The Effect of Using Media to Enhance EFL University Learners' Oral Fluency and Global Awareness

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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. A group of 30 Arabic native speakers students, enrolled at The Arab Open University in Egypt, were selected to participate in the study. They were first-year students, aged between 18 and 20 years, at the pre-intermediate level (A2). They were from different cultural backgrounds. The study started with reviewing literature and related studies of oral fluency, global awareness, and media. 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 oral fluency and global awareness for EFL university learners. 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 learners' oral fluency and global awareness and create an interactive learning environment.

Keywords: Media, Oral Fluency, Global Awareness, EFL University Learners

مستخلص البحث

هدفت 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. بدأت الدراسة بمراجعة الأدبيات والدراسات السابقة المتعلقة بالطلاقة الشفوية والوعى الكوني و الميديا حيث قام الباحثون باعداد قائمة بمكونات الطلاقة الشفوية والوعى الكوني لتوجيههم خلال تصميم ادوات الدراسة. تم تصميم نموذج التقييم ومقابلة قبلية وبعدية واستبيان رضا المشاركين. وتم تصميم برنامج لتعزيز الطلاقة الشفوية والوعى الكوني لدارسي اللغة الإنجليزية كلغة أجنبية من طلاب الجامعة. تم اختيار مجموعة مكونة من 30 طالبا وطالبة من المتحدثين الاصليين للغة العربية للمشاركة في هذه الدراسة، وهم يدرسون بالجامعة العربية المفتوحة بمصر. يدرس الطلاب في السنة الدراسة الاولى ومسجلين بالمستوى قبل المتوسط من مستويات اللغة الانجليزية. الطلاب من بيئات ثقافية مختلفة. تلقي الطلاب 13 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 وبناءً على ذلك، توصي الباحثة بأن تكون الميديا جزءًا أساسيًا في دروس اللغة الإنجليزية. كما توصي أيضًا باستخدام الميديا في تدريس وتعلم المواد الصعبة أو المملة أو المملة الأخرى .

الكلمات المفتاحية: الميديا، الطلاقة الشفوية، الوعى الكوني، متعلمي اللغة الانجليزية كلغة أجنبية من طلاب الجامعة.

Introduction

Since the global outbreak of COVID-19, education including language learning has undergone a significant shift towards online platforms in schools and universities across the globe (Vogels, 2020). In 2020, Egyptian universities faced changing to online teaching due to pandemic-related lockdowns, prompting the rapid adoption of online 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. Muller et al. (2014) viewed fluency as utilizing existing knowledge to the fullest extent. They further expressed the view that enhancing one's fluency is acknowledged as an essential aspect of a comprehensive language program. Similarly, Barrios Acosta (2017) emphasized the need for English teachers to focus on more effective teaching methods in order to support EFL students throughout their learning journey.

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 involves learning about various global issues beyond national boundaries. Global awareness, as defined by the Asia Society/OECD (2018), includes the ability to comprehend sustainable development, global issues, respect

diverse perspectives, and effectively interact with individuals from different cultures. There is a growing need for preparing EFL university learners to explore global issues, appreciate diverse viewpoints, and thrive in multicultural societies. Global awareness encompasses a broad range of topics, including culture, environment, health, and society. In this study, the researcher focused on culture, environment, society, and Sustainable Development Goals (SDGs).

Some language educators including Hagler (2013) believed that social media can divert students' attention and prevent them from learning effectively. In addition, Hamad (2017) encountered a challenge where students frequently posted in the WhatsApp group outside of the agreed-upon time. On the contrary, incorporating media into language teaching can encourage EFL learners to speak in the best way. 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. Albiladi et al. (2018) emphasized that many EFL educators prioritize the incorporation of media, encompassing movies, music, and other engaging resources, into the instructional process. Hamouda (2020) highlights the flexibility of using virtual classrooms and media. In addition, Albiladi (2020) mentioned that the emergence of social media applications has revolutionized information sharing and communication in both personal and professional contexts. In this regard, the current study attempts to

find out if using podcasts, social media, and movies, helps EFL university learners enhance their OF and GA.

Review of literature

The current study presented an overview of existing literature and previous studies related to oral fluency, global awareness, and media, the relation among them as well as OF and GA components in the context of English as a Foreign Language (EFL). The review of literature highlights the impact of using media in English language instruction as a strategy for exposure to the language.

