

## **An Analyzing of Multimodal Newscasting for Communication Skills in High School English Language Learners (ELLs)**

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### **ABSTRACT**

This study explores the impact of multimodal newscasting on high school students' English language learning and communication skills. Through data collection from various sources such aschri worksheets, video recordings, observations, and interviews, the study delves into how creating news videos with visuals, audio, and interactive elements influences student learning experiences. Results indicate that using worksheets aids in effective news story planning, while video analysis showcases proficient collaboration and communication among students. Interviews highlight students' enjoyment and increased confidence in English, despite encountering challenges. Overall, the findings underscore the effectiveness of multimodal approaches in language learning, providing educators with valuable insights to enhance teaching practices for high school English learners.

**Keywords:** multimodal dimension, digital learning newscasting, English language learners, mobile assisted language learning

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### **INTRODUCTION.**

Choi et al (2021) recognize this challenge and advocate innovative approaches to bridge the gap and provide learning experiences that resonate with and empower this technologically savvy generation in order to prevent a disengaged learning environment from emerging that does not fully activate their potential for language acquisition.

An effective solution in this situation may be found in multimodal newscasting. The power of visuals, audio, and interactive elements in a blended learning approach enables students to become immersed and engaged in the learning process. By utilizing this method, the classroom learning experience is linked directly to the familiarity and comfort with the technology of digital natives. In addition to genre-based writing instruction, which includes text constructs such as news articles, it has been shown in recent research that engaging activities like newscast simulations can promote student learning (Florensy & Saun, 2014), as have genre-based writing instruction (Florensy & Saun, 2014). Furthermore, Eliot (2007) states that it is important to promote community involvement and knowledge of the production of news through the use of school newscasts.

Among high school English learners (ELs), we will examine the effectiveness of multimodal newscasting for enhancing communication skills. Multimodal newscasting plays a key role in developing innovative instructional strategies tailored to the needs of digital Native learners, as this research examines its impact on communication proficiency.

### **LITERATURE REVIEW**

#### **The Importance of Communication Skill Development for High School ELs.**

Speech, writing, and listening are all mediums through which one can express ideas, knowledge, and emotions. These skills enable participants to work effectively as a team, to communicate with each other effectively, and to spend time with each other meaningfully in academic, professional, and personal settings (Dwyer, 2017). No matter what position you hold in society, whether you are delivering a speech at a conference or writing a research paper, effective communication is a prerequisite for every leader. Communicating effectively and conveying information in a concise and clear manner is one of the most important competencies that you can develop in order to effectively manage your professional interactions with colleagues, clients, and stakeholders. also cultivate positive interactions and relationships in their personal lives (Purdy, 2018). Personal interactions and strong relationships with friends and family are equally important to fostering positive communication skills beyond these professional contexts.

The development of communication skills is explained through theories and models. As an example, transactional communication emphasizes the dynamic exchange of messages between a sender and receiver of

messages, emphasizing both verbal and nonverbal cues between the two (Berger & Bradac, 1982). Spitzberg & Cupach (1984) identified four main core skills of communication that are essential in the process of communication: listening, speaking, reading, and writing, which can be further deconstructed using the skill-based model of Spitzberg & Cupach (1984). As mentioned earlier, this model emphasizes the importance of practice and feedback for refining these skills to achieve communication competence.

In enhancing communication competencies, active learning strategies are found to be effective (Johnson et al 2016. Smith Mounts 2020). Study results indicated that group discussion and role-playing activities are more beneficial than listening to a lecture and sitting still for the duration of the lecture. As a result of the active learning method, learners develop confidence, improve clarity, and polish their critical thinking, which are key skills to verbal communication. Another study on writing shows the role of peer feedback interventions in enhancing the quality of writing and revision (Smith Mounts 2020). Peer feedback helped learners to improve their writing skills and make effective revisions as well. These studies suggest that active learning, feedback, and peer collaboration play a pivotal role in bringing out effective skills in communication competencies. Therefore, teachers must introduce active learning methods and feedback mechanisms in teaching practices to create an impact on the learners to enhance their communication competence in all aspects of life.

### **Digital Native Learners**

Digital natives, a term first used by Prensky in 2001, are people who grew up with technology all around them. These learners are good at using digital tools and they prefer learning experiences that are interactive and engaging and make use of technology (Bennett et al., 2008; Kirschner & De Bruyckere, 2017). It has been proven that when we use technology, we can work together online and learn things that suit our needs. However, technology may also distract us and make it harder for us to truly understand things (Carr, 2010).

As a result of the digital world, digital natives have significant challenges when it comes to learning languages. Various digital media, such as online videos and games, influence their literacy practices (Gee, 2003). While these digital tools let us learn and get info in new ways (Leu et al., 2011), using them can be tricky sometimes. It's easy to get overwhelmed by everything online and not know which sources are trustworthy. The ability to communicate effectively with both digital and traditional methods is essential (Coiro et al., 2008). The interaction between digital natives and technology in the classroom shapes teaching methods, which educators must understand. These learners require instructional strategies that support both language acquisition and communication skill development in the digital age, based on their unique preferences and challenges.

