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**The Impact of an Interactive Multimedia Program on  
Improving EFL Speaking Skills of Preparatory Stage  
Students and their Motivation towards Learning**

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## **The Impact of an Interactive Multimedia Program on Improving EFL Speaking Skills of Preparatory Stage Students and their Motivation towards Learning**

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### **Abstract**

This research aimed at studying the impact of an Interactive Multimedia Program (IMM) on improving EFL preparatory stage students' speaking skills and their motivation towards Learning. The participants of this research were (72) second-year preparatory stage students at Shajarat Al-Dur Preparatory School for Girls, Mansoura City, Dakahlia Governorate, Egypt. The research adopted the quasi-experimental design using two groups: an experimental group (n = 36), and a control one (n =36). To collect data, the researcher used four instruments:1) an EFL speaking skills checklist, 2) an EFL speaking skills test, 3) an EFL speaking skills scoring rubric, and 4) a motivation scale. The researcher taught both groups: the experimental group was taught through the IMM program, while the control group was taught through the regular method of teaching. Research results revealed that there were statistically significant differences between the mean score of the experimental group and the control group students in the EFL speaking skills test and the motivation scale in favor of the experimental group. Moreover, the effect size of the IMM program was found to be high. As a result, this research advocated adopting interactive multimedia programs to teach the four competencies of the English language at various educational levels.

**Keywords:** *Interactive Multimedia, Speaking Skills, Motivation, Preparatory Stage Students, EFL.*

### **Introduction**

Learning English is considered one of the most important requirements of the current era, especially learning speaking for preparatory stage students, as it enables them to express their ideas easily and communicate effectively. Despite the importance of speaking skills, many students struggle from the lack of motivation to participate in speaking classes and express their ideas orally.

Hence, EFL teachers must focus on discovering new educational ways to teach speaking skills, raise students' motivation, and transform the traditional classroom into an attractive one that is characterized by enjoyment, excitement, and fun.

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Recently, computer technology has been regarded as one of the new educational ways for improving the whole educational system. This technology enables teachers to integrate PowerPoint, graphics, animation, audiobooks, songs, videos, and games during the teaching process in an interactive way.

Boonkit (2010) declared that to attain effective communication in language learning environments, speaking is one of the essential skills to be improved. Bahardovar and Omidvar (2014) stated that speaking is regarded as the primary skill in learning the English language. Nasiri and Pourhossein Gilakjani (2016) noted that speaking is crucial for learners' interactions since they communicate verbally.

Despite the importance of speaking skills, many researchers argued that the vast majority of students face many challenges that affect their speaking performance. Pratolo, Habibie, and Setiawan (2019) listed students' challenges into four categories: 1) language boundaries; 2) psychological factors; 3) proponent factors (friends and low participation), and 4) unattractive topics.

Shen and Chiu (2019) assumed that speaking issues for EFL learners are caused by: (1) psychological issues (such as anxiety, fear of making mistakes, and lack of confidence), (2) linguistic issues (such as a limited vocabulary), (3) and environmental issues (e.g. lack of learning context for English conversation).

Therefore, for the best speaking performance in the classroom, teachers should raise students' motivation to take pleasure and be excited by fostering a supportive learning environment and providing interesting communication opportunities.

The Interactive Multimedia (IMM) program has the potential to improve students' speaking skills and significantly increase their motivation towards learning English as a foreign language. Students might feel more motivated to study English by utilizing Interactive Multimedia (IMM) technology because the teacher's traditional boring methods would not be used any longer. With the help of (IMM) technology, students can learn independently, with a high level of motivation, at anytime, anywhere.

Interactive multimedia is a combination of text, audio, video, animations, images, sound, and other elements that are used to establish a reliable line of communication between the user and the computer. It refers to the use of technology in the educational field to improve the learning process.

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The use of multimedia, according to Ariani and Haryanto (2010), has a significant influence on students' learning, including: 1) creating an enjoyable and attractive learning atmosphere, 2) boosting students' motivation, 3) allowing students to learn at anytime and anywhere, 4) promoting students' learning whether independently or in groups.

Gilakjani (2012) showed that there are many benefits of utilizing multimedia in the EFL classroom, including: a) increasing students' attention levels. b) Deepen students' learning and improve their capacity to learn difficult subjects. c) Allow students to recall the information more quickly and reliably with the use of rich multimedia elements.

Philips (2013, p.11) stated that the benefits of interactive multimedia include 1) mixed media, 2) under users' control, 3) allows designers to simulate and visualize lessons with the help of animation technology, and 4) provides students with a variety of learning styles.

Because of the importance of integrating interactive multimedia during the learning process, this research designed an interactive multimedia program to enhance the speaking skills of preparatory stage students' and their motivation towards learning.

### **Review of Literature and Related Studies**

People primarily used oral language for communication before learning any other language skills. They communicate with one another to maintain relationships as well as to convey messages and thoughts. The act of speaking is a means of engagement and communication. Based on the idea that any skill can be improved. Learners can improve their speaking skills via the understanding of speaking concepts and more practice.

Speaking is a communicative skill used to verbally convey ideas and information to a listener. It is an activity that requires two or more participants. Nematovna (2016) stated that speaking is a useful process that enables speakers to convey their thoughts, emotions, and feelings verbally.

### **The Nature of Speaking**

Speaking is a communicative skill used to verbally convey ideas and information to a listener. It is an activity that requires two or more participants. Speaking is one of the four language skills—reading, listening, speaking, and writing—that is extremely important.

Many researchers have studied speaking skills. It is the interactive productive process of receiving, producing, and transmitting meaning in a spoken situation. A speaker must utilize language efficiently and correctly to transmit his or her message to the audience (Fulcher, 2003).