In today's era of globalization, having the ability to speak English fluently is essential for securing a well-paid job. OF is also crucial for achieving high scores in international language exams such as IELTS and TOEFL. Additionally, being able to share and exchange ideas proficiently is a fundamental requirement for securing promising professional opportunities (Pandey & Pandey, 2014). According to Rao (2019), the increasing influence of globalization has made it clear that English 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 the limited exposure to language use. Therefore, EFL instructors should employ strategies that engage students, attract their attention, and create an enjoyable learning experience.

Oral fluency has various components. Fatemipour & 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. EFL university students often struggle to communicate in English, due to limited vocabulary, improper grammar usage, several pauses, and pronunciation difficulties. Therefore, this study identified four components of oral fluency: meaning construction and vocabulary, pronunciation, structure, and transition.

Incorporating global issues into EFL classes provides students 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). Nasser (2018) claimed that gaining knowledge about foreign cultures offers advantages for students learning other languages, as it enables them to use words and expressions more effectively. In this digital age, it is unrealistic to expect teachers to deliver all knowledge. Instead, their role is to foster students' curiosity and enthusiasm while providing guidance. To meet the needs of the 21st century, conventional teaching approaches must be adjusted and transformed (Bell, 2016). The instructor's role should be a facilitator who encourages and guides learners to take responsibility in the learning process.

Incorporating media into EFL teaching and learning processes has several merits for EFL university students. It enhances the learners' technical abilities, improves OF and GA, increases motivation, facilitates intercultural communication, and exposes them to language in context. Media can be defined as highly effective educational resources. Media devices should not be seen as a replacement for teachers; rather, utilization of media necessitates a creative approach from educators who should be aware of new ideas and techniques for incorporating media into lessons (Amirullah et al., 2022). According to Knutson (2021), movies can be valuable educational resources as they effectively depict significant concepts while offering a distinctive exploration of specific subjects. Moreover, Sandoval (2020) emphasized that podcasting is immensely advantageous for novice language learners who require substantial assistance and specialized feedback right from the start of their language learning process.

Nielsen (2021) highlights the close connection between English language and the culture of its speakers, as English serves as a means of expressing culture. Victoria and Alan (2022) asserted the value of watching English movies as a way for language learners to gain valuable insights into different countries and their cultures. In terms of improving oral fluency, the use of media is highly effective since media serve as an accessible and authentic resource. Using YouTube for language learning has been a topic of investigation in several countries. Studies have been conducted in Indonesia (Meinawati et al., 2020) and Saudi Arabia (Dhawan,

2020). These studies reflected the global interest in exploring the effectiveness and impact of YouTube as a valuable resource for language learning, particularly in improving various language skills such as speaking, vocabulary, grammar, and pronunciation.

Thus, EFL instructors should integrate media in their classrooms in order to improve OF and GA of the EFL university learners. They should choose the most useful, interesting, and engaging media to encounter this globally competitive world. The review of literature also showed that although a number of studies have investigated this 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 students' global awareness.

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. It has been observed that students make grammar and pronunciation mistakes, experience anxiety, and struggle to participate in discussion or express themselves appropriately. As highlighted by Riswandi (2016), many students 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. Other researcher added that EFL learners are afraid of being embarrassed by when communicating with others (Panayiotou et al., 2017). Anxiety also interferes with normal language functioning, preventing the ability to speak in front of other people (McNatt, 2019). The researcher of the present study 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. Results revealed a significant lack of EFL university learners' oral fluency and global awareness and their components

Statement of the Problem

Many EFL university learners face significant challenges in developing their oral fluency and global awareness. Therefore, the researcher aims to solve this problem by integrating media into EFL teaching to enhance both OF and GA among EFL university learners.

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 also answered:

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

2- What are the features of the study 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 learners satisfied with the integration of media into EFL classes?

Experimentation

Hypotheses of the Study

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

1- There are statistically significant differences 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 are statistically significant differences 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 are generally satisfied with the program based on integrating media to enhance their OF and GA.

Definition of Terms

Oral Fluency (OF)

Foster (2020) indicated that fluency in speaking refers to how smoothly language is expressed. According to Harmer (2015), when communicating in the target language, fluency emphasizes the effectiveness of the speech's content. From the researcher's perspective, oral fluency refers to the ability to speak a language smoothly and effortlessly, demonstrating a natural flow and maintaining effective communication through enabling listeners to smoothly understand the speaker.

