a discussion.

- Participants chose the ways they prefer to apply.

Home Assignment:

The researcher asked the participants to find and present ideas for more sustainable life. Then, they record a video or an audio explaining how they will change their life to more sustainable and share the video or audio on WhatsApp.

(Session 13)

Topic: Post-interview and Satisfaction Questionnaire

Overview: This session was dedicated to conducting the post-interview and the participants' satisfaction questionnaire.

The same questions as the pre-interview were administered to assess the university participants' level of oral fluency and global awareness after the application of the program.

Duration of the session: 6 hours

Objectives: by the end of the session, participants were expected to:

- Get the post-interview

- Fill in the participants' satisfaction questionnaire.

Material and Teaching Aids:

Microsoft Teams app – PowerPoint presentation – images - A laptop - Google Forms

Assessment:
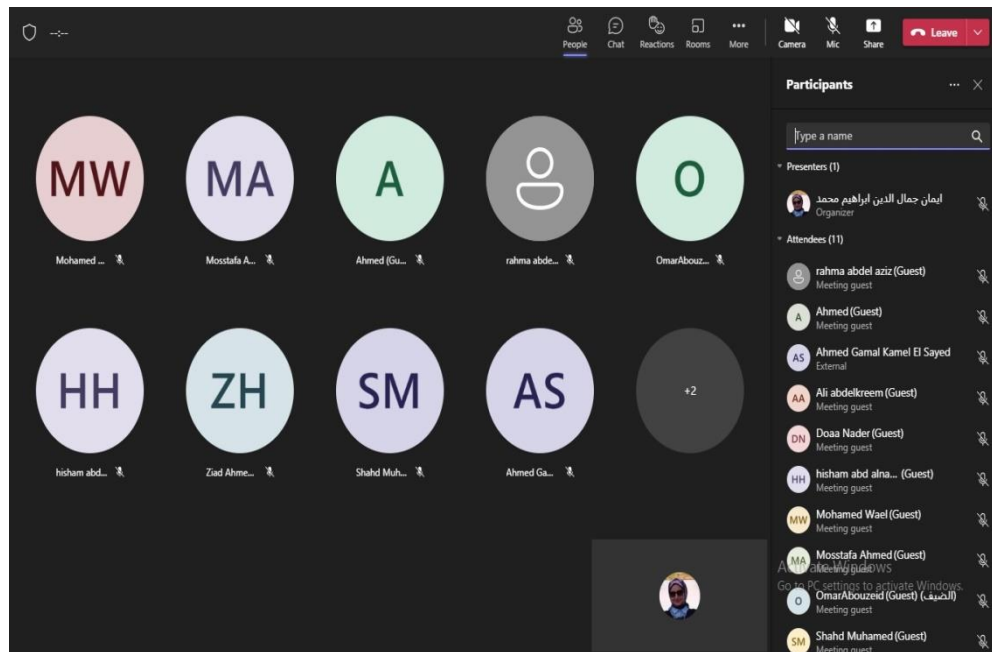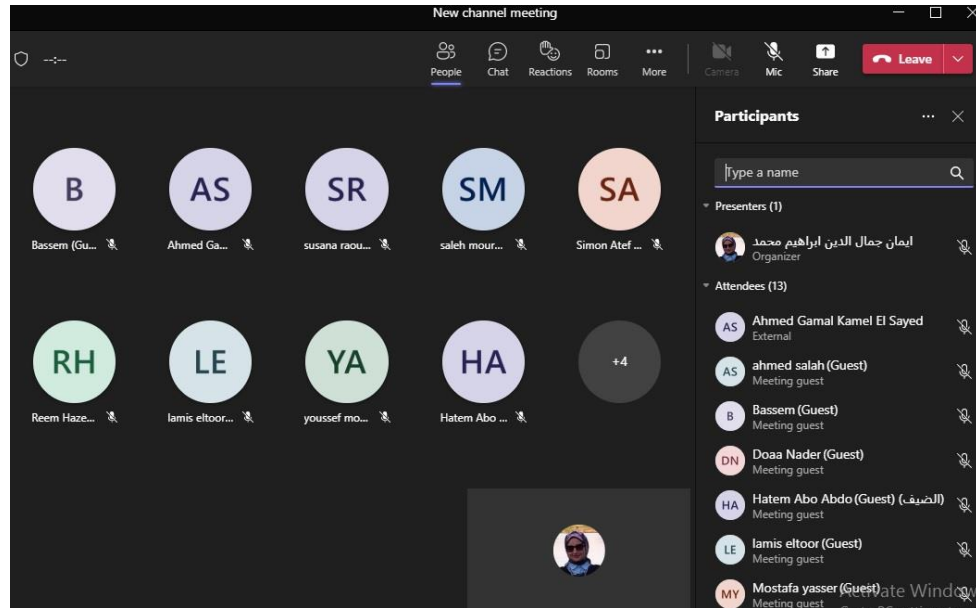
Post-interview (All the participants' answers were recorded via Microsoft Teams)