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Šolcová (2011) revealed that speaking is an interactive process in which people switch between the roles of speaker and listener while using both verbal and non-verbal cues to achieve their communication objectives. McDonough and Shaw (2012) described speaking skills as an interactive process that allows people to create phrases for actual interaction.

Speaking was described by Liao (2009) as a fundamental ability that students should grasp and continually improve for better communication. The ability to speak clearly and fluidly is a remarkable aspect of everyday communication. Aljumah (2011) stated that speaking is a linguistic action that involves some components: pronunciation, grammar morphology, syntax, discourse lexis, semantics, pragmatics, and fluency, in addition to (themes and ideas).

Nasiri and Pourhossein Gilakjani (2016) noted that speaking is crucial for learners' interactions since they communicate verbally. According to Qadhi (2018), the oral exchange of ideas takes place through speaking as it is one of the fundamental skills in language acquisition.

### **The importance of Speaking**

Speaking is seen as a fundamental skill in learning English as a foreign language. It serves as a channel of communication for learners that allows them to deliver their message. Students often measure their academic excellence by their ability to communicate verbally and express their ideas orally.

Boonkit (2010) declared that to attain effective communication in language learning environments, speaking is one of the essential skills to be developed. According to Qureshi (2012), speaking is a communication process that helps individuals to convey their thoughts and ideas as well as learn about the identities of others. Where speech is present, communication occurs.

### **Speaking Sub-Skills**

Speaking is the core of any language competence, which speakers must learn to deliver fluent, correct, and meaningful communication. Harris (1969); and Hughes (2003) explored that there are five speaking sub-skills that need to be examined; Pronunciation, grammar, vocabulary, fluency, and comprehensibility.

According to Lackman (2011), speaking sub-skills include the following: 1) Fluency: refers to speaking easily without planning. 2) Accuracy: to pronounce words correctly and employ appropriate grammar structures. 3) Using functions: refers to employing the appropriate terminology for a variety of purposes. 4) appropriateness: is to choose the

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right words for each occasion. 5) Turn-taking skills: refer to the ability to introduce and encourage communication. 6) Appropriate length: to speak at a speed that fits the situation. 7) Responding and initiating: such as coming up with responses, and introducing new ideas. 8) Correction and repetition: to clarify their utterances if the listener is confused. 9) Variety of vocabulary and grammar: employ various vocabulary and grammar during the speaking discourse. 10) Discourse sub-skills: such as (first, in the same line, to conclude).

### **Speaking Strategies**

Speaking is the most problematic skill to be learned and mastered in learning English as a foreign language. Many EFL educators use a variety of effective strategies to permit students to overcome their problems and enhance their oral competence.

Zhang's (2004 as cited in Defrioka, 2017) speaking strategies proposed in teaching are as follows:

- **Personalization and individualization:** Personalization activities offer students the ability to express their thoughts. Individualization: allow students to engage in discussing a subject of their choice, at their way, style, and speed.
- **Interest:** Engaging students' interests is crucial for speaking activities to be successful. It calls for certain essential components to be included in the activities' design.
- **Pair-work and group-work:** Students should communicate with one another whether in pairs or groups to obtain knowledge from their classmates.
- **Variety:** Learners' contributions come in a wide range and are crucial to all forms of teaching and learning.
- **Investigator and assessor:** The teachers give feedback on students' performances in the given tasks, assess the suitability of the activities, and modify teaching materials to better relate to real-world scenarios.

According to Huang (2016), speaking strategies are divided into three categories: cognitive, communicative, and affective. When learning to speak, students use cognitive strategies to communicate their thoughts, undertake analysis, and process information inductively. Communicative strategies involve reorganizing the material as well as expanding and condensing it as needed to effectively convey the message. Affective strategies represent affective factors.

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### **Speaking Challenges**

One of the most challenging components of learning a language is developing speaking skills. It might be challenging for many language learners to express themselves verbally.

Afshar and Asakereh (2016) pointed out that students' speaking challenges are caused by: 1) the absence of opportunities to practice English outside the classroom; 2) ineffective speaking classes; and 3) the lack of effective and adequate facilities in language laboratories.

In the Egyptian classroom, the ability of students to speak English fluently is very difficult. This is because learners do not have enough opportunities to practice speaking outside the classroom. Another issue is the absence of a target language context, which naturally leads to a lack of engagement with real-life scenarios (Cameron, 2001). Also, students solely study grammatical rules for exams; they are already familiar with the material, but they are ill-equipped to use it in everyday conversations (Latif and Mahmoud, 2012). Additionally, the vocabulary of students is limited. Possible other explanations include their dread of making mistakes and facing ridicule from their peers, a phenomenon known as "fear face loss" (Salem 2017).

### **Studies Related to Speaking Skills**

Many educators and researchers have attempted to improve the speaking skills of EFL students by combining various techniques and methodologies. Some of them are as follows:

Sadek (2023) evaluated the usefulness of blended learning speaking games in improving the speaking performance of first-year secondary school pupils. The study's participants were 25 first-year secondary school female students from Tanta. The study's instruments included a pre-post speaking test, a motivation scale, and a rating rubric. The study's findings revealed that speaking games delivered through blended learning can give learners the communicative aspects they need to freely convey their ideas.

Rabie (2023) evaluated the usefulness of podcasts for improving EFL listening and speaking skills, as well as student motivation, among secondary students. The sample of the study included forty first-year secondary students from Borg Noor El-Hommos Secondary School in Aga, Dakahlyia governorate, Egypt. The tools of the study were; listening and speaking skills questionnaires, pre-post listening and speaking skills tests, and a pre-post motivation scale. The findings revealed that using podcasts to strengthen EFL listening and speaking skills, as well as students' motivation, is extremely successful for secondary school students.