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. Global awareness in this study is considered as a key competency of the 21st century that involves

comprehending and addressing global issues, respecting diverse cultures, and recognizing the interdependence of the world.

Media

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 students' minds, emotions, and skills, ultimately encouraging effective learning. In the present study, media refer to any electronic or digital means of communication that can be used to enhance language teaching and learning, by providing authentic language input, facilitating communication and interaction, and creating a more engaging learning experience for students. Examples of media used in this study include podcasts, movies, and social media platforms (YouTube, Facebook, and WhatsApp).

Method of the Research

Design of the Study

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

Oral fluency and global awareness components list

The oral fluency and global awareness components list consisted of two parts. Firstly, the oral fluency components part, which included four components of oral fluency: meaning construction

and vocabulary, pronunciation, structure, and transition. Secondly, the global awareness components part, which included four components of global awareness: social issues, cultural issues, environmental issues, and sustainable development goals (SDGs).

Instruments and materials 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 materials 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

Pre-post interview: The researcher prepared this pre-post interview to measure and evaluate EFL university learners' level of OF and GA before and after the treatment. This interview was conducted online using Microsoft Teams and it lasted for 10-15 minutes for each participant. It is a semi-structured interview that consists of 10 questions on the 4 topics that are tackled during the program. The internal consistency and reliability of the interview as a tool of measurement were verified and it can be relied upon. In addition, the researcher invited Mr Ahmed Farouk Abdelhalim, an inter-rater, to assist her in assessing the students' level of oral fluency and global awareness before and after applying the program.

Oral fluency and global awareness rubric: The researcher analyzed the oral fluency and global awareness components and constructed a two-part rubric for OF and GA in eight main categories to be used to assess the level of the participants' OF and GA. 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.

Participants' satisfaction questionnaire: To measure the participants' satisfaction with the program, the researcher designed a questionnaire using Google Form and the link was shared with the participants in the final session to be filled in, based on their opinions. The questionnaire consisted of ten statements. They were a mix of positive and negative statements so the participants had to read them carefully. The scale of judgment was between one and five with five being the highest and one being the lowest score.

The study program

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.

Performance objectives:

By the end of this program, the learners should be able to:

● define and demonstrate excellent knowledge about SDGs.

● differentiate between different types of bullying and identify its reasons.

● speak English confidently and fluently without many pauses.

● improve their pronunciation.

● improve their critical thinking through being encouraged to ask questions and provide solutions for some global issues

● recognize the negative impacts of using plastic and provide some alternatives to be used instead of plastic.

● use grammar and vocabulary effectively.

● learn about other cultures and international signs and gestures.

● be aware of the 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 participate in discussion and reflect on their ideas.

● gain communication skills through interacting with their colleagues.

Duration 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.

Teaching techniques and strategies

The researcher utilized the following techniques and strategies during the activities:

- Student-centered activities: presentations, reflection
- Shadowing technique.
- Authentic learning and media activities.
- Compare and contrast strategy
- Problem-solving strategy.
- Flipped learning approach.
- Communicative and cooperative learning strategies: discussion and role-plays.

Assessment of the Program

Three different forms of assessment strategies were used in the present study: diagnostic, formative, and summative assessments.

## Quantitative analysis of the results

Verifying the first hypothesis:

Table (4) T-test results of the participants' overall 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 (4) 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 (sig) 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 oral fluency on the pre and post interviews in favor of the post interview scores.