Participants' satisfaction questionnaire.

Appendix G
Screenshots of Integrating Media into English Classes and the Interviews

Appendix G Screenshots of Integrating Media into English Classes and the Interviews

Piloting the Pre-post interview

the Pre-interview

the Post-interview

جامعة عين شمس
كلية التربية
قسم المناهج وطرق التدريس

صفحة العنوان

عنوان الرسالة: دمج الميديا: تعزيز الطلاقة الشفوية والوعى الكوني لدارسي اللغة الإنجليزية كلغة أجنبية من طلاب الجامعة

Integrating Media: Enhancing Oral Fluency and Global Awareness for EFL University Learners

اسم الطالبة: إيمان جمال الدين إبراهيم محمد

الدرجة العلمية : الماجستير

القسم التابع له: المناهج و طرق التدريس – لغة انجليزية

اسم الكلية : كلية التربية

الجامعة : جامعة عين شمس

سنة التخرج :

سنة المنح : ٢٠٢٣

جامعة عين شمس
كلية التربية
قسم المناهج وطرق التدريس

رسالة ماجستير

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عنوان الرسالة: دمج الميديا: تعزيز الطلاقة الشفوية والوعى الكوني لدارسي اللغة الإنجليزية كلغة أجنبية من طلاب الجامعة

Integrating Media: Enhancing Oral Fluency and Global Awareness for EFL University Learners

الدرجة العلمية: ماجستير في التربية تخصص (المناهج و طرق تدريس اللغة الإنجليزية)

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جامعة عين شمس
كلية التربية
قسم المناهج وطرق التدريس

دمج الميديا: تعزيز الطلاقة الشفوية والوعى الكوني لدارسي اللغة الإنجليزية كلغة أجنبية من طلاب الجامعة

رسالة مقدمة للحصول على درجة الماجستير فى التربية

قسم المناهج وطرق التدريس – تخصص لغة إنجليزية

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جامعة عين شمس

مدرس المناهج وطرق تدريس
اللغة الإنجليزية ـ كلية التربية
جامعة عين شمس

٢٠٢٣

Summary in Arabic

ملخص الدراسة باللغة العربية

عنوان الرسالة: دمج الميديا: تعزيز الطلاقة الشفوية والوعى الكوني لدارسي اللغة الإنجليزية كلغة أجنبية من طلاب الجامعة

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مستخلص الدراسة

هدفت هذه الدراسة إلى التحقق من تاثير استخدام الميديا اثناء تدريس اللغة الانجليزية كلغة أجنبية على تعزيز الطلاقة الشفوية والوعى الكوني لدارسي اللغة الإنجليزية كلغة أجنبية من طلاب الجامعة. اتبعت الدراسة التصميم قبل التجريبي لمجموعة واحدة بدأت الدراسة بمراجعة الأدبيات والدراسات السابقة المتعلقة بالطلاقة الشفوية والوعى الكوني و الميديا حيث قامت الباحثة باعداد قائمة بمكونات الطلاقة الشفوية والوعى الكوني لتوجيهها خلال تصميم ادوات الدراسة. تم تصميم نموذج التقييم ومقابلة قبلية وبعدية واستبيان رضا المشاركين. و تم تصميم برنامج لتعزيز الطلاقة الشفوية والوعى الكوني لدارسي اللغة الإنجليزية كلغة أجنبية من طلاب الجامعة. تم ترشيح مجموعة مكونة من ٣٠ طالبا وطالبة من المتحدثين الاصليين للغة العربية للمشاركة في هذه الدراسة، وهم يدرسون بالجامعة العربية المفتوحة بمصر. يدرس الطلاب في السنة الدراسية الاولى ومسجلين بالمستوى قبل المتوسط من مستويات اللغة الانجليزية. الطلاب من بيئات ثقافية مختلفة. تلقى الطلاب ١٣ محاضرة عبر الانترنت بما فيهم المقابلة القبلية والبعدية. تم اجراء مقابلة قبلية ومقابلة بعدية للمشاركين في البرنامج وتم تحليل درجات الطلاب احصائيا باستخدام اختبار t وتحديد حجم التاثير. بالاضافة الى ذلك، تم تحليل البيانات والدرجات كميا وكيفيا. كشفت النتائج ان استخدام الميديا كان فعالا جدا في تطوير الطلاقة الشفوية والوعى الكوني لدارسي اللغة الإنجليزية كلغة أجنبية من طلاب الجامعة. ومن ثم ينبغي استخدام الميديا اثناء تدري اللغة الانجليزية لدارسي اللغة الإنجليزية كلغة أجنبية من طلاب الجامعة من اجل تعزيز الطلاقة الشفوية والوعي الكوني وخلق بيئة تعليمية تفاعليه.