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Sánchez, Sánchez, and Alcvar (2023) investigated the effect of implementing self-assessment and self-regulation aided through WhatsApp for improving 8th-year students' speaking skills. (28) Eighth-grade students from Pedernales, Manabi, participated in the study. The instruments of the study were; A pre-posttest, a rubric, a checklist, and an interview. The results of the study revealed that the use of self-assessment and self-regulation aided through WhatsApp had a great effect on improving students' speaking skills.

Sari and Hamzah (2023) investigated the influence of role-play on the speaking skills of 5th-grade students in Indonesia. Twenty-five fifth-grade students in Indonesia participated in the study. The study's instrument was a pre-post speaking skills test. The findings of the study revealed that role-play is effective in improving students' speaking skills.

In conclusion, speaking skills can be amusing or dull to learners. Although some students enjoy and find these communication skills attractive others find them challenging and dull. This is related to the motivational factor. Motivation is a fundamental element that has proven crucial in helping students learn any language.

#### **The Nature of Motivation**

Motivation is the urge to engage in and participate in the learning process. It is the key to learners' academic success and what allows for effective learning. Dörnyei (2018, p.1) defined motivation as the human behavior that directs and explains the reason for selecting a particular action and the expended effort to achieve the main aim of this behavior.

Motivation was described in a highly detailed manner by Dörnyei and Ushioda (2021) “the decision to choose a specific course of action, the steadfastness with it, and the increased effort related to it”.

#### **The Importance of Motivation in Language Learning**

Motivation is the reason behind the success or failure of any task. It is a psychological factor that directs students' behavior. It can be said that EFL students will succeed in learning English if they obtain a high level of motivation.

According to Gilakjani, Lai-Mei, and Sabouri (2012), motivation is the desire and effort that is set by individuals to achieve their goals. They noted that motivation is a psychological component that urges and prompts action. It can be said that motivation is a key consideration when determining a learner's readiness to communicate.

Drew and Sørheim (2016) stated that motivation is crucial for success in language learning. According to Dörnyei (2018), a student who is



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motivated in a classroom would act appropriately, make good decisions, and make many efforts to learn a language.

### **Types of Motivation**

Increasing students' motivation to achieve the desired goals or to complete different tasks is a crucial element. Types of motivation are classified into many categories, which are addressed in the following lines.

#### **Integrative and instrumental motivation**

Integrative motivation, as described by Gilakjani, Leong, and Sabouri (2012), is the desire to acquire a language to integrate into the target language community as well as for personal growth and cultural enrichment. Ismail, Ahmadi, and Gilakjani (2012) defined interactive motivation as the desire to learn a language to participate in a speech community. They stated that language learners who wish to interact with native speakers of the target language have a higher motivation to learn the language and are more successful in doing so.

Gilakjani, Leong, and Sabouri (2012) stated that instrumental motivation results from a desire to acquire a second language for a variety of reasons. According to Ismail, Ahmadi, and Gilakjani (2012), students with instrumental motivation study a language to achieve practical goals like gaining a wage bonus or getting accepted into a university.

#### **Intrinsic and extrinsic motivation**

Lai (2011) described intrinsic motivation as a drive that is fueled by pleasure, interest, or personal gratification. Intrinsic motivation, as defined by Ismail, Ahmadi, and Gilakjani (2012), is an action that is motivated by internal rewards. Ur (2012, p. 10) revealed that "the intrinsic motivation is correlated with the behavior of language acquisition: whether it is viewed as exciting or dull, personally gratifying or unpleasent". According to Coon and Mitterer (2015), intrinsic motivation is behavior prompted by internal incentives and fulfillment when people engage in an activity for the enjoyment of it or because they perceive it as a chance to explore, learn, and realize their full potential. Alizadeh (2016) defined intrinsic motivation as the drive to participate in a pleasurable activity.

As opposed to that, extrinsic motivation refers to engaging in a behavior just to earn a reward or avoid punishment. For example, an extrinsically motivated learner completes his or her project only out of fear of receiving negative feedback from parents. This learner is driven by the separable benefits of avoiding punishment, not by the task itself, (Ismail, Ahmadi, and Gilakjani, 2012). Extrinsic motivation, according to McGeown, Norgate, and Warhurst (2012), is the term that is used to

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describe the outside forces that might motivate learners. Scores, awards, adulation, or a drive to outperform others are some examples of extrinsic motivation. Ur (2012) stated that "extrinsic motivation is built on the perceived rewards of learning achievement and consequences of failure.

#### **Factors Affecting Motivation**

Motivational factors are an essential component of any school. Knowing how to inspire students in the classroom allows them to complete their tasks correctly and in the allotted time. Thus, understanding the appropriate factors can aid in increasing overall student achievement.

Tuan (2012) identifies three major factors that influence students' motivation. They are; a) Attitudes of teachers: Teachers and their teaching methods have a direct impact on students' enthusiasm to learn; b) Parental considerations: Parents have a large social influence on their children's motivation and achievement, c) Environmental influences: Including factors like classroom size, desk arrangement, classroom technology use, weather, and so on. Drew and Sørheim (2016) stated that the teaching style, resources, and methods used by teachers have a significant impact on students' motivation to learn a language. They also noted that a variety of activities, encouragement, direction, and constructive criticism are required to maximize motivation.