Figure (1) differences between the mean scores of the participants' overall score of oral fluency in the pre-post interview
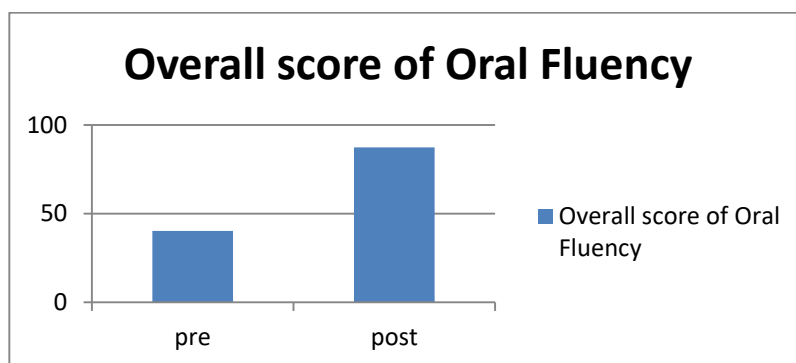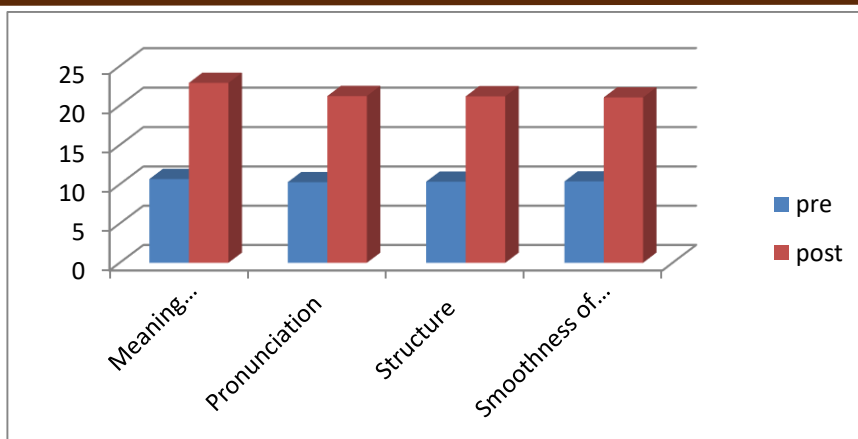
Verifying the second hypothesis

Table (5) T-test results of the participants' 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

The table (5) shows that mean scores of the study participants' OF sub-components in the post-interview is higher than in the pre-interview. This indicates that the level of the study participants' OF sub-components was improved after teaching English using a program that is based on integrating media.

Figure (2) differences between the mean scores of the participants' oral fluency sub-components in the pre-post interview

Verifying the third hypothesis

Table (6) T-test results of the participants' overall 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 (6) shows that mean scores of the participants' overall score of global awareness in the post-interview is higher than in the pre-interview. This indicates that the participants' overall score of global awareness was improved after using a program that is based on integrating media. Additionally, the significance level (sig) 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 participants' overall score of global awareness in the pre-post interview in favor of the post-interview scores.

Figure (3) differences between the mean scores of the participants' overall score of global awareness in the pre-post interview

Table (6) shows 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.

Verifying the fourth hypothesis

Table (7) T-test results of the participants' 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 shows that the mean score of the participants' GA sub-components in the post-interview is higher than in the pre-interview. This indicates that the level of the participants' GA sub-components was improved after teaching English using a program that is based on media. In addition, the significance level (sig) in all the GA sub-components is (0.00) which is less than (0.01). This indicates that there were 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 GA sub-components in favor of the post-interview scores.

Figure (4) differences between the mean scores of the participants' global awareness sub-components in the pre-post interview

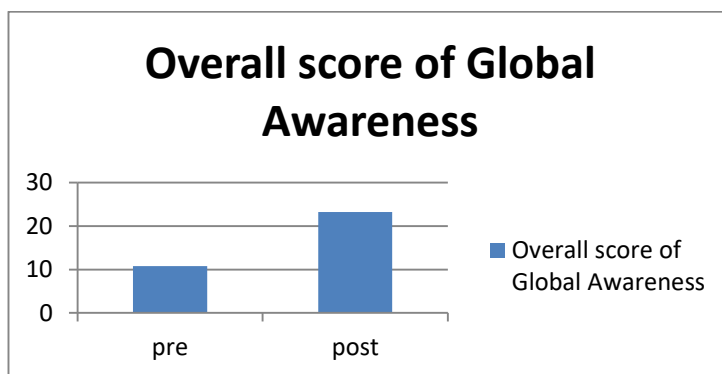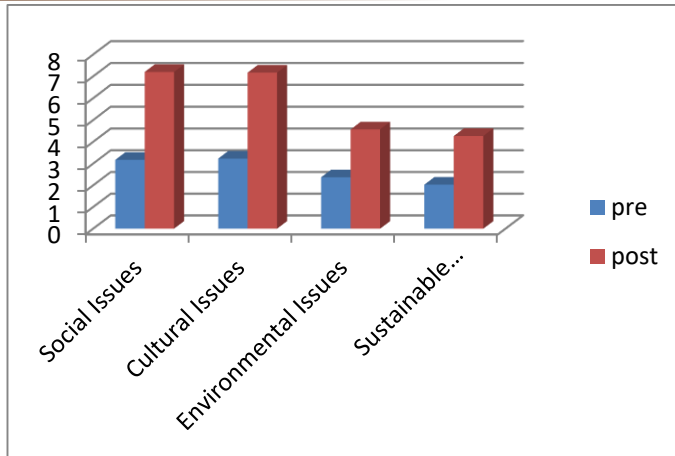Table (7) shows that the calculated effect size, expressed by the ETA squared, is larger than 0.232. This means that the effect size is very large in all global awareness sub-components. This indicates that integrating media in EFL classes is highly effective in enhancing the global awareness sub-components for EFL university learners.