الكلمات المفتاحية: الميديا، الطلاقة الشفوية ، الوعى الكوني، متعلمي اللغة الانجليزية كلغة أجنبية من طلاب الجامعة، الجامعة العربية المفتوحة بمصر

ملخص الدراسة باللغة العربية

المقدمة

شهد انتشار التدريس والتعليم عبر الإنترنت نموًا كبيرًا في مصر خلال السنوات الأخيرة.
في البداية، كانت بعض المؤسسات التعليمية مترددة حيال ذلك؛ ومع ذلك، اضطرت جائحة
كوفيد-١٩ المجتمع التعليمي العالمي، بما في ذلك مصر، إلى اعتماد منصات الإنترنت بشكل
واسع التدريس والتعليم ، على غرار العديد من البلدان الأخرى.

في عام ٢٠٢٠، اغلقت الجامعات المصرية لاسباب مرتبطة بجائحة كوفيد-١٩، مما ادى
إلى اعتماد سريع للتعلم عبر الإنترنت. منذ انتشار كوفيد-١٩، شهد المجال التعليمي، بما في ذلك
تعلم اللغات، تحولًا كبيرًا نحو منصات الإنترنت في المدارس والجامعات في جميع أنحاء العالم
(Vogels، ٢٠٢٠). اشار Nartiningrum و Nugroho (٢٠٢٠) إلى استخدام منصات تيسر
التفاعل بين المعلمين والطلاب حتى في البيئات المعزولة جسديًا، مما يعزز التعلم المستقل. ووفقًا
Rajhans وزملائه (٢٠٢٠)، فقد ساعد تفشي جائحة كوفيد-١٩ في تسريع الحاجة إلى أنظمة
وأساليب تعليمية تتكيف بسرعة وتدمج التعلم عبر الإنترنت.

من بين جميع جوانب اللغة الأساسية، يُعترف على نطاق واسع بأن الطلاقة الشفوية هي
الجانب الأكثر أهمية في اكتساب اللغة، خاصةً بالنسبة لمتعلمي الإنجليزية كلغة ثانية أو لغة
أجنبية. قام Muller وآخرون (٢٠١٤) بتعريف الطلاقة على أنها استخدام المعرفة الحالية إلى
أقصى حد ممكن.

التركيز فقط على المجتمعات المحلية ليس كافيًا، حيث يمكن أن يؤدي إلى سوء التواصل
وسوئ فهم ثقافي غير مقصود. في العالم الحديث، من المهم أن يطلع طلاب الجامعات الذين
يتعلمون اللغة الإنجليزية كلغة أجنبية على الأحداث العالمية وأن يكون لديهم منظورًا عالميًا. ان
تعزيز الوعي العالمي لدى طلاب الجامعات الذين يتعلمون اللغة الإنجليزية كلغة أجنبية يُحمل
العديد من المزايا. إذ يعزز من سماتهم الشخصية، ويوسع منظورهم العالمي، ويشجعهم على قبول
الأفكار والآراء المتنوعة، ويوسع معرفتهم، ويشجعهم على التفكير المنفتح.

أكد Grossman (٢٠١٧) أن دمج القضايا الكونية في دروس تعلم اللغة الإنجليزية يعزز من وجهات النظر الضرورية لفهم الأحداث والثقافات العالمية.