#### **Studies Related to Motivation**

Numerous studies on teaching English as a foreign language aim to boost students' motivation to learn the language by utilizing various methods and approaches. Here are some of these studies:

Amalia, Inayati, and Marini (2023) evaluated the influence of gamification on enhancing students' motivation towards learning English. The study's participants were 36 third-year preparatory-stage students, and the instruments used were a questionnaire, an interview, and observation data. The study's findings shed light on the benefits of gamification in the teaching and learning of English.

Sitepu et al., (2023) investigated the impact of song lyrics on seventh-grade students' motivation toward learning vocabulary in Indonesia. The study's participants were 20 Indonesian seventh-grade students. The study's instruments included observations, questionnaires, and documentation. The study found that teaching seventh-grade students at SMP Citra Bangsa by employing song lyrics has a significant impact on increasing their motivation and vocabulary achievement.

Abdel-Moneim (2020) conducted a study to employ a multiple intelligence-based strategy to develop EFL speaking skills and motivation

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for Al-Azhar secondary-stage students. 30 first-year secondary students from Egypt's Ekwa Religious Institute for Girls, Sharkia Governorate, Egypt, participated in the study. The instruments of the study were a speaking skills checklist, a pre-post speaking skills test, an EFL speaking skills rubric, and a motivation scale. The results of the study concluded that a multiple intelligence-based strategy was successful in helping Al-Azhar secondary-stage students improve their EFL speaking skills and motivation.

### **Interactive Multimedia**

It is a broad phrase used to describe any computer-mediated program or interactive application that combines text, color, graphical images, animation, auditory sound, and animated video. It is a possible way to increase students' motivation for language learning. Systems for learning through multimedia can help students grasp how to learn a language in an effective and interactive way.

### **The Nature of Multimedia**

Murnir (2013) described multimedia as any form of media that combines at least two different types of media, including text, graphics, pictures, photos, audio, video, and animation. There are two types of multimedia: interactive multimedia and linear multimedia. First, Linear multimedia is a non-interactive format in which the contents are covered in the same order throughout each presentation such as Movies and TVs. Second, Non-linear (Interactive) It gives the user the ability to direct and advance through his or her own experience. A computer-based learning program and interactive video games are two examples of interactive multimedia.

England and Finney (2011) described interactive multimedia as the combination of visuals, electronic text, sound, and moving pictures in a digitally organized computer environment that enables users to engage with the material for appropriate purposes. Interactive multimedia was characterized by Vaughan (2011) as a blend of text, art, sound, animation, and video that is presented to students by using a computer or other electronic and digital manipulation tools. Through the use of these media, the learning process is conducted dynamically and interactively, (p.1).

### **Basic Elements of Interactive Multimedia and its Characteristics**

Numerous scholars contend that text, graphics, animation, sound, and video are the basic elements of multimedia such as: Zhen (2016); Pavithra, Aathilingam and Prakash (2018); and Banerjee (2019). These elements have positive effects on how well students learn the subject matter.

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- **Text:** It is a core component of any multimedia application. That delivers the most data. The information can be presented in a variety of font types, sizes, and styles.
  - **Graphics:** This term refers to still images, like charts, diagrams, and photographs.
  - **Animation:** It is the rapid display of a series of images in 2-D or 3-D to provide the appearance of movement.
  - **Sound:** Related to any audio that is recorded and created by computers, including voice, music, and other sounds.
  - **Video:** Video provides more vivid information as compared to animation. However, it will use up more storage than animation.

There are various characteristics that allow interactive multimedia to be an efficient teaching technology. We should be aware of these characteristics to better comprehend the notion of interactive multimedia and its components.

Adeniyi, Olowoyeye, and Onuoha (2016) stated that the most important characteristic of interactive multimedia is to be under the users' control. This control allows users to learn according to their needs. In addition, a list of interactive multimedia's characteristics was provided by Kuprienė and Žegunienė (2017) including interaction, communication, open access, divergence, flexibility, attractiveness, many information forms, and interactive engagement.

Shinde (2018) asserts that interactive multimedia has the following characteristics: it is created for a specific target group, it has particular goals, is under learner control, self- instructional technique, prompts feedback and reinforcement, increases and sustains learners' interest.

#### **Principles of Designing an Attractive Multimedia Program**

When designing multimedia educational software there are some fundamental principles to adhere to to be an effective learning environment. According to Clark and Mayer (2011); and Shinde (2018), the following principles should be followed while creating appealing multimedia programs:

- **Multimedia Principle:** This concept asserts the necessity of incorporating both words and images.
- **Modality Principle.** Include speech to explain images instead of just on-screen text.
- **Redundancy Principle:** Use voice to describe an animation sequence Instead of on-screen text.
- **Coherence Principle:** Prevent the use of extraneous text, images, and sound.

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- **Contiguity Principle:** Place comparable text and visuals close to one another.
  - **Segmentation Principle:** oriented to the thorough presentation of information to complete an activity or solve a problem.
  - **Practice Principle:** Students should be placed in an interactive setting to answer questions or complete activities.
  - **Personalization Principle:** The learner's sense of isolation is decreased and personalization is increased.

Gilakjani (2012) stated that words and pictures are better than just words, unnecessary information should be avoided when presenting multimedia content. Additionally, interactive multimedia learning is more effective when the learner controls it and when the learner's knowledge structures are activated before exposure to the multimedia content as well as getting feedback.

### **Role of Interactive Multimedia in Improving Speaking and Motivation**

#### **a) Speaking and Interactive Multimedia**

EFL Students can become more engaged in developing their skills on their own by incorporating multimedia in speaking sessions. This incorporation of multimedia allows students to learn in an active way anywhere at any time without being restricted to schools.