Verifying the fifth hypothesis

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 (8) 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 (9) Results of the 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. Agree
2	10	33.3	19	63.3	1	3.3	0	0	0	0	4.30	86	ST. Agree
3	11	36.7	19	63.3	0	0	0	0	0	0	4.37	87.4	ST. Agree
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. Agree
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. Agree
8	13	43.3	17	56.7	0.0	0.0	0	0	0	0	4.43	88.6	ST. Agree
9	14	46.7	16	53.3	0.0	0.0	0	0	0	0	4.47	89.4	ST. Agree
10	8	26.7	20	66.7	2	6.7	0	0	0	0	4.20	84	ST. Agree
General Attitude to the questionnaire as a whole											4.28	85.6	ST. Agree

Table (9) 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."

Measuring the effect of the study program on developing OF and GA.

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.

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 of Ezzat:

Table (10) mean scores of the participants in the pre-post interview and the percentage of the modified gain ratio of Ezzat

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

As shown in table (10), 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 learners' 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.

Discussion of Results

Quantitative and qualitative analysis of the previous results

Results of the statistical analysis showed that there were statistically significant differences between the mean scores of the

participants in the pre-post interview in terms of enhancing the overall level of OF and GA for EFL university students in favor of the scores of the post-interview. Therefore, the study program was proved to be effective in developing EFL university learners' OF and GA. Similarly, the statistical analysis results for OF and GA components measured throughout the present study indicated that there is a statistically significant difference, in each component, between the participants' mean scores in the pre-post interview in favor of the scores of the post-interview. 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.

Additionally, the researcher gathered and examined the participants' reflections, discussion, and her own observations throughout the program. She provided insights into each component by discussing the participants' overall responses in the pre- and post-interviews, and also shared some specific responses from the participants. The program sessions had a significant positive impact on the learners' OF and GA. As an example, in the pre- interview, St1 answered question 7 about pollution as follows:

In the pre-interview, while answering question 8, on 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.

The 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. 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'.

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. 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"

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."

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!"

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

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

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

"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."

Conclusions

The study aimed to assess how incorporating media in EFL classes affected the oral fluency (OF) and global awareness (GA) of EFL university learners. Various instruments were used to measure the program's effectiveness, and both qualitative and quantitative results showed positive outcomes, indicating developed OF and GA among the participants. Post-interviews confirmed this development, revealing the significant role of media in enhancing language skills and global knowledge through combined activities. The learners initially faced challenges such as shyness and limited global knowledge, but with continuous encouragement and feedback, they demonstrated significant progress in pronunciation, fluency, grammar, content knowledge, and vocabulary. Media, especially English videos with subtitles, proved beneficial for vocabulary acquisition. Moreover, the program fostered the development of soft skills like communication, teamwork, and problem-solving, leading to increased confidence in English usage. Overall, the media-based program had a notable impact on the participants' development in OF and GA, positively influencing their language learning journey.

Recommendations

In the light of the obtained results, 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 developed oral fluency and communication skills.

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

8- Using media in teaching other difficult or boring subjects.

9- Using media in inclusive EFL classes.

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 to 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 aspects.

4- Exploring the effect of using media on developing soft skills.

5- Investigating the effect of using media on special needs students.

6- Exploring the impact of media for learners at levels higher or lower than pre-intermediate.

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