يعطى العديد من مدرسي اللغة الإنجليزية كلغة أجنبية الأولوية لدمج وسائط الإعلام، بما في ذلك الأفلام والموسيقى ومصادر تفاعلية أخرى، في عملية التعليم (Albiladi وآخرون، ٢٠١٨). في هذا السياق، تحاول الدراسة الحالية معرفة ما إذا كان استخدام البودكاست ووسائل التواصل الاجتماعي والأفلام يساعد طلاب الجامعات الذين يتعلمون اللغة الإنجليزية كلغة أجنبية على تعزيز طلاقتهم الشفوية ووعيهم بالاحداث العالمية.

من خلال الاطلاع على الدراسات السابقة ذات الصلة، وجد الباحث أن العديد من الباحثين يدعمون استخدام الميديا في دروس تعليم اللغة الإنجليزية كلغة أجنبية بسبب فوائدها. يسلط Hamouda (٢٠٢٠) الضوء على مرونة استخدام الفصول الافتراضية والميديا. تسمح هذه المرونة للمدرسين باستخدام أساليب تواصل مختلفة والتفاعل مع المتعلمين بفعالية.

مشكلة الدراسة

يعد تحسين اللغة الشفوية لطلاب الجامعات في تعلم اللغة الإنجليزية كلغة أجنبية تحدي كبير لكل من المعلمين والطلاب. وذلك لأن طلاب تعلم اللغة الإنجليزية كلغة أجنبية لا يستخدمون مواد أصيلة لتعلم الأسلوب الصحيح في الكلام. في ماليزيا، يشير Palpanadan وآخرون (٢٠١٤) إلى أنه بعد ١١ عامًا من تعلم اللغة الإنجليزية، لم يتمكن الطلاب الماليزيون من إجادة اللغة الإنجليزية بشكل مقبول. وبالمثل، في جمهورية أنغولا، يشير Albino (٢٠١٧) إلى أن اللغة الإنجليزية تدرس أساسا لمساعدة الطلاب على اجتياز الامتحانات. ويجتاز الطلاب الامتحانات، ومع ذلك، لم يتحسن تواصلهم الشفوي ويفتقرون إلى التواصل مع الآخرين باللغة الإنجليزية.

الدراسة الاستطلاعية

أجرت الباحثة دراسة تجريبية باستخدام مقابلة مع مجموعة من طلاب الجامعات الذين يتعلمون اللغة الإنجليزية كلغة أجنبية (عددهم= ٢٠) لتقييم فصاحتهم الشفوية ووعيهم الكوني واستقصاء معرفتهم السابقة. طُلبت الباحثة من الطلاب أن يُقدموا أنفسهم ويُجيبوا على بعض الأسئلة. وقامت الباحثة بفحص نطاق مفردات الطلاب ونطق بعض الكلمات، بالإضافة إلى بنية الجملة والانتقال. كما تم اختبار وعيهم بقضايا اجتماعية (التنمر)، والقضايا الثقافية (صدمة ثقافية – الإشارات والإيماءات الدولية)، والقضايا البيئية (التلوث واستخدام البلاستيك)، وأهداف التنمية المستدامة (SDGs) أيضًا. كشفت نتائج الدراسة الاستطلاعية عن نقص كبير في فصاحة طلاب الجامعات في اللغة الإنجليزية كلغة أجنبية ووعيهم الكوني ومكوناتهم.

تحديد المشكلة

يواجه أغلب طلاب الجامعات الذين يتعلمون اللغة الإنجليزية كلغة أجنبية تحديات كبيرة في تطوير الطلاقة الشفوية والوعى الكوني. قد تعود هذه المشكلة إلى أسباب مثل التركيز على تعلم قواعد اللغة والمفردات دون ممارستهما. لذا، تهدف الباحثة إلى معالجة هذا الفجوة وحل هذه المشكلة من خلال التحقق من فعالية تطبيق برنامج قائم على وسائط الإعلام في تعزيز الطلاقة الشفوية والوعى الكوني لدى طلاب الجامعات الذين يتعلمون اللغة الإنجليزية كلغة أجنبية.