Odhabi and Nicks- McCaleb (2011) pointed out that interactive multimedia-based programs are effective in enhancing EFL speaking lessons. Diyyab, Abdel-Haq, and Aly (2013) stated that integrating multimedia-based software in conventional EFL classroom settings has demonstrated numerous opportunities for students to enhance their speaking fluency. Hwang et al. (2016) revealed that using Web-based multimedia platforms in EFL classrooms during storytelling learning activities can help students to become more competent in speaking skills. Also, they noted that through multimedia students' learning performance may be enhanced and new vocabulary may be acquired.

Multimedia, according to Ospitia, Garzón, and Garces (2016), is a successful technique for improving EFL students' speaking skills since it puts them in authentic communication scenarios. Fauzi (2016) concluded that multimedia may be used in a speaking class to improve students' oral presentation skills. This could be a result of the appealing characteristics of multimedia, which include animation, music, and visuals.

Ratnawati and Didih (2017) stated that the use of video content assists students in recording their speeches and listening to them again when they need that result to evaluate themselves and know their points of weaknesses. Syafii, Sugianto, and Cendriono (2019) revealed that the

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implementation of multimedia in the classroom significantly influences how well students speak. Additionally, the use of multimedia has a favorable effect on how engaged students are throughout the educational process.

Shofi (2020) revealed that using multimedia-based instruction has significant effects on how well students communicate. Firstly, improving students' language skills. Secondly, the intense use of multimedia helps students to practice speaking English. Thirdly, students can watch a video or two and rehearse individually before practicing speaking in front of the class.

#### **b) Motivation and Interactive Multimedia**

Due to the characteristics of interactive multimedia that draw learners' attention and make the educational process more engaging and entertaining, integrating it into the teaching and learning process has a positive influence on enhancing EFL learners' motivation towards the language learning process.

Interactive multimedia, according to Amine, Benachaiba, and Guemide (2012); and Gilakjani (2012), boosts the motivation of EFL students by excitingly providing courses in contrast to the typical classroom setting, which looks bland. Students are more motivated by this technological advancement in EFL courses since the use of interactive multimedia makes learning a new language engaging and relevant.

Rusmanto (2012) pointed out that the integration of multimedia promotes learning enjoyment and inspires students to do their best. Rossi and Fedeli (2017) declared that using multimedia-based applications in conventional ESL and EFL lessons is an effective technical tool for raising students' interest in learning. According to Sianipar (2017), the main aim of teaching languages by utilizing multimedia is to increase students' interest and excitement in learning.

Ambarini, Setyaji, and Zahraini (2018) noted that the use of interactive multimedia in the learning process has been shown to have a variety of advantages; one of these advantages is that it makes the classroom more engaging as well as motivates students to learn. Alhawad, Bedri, and Alhafian (2018) revealed that multimedia has a substantial influence on promoting students' motivation and innovation.

Cárdenas Gómez (2019) stressed that multimedia enhances language instruction and boosts the motivation of both teachers and students by giving them chances to practice speaking the target language in real-world situations. Also, he noted that the main problem with language learning is

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the lack of student motivation. However, this problem may be solved by using interactive multimedia.

To put it in a nutshell, interactive multimedia has been shown to be successful in raising students' motivation to practice speaking skills more effectively. For this reason, the present research will adopt the use of interactive multimedia as an instructional technique in the learning process to improve EFL students' speaking skills as well as increase their motivation towards learning.

#### **Studies Related to the Multimedia**

Rofi'ah and Widiarini (2023) investigated the effect of implementing interactive multimedia technology in improving speaking skills for preparatory stage students in Indonesia. The participants of the study were 30 third-year preparatory stage students. The data were collected by using two questionnaires. The findings of the study revealed the effectiveness of interactive multimedia technology in improving speaking skills for third-year preparatory stage students.

Ali, El-Henawy, and El Bassuony (2023) studied the effectiveness of adopting a program based on some habits of mind (HoMs) to enhance secondary-stage pupils' speaking skills. The study included (50) first-year secondary school students from Port Said, Egypt. The study's instruments included an EFL speaking sub-skills questionnaire, a pre-post speaking test, and a rubric. The results showed that the program based on some HoMs was effective in developing the targeted English-speaking skills for secondary school students.

Sayed (2023) attempted to determine how well gamification-based electronic programs would enhance vocabulary acquisition and motivation for elementary school students. The study sample included 50 sixth grade students selected randomly from Balat Primary School, New Valley, Egypt. The instruments of the study were; a pre-post vocabulary achievement test and a pre-post motivation scale. The results of the study indicated that gamification-based electronic program has a great effect on improving elementary stage students' vocabulary acquisition and motivation.

Tahir (2023) examined the impact of an English for Specific Purposes Web-based program on improving listening comprehension and speaking for EFL Iraqi Police Academy Cadets as well as their motivation to learn the English language. Sixty Iraqi Police Academy Cadets in their third year were chosen to participate in the study. The study used an EFL speaking and listening test as well as a questionnaire-based motivation scale. The study results suggested that the ESP online education program

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significantly influenced the growth of EFL speaking and listening skills as well as their motivation to learn the language.

Abdel-Halim (2023) studied the importance of employing infographics-based program to improve productive skills for EFL second-year secondary-stage students. The study included thirty students from the second-year preparatory stage at AL-Horria School in Menoufia Governorate, Egypt. The instruments of the study were; A checklist of EFL speaking and writing skills, a pre-post speaking and writing test, and a grading rubric. The findings suggested that implementing an infographics program to improve EFL productive skills was beneficial.

Lin and Wu (2020) explored the impact of multimedia technology on improving EFL third-year primary school students' vocabulary acquisition and their motivation towards language learning. The participants of the study were (31) third-year primary stage students. The instruments of the study were: the achievement test and the learning motivation questionnaire. The results of the study declared that multimedia teaching materials have a great effect on improving EFL third-year primary school students' vocabulary and their motivation towards language learning.

#### **Pilot Study**

To provide evidence for the problem of the present research, the researcher conducted a pilot study to determine second-year preparatory stage students' actual level of speaking skills and motivation towards learning. A pilot study was conducted on a sample of 15 students from Al-Ayoubeya Preparatory School for Girls, Al-Mansoura City, Al-Dakahlia Governorate, Egypt. The students were asked to answer some questions to measure some speaking sub-skills such as fluency, vocabulary, grammar, pronunciation, and comprehensibility. Table 1 reveals the results.

**Table 1**  
***Results of the EFL Speaking Skills Pilot Study Test***

<b>Main Skills of the Speaking Test</b>	<b>Skill Score</b>	<b>Max. Score</b>	<b>Min. Score</b>	<b>Mean Score</b>	<b>SD</b>	<b>Percentage</b>
<b>Fluency</b>	8	4	2	2.8	0.77	35 %
<b>Vocabulary</b>	8	4	2	3	0.38	37.5 %
<b>Grammar</b>	8	4	2	2.6	0.74	32.5%
<b>Pronunciation</b>	8	4	2	2.4	0.63	30 %
<b>Comprehensibility</b>	8	4	2	2.8	0.68	35 %
<b>Total</b>	<b>40</b>	<b>20</b>	<b>10</b>	<b>13.6</b>	<b>3.2</b>	<b>34 %</b>

Table (1) shows that the percentage of the sample scores on the EFL speaking skills pilot study test was 34 %. This means that students lack most of the speaking skills that are necessary for oral communication.



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Results in Table 1 confirm that there are numerous challenges in EFL second-year preparatory school students' teaching/learning which affect their speaking skills and motivation. Therefore, it is essential to investigate this problem and find a proper remedy for it.

#### **Statement of the Problem**

Based on the review of literature and the pilot study results', the problem of the research can be stated as follows: EFL second-year preparatory school students lack some speaking sub-skills such as; fluency, vocabulary, grammar, pronunciation, and comprehensibility. In addition, they have a low level of motivation towards learning English.

Thus, the current research suggested that using an interactive multimedia program, as one of the new instructional technologies, might help to improve the EFL speaking skills of preparatory stage students and their motivation towards learning.

#### **Research Questions**

This research attempted to answer the following questions:

- 1) What are the components of an interactive multimedia program that improve EFL preparatory stage speaking skills and their motivation towards learning?
- 2) What is the impact of using the interactive multimedia program on improving EFL preparatory stage students' speaking skills?
- 3) What is the impact of using the interactive multimedia program on improving EFL preparatory stage students' motivation towards learning?
- 4) What is the relationship between improving preparatory stage students' speaking skills and their motivation towards the learning process?

#### **Hypotheses**

This research attempted to verify the following hypotheses:

1. There are no statistically significant differences at the ( $\alpha \leq 0.05$ ) level between the mean scores of the experimental group and that of the control group on the post-administration of the EFL speaking skills test".
2. There are no statistically significant differences at the ( $\alpha \leq 0.05$ ) level between the mean scores of the experimental group on the pre and post-administration of the EFL speaking skills and the total score.
3. There are no statistically significant differences at the ( $\alpha \leq 0.05$ ) level between the mean scores of the experimental group and that of

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the control group on the post-administration of the EFL motivation scale".

4. There are no statistically significant differences at the ( $\alpha \leq 0.05$ ) level between the mean scores of the experimental group on the pre and post-administration of the motivation scale.

### **Purpose**

The purpose of this research was to determine to what extent using an Interactive Multimedia Program is effective in improving EFL students' speaking skills and their motivation towards learning.

### **Significance**

The present research would contribute to:

1. Incorporate new innovative methods for improving EFL preparatory school students' speaking skills through the use of educational technology.
2. Giving students new experiences to improve their speaking skills as well as increase students' motivation towards the learning process.
3. Providing teachers and curriculum designers with a list of the speaking skills that are necessary for EFL preparatory stage students.
4. Providing exemplary interactive multimedia to improve EFL preparatory stage students' speaking skills.

### **Delimitations**

This research was delimited to:

1. The research participants: 72 second-year preparatory stage students at Shajarat Al-Dir Preparatory School for Girls, Al-Mansoura, Al-Dakahlia Governorate, Egypt.
2. Some EFL speaking skills identified through the content of "New Hello! English for preparatory Schools" represented in fluency, vocabulary, grammar, pronunciation, and comprehensibility.
3. Six units of the Student's Book, New Hello! English for Preparatory Schools, in the first term of the academic year 2023/2024.

### **Methodology**

#### **The Participants**

The participants of the current research were second-year preparatory school pupils. 72 pupils were selected from Shajarat Al-Dur Preparatory School for Girls, Mansoura City, Dakahlia Governorate. The participants were divided into two groups: experimental (n=36) and control (n=36). The pupils were between the ages of 14 and 15. Regarding their education and level of English, the participants formed a nearly homogenous group.

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## **Design**

The current research adopted the quasi-experimental design to apply the IMM Program. The experimental group was taught through the proposed IMM Program to improve their speaking skills and motivation towards learning. The control group continued to study according to the regular method set out in the teacher's guide by the Ministry of Education.

## **Instruments and Materials**

The present research applied the following instruments, designed by the researcher:

1. An EFL speaking skills checklist to identify the most crucial speaking skills to be improved for EFL second-year preparatory stage pupils.
2. An EFL speaking skills test to measure pupils' levels of mastering speaking skills.
3. An EFL speaking skills scoring rubric to assess pupils' speaking skills on the pre and post-administration of the EFL speaking skills test.
4. An EFL motivation scale to measure pupils' motivation level towards learning.
5. A reflective log to identify pupils' opinions about the program.
6. **Material Developed in the Research:** an Interactive Multimedia Program.