اسئلة الدراسة

ما تأثير دمج وسائط الإعلام في تدريس اللغة الإنجليزية كلغة أجنبية على تعزيز الطلاقة الشفوية والوعى الكوني لدى طلاب الجامعات الذين يتعلمون اللغة الإنجليزية؟

للإجابة على السؤال الرئيسي أعلاه، تم الإجابة أيضًا على الأسئلة الفرعية التالية:

1– ما مستوى الطلاقة الشفوية والوعى الكوني الحالي للطلاب؟

2– ما سمات برنامج الدراسة القائم على استخدام وسائط الإعلام لتعزيز الطلاقة الشفوية والوعى الكوني لدى طلاب الجامعات؟

٣– ما تأثير استخدام وسائط الإعلام على تطوير الطلاقة الشفوية لدى طلاب الجامعات؟

٤– ما تأثير استخدام وسائط الإعلام على تطوير الوعى الكوني لدى طلاب الجامعات؟

٥– إلى أي مدى يشعر الطلاب بالرضا عن دمج وسائط الإعلام في صفوف تعلم اللغة الإنجليزية كلغة أجنبية؟

فروض الدراسة

• يوجد فرق دال احصائيًا بين متوسطي درجات طلاب مجموعة البحث في التطبيقين القبلي والبعدي لاختبار الطلاقة الشفهية كدرجة كلية لصالح التطبيق البعدي.

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• طلاب مجموعة البحث راضون بشكل عام عن البرنامج المقترح القائم على دمج الميديا لتنمية الطلاقة الشفوية والوعي الكوني لديهم.

منهج الدراسة

اتبعت الدراسة الحالية تصميم البحث شبه التجريبي لمجموعة واحدة، مع مقابلة قبلية وبعدية للمجموعة الواحدة، إلى جانب نهج البحث المختلط الذي يدمج التقييم الكمي والتقييم النوعي. وتكونت مجموعة الدراسة من ٣٠ طالبًا جامعيًا يتعلمون اللغة الإنجليزية كلغة أجنبية

وكانوا مسجلين في المستوى ما قبل المتوسط.وهم من طلاب الفرقة الاولى بالجامعة العربية المفتوحة بمصر .

أدوات الدراسة:

- مقابلة قبلية وبعدية لقياس الطلاقة الشفوية والوعى الكوني.
- جدول تقييم الطلاقة الشفوية والوعى الكوني.
- استبيان رضا المشاركين.

حدود الدراسة

اقتصرت الدراسة على:

- المشاركون في الدراسة وهم مجموعة من متعلمي اللغة الإنجليزية كلغة أجنبية (عددهم ٣٠) تم اختيارهم من بين متعلمي المستوى ما قبل المتوسط في الجامعة العربية المفتوحة في القاهرة حيث تعمل الباحثة.
- بعض مكونات الطلاقة الشفوية مثل بناء المعنى والمفردات، النطق، والبنية، والانتقال.
- بعض مكونات الوعي الكوني مثل القضايا الاجتماعية، والقضايا الثقافية، والقضايا البيئية، وأهداف التنمية المستدامة .
- بعض وسائط الإعلام مثل وسائط التواصل الاجتماعي، والبودكاست، والأفلام.

أهمية الدراسة

تتماشي الدراسة الحالية مع الاتجاه الحالي للعالم بأسره ولمصر أيضًا، نظرًا لأن كل شيء في هذه الأيام يتم ترقيمه رقميًا وتولى اهتمام كبير للقضايا العالمية، وخاصة أهداف التنمية المستدامة. لذا، يمكن أن تكون هذه الدراسة ذات أهمية لمجموعة من الأشخاص:

طلاب الجامعات الذين يتعلمون اللغة الإنجليزية كلغة أجنبية:

من المتوقع أن يقوم طلاب الجامعات الذين يتعلمون اللغة الإنجليزية كلغة أجنبية بتعزيز وتطوير مستوياتهم في الطلاقة الشفوية والوعي الكوني من خلال التعرض لمختلف أنواع الميديا اثناء محاضراتهم عبر الإنترنت.

مدرسو اللغة الإنجليزية كلغة أجنبية:

تهدف هذه الدراسة إلى إيجاد بدائل ممكنة للفصول الدراسية التقليدية من خلال استخدام الميديا. إنها توفر لمدرسي اللغة الإنجليزية كلغة أجنبية مجموعة من الاقتراحات والأنشطة التي يمكنهم استخدامها بفعالية لتطوير طلاقة طلابهم في اللغة الإنجليزية وزيادة وعيهم الكوني وتحقيق نتائج تعلم أفضل. قد تساعدهم أيضًا في الحصول على فصول دراسية أكثر تفاعلًا وممتعة وموجهة نحو الطلاب.