## **Definition of terms:**

### **Interactive Multimedia (IMM)**

For the purpose of this research, Interactive Multimedia is defined as "the integration of many forms of texts, images, audios, animated videos, songs, games and activities into one application whose purpose is to make the educational process more enjoyable and exciting to improve EFL preparatory school students' speaking skills and their motivation towards learning."

### **Speaking Skills**

The researcher defined speaking skills as "The ability of students to express their ideas and thoughts clearly to listeners through oral communication.

### **Motivation**

For this research, motivation can be defined as "EFL preparatory stage students' anticipated interest and a keen desire to participate and interact in the educational process while using the interactive multimedia program".

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## Results and Statistical Analysis

The results of the research are statistically analyzed in terms of its hypotheses and they are discussed in the light of the theoretical background and related studies. Research results were reported as follows:

### Verifying the First Hypothesis

To test the first hypothesis, which states that: "There are no statistically significant differences at the ( $\alpha \leq 0.05$ ) level between the mean scores of the experimental group and that of the control group on the post-administration of the EFL speaking skills test".

The t-test was utilized to compare the mean scores of the two independent groups, and the Eta square equation was employed to assess the effect size. Table 2 shows the results.

**Table 2**  
*Comparing the Performance of the Control and Experimental Groups on the Post-Administration of the EFL Speaking Skills Test*

Skills	Groups	N	M	SD	t	df	Sign.	$\eta^2$
Fluency	Exp.	36	15.1389	1.17480	28.217	70	0.01	0.919
	Control	36	7.9722	.97060				
Vocabulary	Exp.	36	16.1111	.88730	29.576	70	0.01	0.926
	Control	36	9.7778	.92924				
Grammar	Exp.	36	14.7500	1.02470	28.007	70	0.01	0.918
	Control	36	8.5556	.84327				
Pronunciation	Exp.	36	13.2778	1.11127	28.381	70	0.01	0.920
	Control	36	6.9722	.73625				
Comprehensibility	Exp.	36	17.3333	1.09545	26.078	70	0.01	0.907
	Control	36	10.9722	.97060				
Total	Exp.	36	76.7778	4.36290	33.542	70	0.01	0.941
	Control	36	44.2500	3.84986				

Table 2 shows that the t-values for speaking skills were (28.217, 29.576, 28.007, 28.381, and 26.078 respectively) and all of them were statistically significant at the 0.01 level in favor of the experimental group, indicating that there is a growth in speaking skills among students in the experimental group compared to their peers in the control group. These variations might be attributed to the IMM program's execution.

It also indicated that all " $\eta^2$ " values for the effect size of the treatment were greater than 0.14 \*, which means that the IMM is effective in improving speaking skills, as the treatment contributed to the total variance of speaking skills by 94.1%. Then, the first null hypothesis was rejected and the following guided alternative hypothesis was accepted:

There are statistically significant differences at the ( $\alpha = 0.01$ ) level between the mean scores of the experimental group and that of the control group on the post-administration of the EFL speaking skills test in favor of the experimental group.

### Verifying the Second Hypothesis

To test the second hypothesis, which states that: There are no statistically significant differences at the ( $\alpha \leq 0.05$ ) level between the mean scores of the experimental group on the pre and post-administration of the EFL speaking skills and the total score.

The t-test for dependent samples was used to compare the difference between the mean score of the experimental group students in the EFL speaking skills test before and after implementing the IMM program, as well as the effect size was calculated by using Cohen's equation. The findings are shown in Table 3 as follows:

**Table 3**  
*Comparing the Performance of the Experimental Group on the Pre-Post Administration of the EFL Speaking Skills Test (n = 36)*

Skills	Test	N	M	SD	t	df	Sign.	d
Fluency	Pre	36	7.0833	.76997	44.181	35	0.01	7.36
	Post	36	15.1389	1.17480				
Vocabulary	Pre	36	7.8611	.93052	49.678	35	0.01	8.28
	Post	36	16.1111	.88730				
Grammar	Pre	36	7.0556	.75383	45.751	35	0.01	7.63
	Post	36	14.7500	1.02470				
Pronunciation	Pre	36	5.8611	.76168	37.706	35	0.01	6.28
	Post	36	13.2778	1.11127				
Comprehensibility	Pre	36	9.3333	1.01419	36.064	35	0.01	6.01
	Post	36	17.3333	1.09545				
Total	Pre	36	37.1944	3.78583	55.595	35	0.01	9.27
	Post	36	76.7778	4.36290				

A deeper look at Table 3 indicates that the mean score in the post-administration of the EFL speaking skills test was greater than that of the pre-administration in all speaking skills. The t-test value was significant at the 0.01 level for all speaking skills (Fluency, Vocabulary, Grammar, Pronunciation, and Comprehensibility), and the total scores of all speaking skills were (44.181, 49.678, 45.751, 37.706, and 36.064 respectively). Furthermore, all differences were in favor of the post-administration of the EFL speaking skills test.

It is also clear that all the "d" values for the effect size of the experimental treatment were greater than 0.8 \*, which means that the IMM program is effective in improving speaking skills. Thus, the second null hypothesis was rejected and the following alternative hypothesis was accepted:

There are statistically significant differences at the ( $\alpha = 0.01$ ) level between the mean scores of the experimental group on the pre and post-administration of the EFL speaking skills test in favor of the post-administration.

### Verifying the Third Hypothesis

To test the third hypothesis, which states that: "There are no statistically significant differences at the ( $\alpha \leq 0.05$ ) level between the mean scores of the experimental group and that of the control group on the post-administration of the EFL motivation scale".

The "t" test was used to compare the mean scores of the two independent groups, and the Eta-square equation was employed to compute the effect size. Table 4 summarizes the findings.

**Table 4**

*Comparing the Level of the Control and Experimental Groups on the Post-Administration of the EFL motivation Scale*

Groups	N	M	SD	t	df	Sign.	$\eta^2$
Exp.	36	88.0833	3.18366	38.514	70	0.01	0.955
Control	36	58.0000	3.43927				

Table 4 shows that the "t" value for the difference in mean scores between the experimental and control groups on the motivation scale was statistically significant at the 0.01 level in favor of the experimental group, indicating that students in the experimental group are more motivated than their peers in the control group after receiving the experimental treatment. This demonstrates that the IMM program contributed to increase the level of motivation of the experimental group.

It is also reported that the " $\eta^2$ " value for the effect size of the treatment was greater than 0.14\*, which means that the IMM program has a great effect on improving motivation, as the treatment contributed to the total variance of motivation by 95.5%.

Thus, the third null hypothesis was rejected and the following guided alternative hypothesis was accepted: There are statistically significant differences at the ( $\alpha = 0.01$ ) level between the mean scores of the experimental group and that of the control group on the post-administration of the EFL motivation scale in favor of the experimental group.

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### Verifying the Fourth Hypothesis

To test the fourth hypothesis of the research, which states that: There are no statistically significant differences at the ( $\alpha \leq 0.05$ ) level between the mean scores of the experimental group on the pre and post-administration of the motivation scale.

The t-test for dependent samples was used to compare the difference in the mean score of the experimental group students on the motivation scale before and after implementing the IMM program, as well as to calculate the effect size of the two groups using Cohen's equation. Table 5 reveals the results.

**Table 5**  
*Comparing the Level of the Experimental Group on the Pre- Post Administration of the EFL Motivation Scale (N=36)*

Test	N	M	SD	t	df	Sign.	d
Pre	36	57.3333	3.83219	40.105	35	0.01	6.684
Post	36	88.0833	3.18366				

Table 5 shows that the "t" value was statistically significant at the 0.01 level; moreover, the difference was in favor of the post-administration of the motivation scale, indicating that the experimental group's motivation level increased after receiving the IMM program.

It also shows that the "d" value for the effect size of the experimental treatment was larger than 0.8 \*, indicating that the experimental treatment is successful in improving students' motivation. Then, the fourth null hypothesis was rejected and the following alternative hypothesis was accepted:

There are statistically significant differences at the ( $\alpha = 0.01$ ) level between the mean scores of the experimental group on the pre and post-administration of the motivation scale in favor of the post-administration.

### Discussion of the Results

#### a) Results Related to the Experimental and Control Groups' Performance on the EFL Speaking Skills Posttest

The posttest results of the experimental group students outperformed their pretest results in all EFL speaking skills. Furthermore, the effect size of the IMM program was significantly high (94.1%).

The t-test results of the posttest revealed that "Comprehensibility" was the most improved skill. The IMM program helped students through: working in groups, participating in class discussions, imitating the native speakers, and using the recorders to speak English freely without fear of making mistakes. Some of the speaking tasks, which they enjoyed, included

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giving a talk about their weekend activities, daily routine, and environmental problems; and holding a conversation about how to help their environment to solve these problems. On the other hand, pronunciation skill is the least improved skill, although it has improved a lot compared to the pre-test results. Students still need more practice on how to pronounce some letters (e.g th and s ; p and b), intonation and word stress. Nonetheless, the IMM program proved its significance in improving all students' speaking skills.

The findings, which focused on improving EFL speaking skills, were consistent with the studies of: Abdel-Halim (2023); Sánchez, Sánchez, & Alcvar (2023); and Sari & Hamzah (2023). Furthermore, this research revealed that IMM was beneficial for students in the preparatory stage. Similarly, numerous studies have demonstrated its good influence on students of all educational levels, including primary, secondary, and university students such as: Ali, El-Henawy, & El Bassuony (2023); Sadek (2023); and Tahir (2023).

**b) Results Related to the Experimental and Control Groups' Performance on the Post-Administration of the Motivation Scale**

The statistical analysis of the motivation hypothesis indicated that the level of motivation for the experimental group participants was higher on the scale than the control group, and the t-value was significant at the 0.01 level.

Furthermore, the results of the motivation scale of the experimental group's posttest were significantly higher than the pretest results, and the effect size was large (95.5%). These results indicated that the interactive multimedia program was helpful in raising the participants' level of motivation, as they appeared to take pleasure in the process of learning by using this program.

The experimental group participants were interested, completely involved in the speaking tasks, and exercised self-control in the majority of cases. This is because students felt they truly understood what they were expected to complete which gave them the impression that they were in control over the activities. Furthermore, the results demonstrated that the students thoroughly enjoyed their time studying through the IMM program. The results of this research, concerning improving the EFL motivation level, were consistent with the findings of: Sayed (2023); and Tahir (2023).

**Conclusion**

Based on the statistical analysis of the speaking skills and motivation hypotheses, it was obvious that the experimental group students



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outperformed the control group students in all speaking skills. Also, after administering the motivation scale, the experimental group's mean score was higher than the control group, and the t-values were highly significant at the 0.01 level. Furthermore, the experimental group's posttest scores were much better than the pretest. These findings indicate that interactive multimedia program proved to be more effective in improving the participants' speaking skills and raising their motivational level.

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