الباحثون في تعليم اللغة الإنجليزية كلغة أجنبية:

تشجع هذه الدراسة الباحثين الآخرين على الاعتماد على نتائجها لإجراء مزيد من الدراسات. تُعتبر نتائج هذه الدراسة دليلا قيمًا للباحثين في تعليم اللغة الإنجليزية كلغة أجنبية الذين يرغبون في إجراء المزيد من الأبحاث حول المواضيع ذات الصلة.

مطورو المناهج ومصممو الدورات:

من المتوقع أن يأخذ مطورو المناهج ومصممو الدورات نتائج البحث في الاعتبار عند تصميم الأنشطة أو المناهج لطلاب الجامعات الذين يتعلمون اللغة الإنجليزية كلغة أجنبية. تأمل الباحثة أن يتم تضمين الميديا في المناهج التعليمية التي يمكن أن تعزز الطلاقة الشفوية والوعي الكوني، وتطوير أساليب تدريس جديدة.

نتائج الدراسة

أسفرت الدراسة الحالية عن النتائج التالية:

•هناك فرق ذو دلالة إحصائية بين المتوسطات الحسابية لدرجات مشاركي الدراسة في مرحلتي المقابلة القبلية والبعدية بالنسبة للدرجة العامة للطلاقة الشفوية، ومكونات الطلاقة الشفوية الفرعية، والدرجة العامة للوعي الكوني، ومكونات الوعي الكوني الفرعية، لصالح المقابلة البعدية.

• كان مشاركو الدراسة راضين بشكل عام عن البرنامج القائم على وسائط الإعلام، وكانت لديهم توجهات إيجابية تجاه استخدام وسائط الإعلام كبديل فعال للأساليب التقليدية.

توصيات الدراسة

توصي الدراسة ب:

• تكنولوجيا ووسائط الإعلام يجب أن تكون جزءًا أساسيًا من دروس اللغة الإنجليزية لتعزيز الطلاقة الشفوية والوعى الكونى لدى متعلمي اللغة الإنجليزية كلغة أجنبية ولإنشاء بيئة تعليمية تفاعلية.

• القضايا العالمية، بما في ذلك القضايا الاجتماعية والثقافية والبيئية، يجب دمجها في برامج تعليم اللغة الإنجليزية لتعزيز التفكير النقدي وتطوير حلاً فعالًا بين طلاب الجامعات الذين يتعلمون اللغة الإنجليزية كلغة أجنبية.

• يجب على طلاب الجامعات الذين يتعلمون اللغة الإنجليزية تطوير الوعي الكونى؛ فهم وجهات نظر وثقافات وسياقات مختلفة. إدراج مواد أصيلة ومحتوى إعلامي متنوع لمعرفة وجهات نظر وسياقات ثقافية متنوعة.

• يجب على معلمي اللغة الإنجليزية تقييم الطلاقة الشفوية والوعى الكونى من خلال أساليب التقييم الأصيلة المناسبة.

• يجب تدريب معلمي اللغة الإنجليزية والمدرسين على استخدام استراتيجيات غير تقليدية ووسائل تعليم حديثة.

• تعليم اللغة الإنجليزية بشكل ضمني من خلال وسائط الإعلام يعزز اكتساب قواعد اللغة والمفردات بشكل طبيعي، مما يؤدي إلى تحسين الطلاقة الشفوية ومهارات التواصل.

مقترحات الدراسة للبحث المستقبلي

بناءً على نتائج الدراسة الحالية، تم اقتراح بعض القضايا للبحث المستقبلي، وتشمل ما يلي:

• استقصاء تأثير وسائط الإعلام في تطوير وعي الطلاب الكونى بشأن التغير المناخي.

- تكرار الدراسة في مراحل تعليمية مختلفة مثل المرحلة الثانوية.
- إجراء بحوث إضافية تستخدم نفس فكرة دمج وسائط الإعلام في تعلم اللغة الإنجليزية ولكن لتطوير جوانب اللغة الأخرى.
- استكشاف تأثير استخدام وسائط الإعلام في تطوير المهارات الشخصية.
- استقصاء تأثير استخدام وسائط الإعلام على الطلاب ذوي الاحتياجات الخاصة.