### **Multimodal Approaches in Language Learning and Their Effectiveness.**

The discussion examines how multiple modes of learning can facilitate the acquisition of a language and the effectiveness of using multiple modes of learning. will discuss how combining different approaches can enhance language learning and lead to better outcomes. A multimodal approach to language learning stimulates various senses and caters to different learning styles. By watching videos that have subtitles, learners are better able to understand information that is presented in a variety of languages, visuals, and contexts. Through multimedia presentations and simulations, it is possible to create a more dynamic learning environment that promotes continued learning (Lee & Lim, 2014).

By using these approaches, inclusive learning can also be promoted through a variety of resources. For those who prefer visual learning, infographics and educational games will be beneficial, while audiobooks and podcasts will be beneficial for those who prefer auditory learning (Mayer, 2020; Demir, 2021). (Kilicarslan & Yildirim, 2022) Augmented reality and virtual reality games can assist kinesthetic learners in consolidating their knowledge and enhancing their language skills. A curriculum tailored to meet the needs of students can provide relevant lessons. (Jewitt, 2009; Warschauer, 2009) Multimodal approaches help children develop skills such as critical thinking, digital literacy, communication, teamwork, and other essential skills, along with language acquisition. Getting students ready for success in the digital world is easy when they learn multimodal languages. They learn how to navigate the complex information contained in digital systems and work collaboratively with others in order to achieve, and improve, their goals.

### **The Concept of Newscasting**

Newscasting, traditionally known for delivering information, can also be powerful educational tools. By combining visuals, audio, and language, they capture student attention and spark curiosity. While the format has evolved from a strict structure to include multimedia elements like infographics, it still offers educational benefits. Studies have shown news simulations boost engagement and writing skills (Florensy & Saun, 2014), while school news programs foster community connection and production understanding (Eliot, 2007). This approach equips

students with communication skills, critical thinking, and digital literacy – all essential for navigating today's information-filled world. Furthermore, research by (Yeniyurt & Solak, 2018) suggests that incorporating news literacy elements into newscasting activities can improve students' ability to critically evaluate information sources, a vital skill in the digital age.

Newscasts are no longer just about staying informed – they can be a dynamic and engaging way to learn. By embracing this approach, we can empower students to become not just consumers of information, but critical thinkers and effective communicators ready to thrive in the 21st century.

## **METHODS**

### **Research Design**

This study applied a qualitative method to investigate the numerous variety of perspectives of high school English language learners (ELs) taking part in a multimodal newscasting project. Unlike quantitative approaches, which focus on numerical data and statistical analysis, qualitative approaches investigate further individual experiences, perceptions, and meanings (Creswell & Creswell, 2018). This better knowledge will be crucial for exploring the complex connections between multimodal newscasting, language acquisition, and communication skill development.

According to Dornyei (2009), "qualitative research... allows researchers to have access to individuals' subjective experiences and perspectives in their own words" (p. 25). By adopting this approach, the study aims to go beyond identifiable behaviors and discover the "why" that underlies participants' engagement, challenges, and learning results in the newscasting project. This allows for a deeper understanding of how multimodal elements such as graphics, audio, and interactivity influence how well they can communicate in English. Furthermore, as Merriam and Tisdell (2016) point out, qualitative research allows flexibility and modification during the study process, which facilitates the investigation of new themes and insights that could arise from participant experiences and interactions. This ability to adapt becomes particularly important in expressing how the newscasting process is constantly shifting and evolving, as well as its impact on ELs' communication skills.

By using qualitative methods, this study aims to gain a comprehensive understanding of how English learners experience multimodal news broadcasts as they interact with them in a real-life setting. Digital natives' demands and preferences require the development of more effective language learning plans and teaching methods. By using qualitative methods, this study will gain a comprehensive understanding of how English learners perceive multimodal news broadcasts. Language learning plans and teaching methods must be developed to meet the requirements and preferences of digital natives of the 21st century.

### **Participants**

#### ***Sample Description***

The sample participants are from SMA Global Madani academic year 2023/2024 and they are grade students of grade XII from Science 1, Science 2, Science 3, and Social. In this study, participants will be selected from diverse cultural and linguistic backgrounds in an effort to ensure that the topic is examined in its entirety.

#### ***Criteria for Selection***

The study is open to students from grade XII at SMA Global Madani. Participants who have a stronger foundation in English language skills can be recruited at this grade level while still being within the typical target age range for high school English language programs. A range of English proficiency levels represent different levels of English proficiency. Standardized English proficiency exams or instructor recommendations can be used to assess the different levels of English proficiency.

### **Data Collection Methods**

#### ***Worksheet***

In order to plan their news video content, organization, and presentation, participants must complete a worksheet. By doing so, they will be able to enhance their planning, organization, and critical thinking skills.

#### ***Video Recordings***

Participants will create news reading videos that will be recorded. These recordings will document participants' engagement, collaboration, and application of communication skills during the production of news videos.

### **Observations**

The writer will do observations during the news video creation to document participants' interactions, problem-solving strategies, and overall engagement in the activity.

### **Data Collection Method**

Semi-structured interviews will be carried out with students involved in the multimodal newscasting project. This will help us understand how they feel about the whole experience and what they think went well or could've been better. The interviewer will ask open-ended questions so the students can share their honest thoughts and feelings without feeling pressured. This way, we can get a good idea of what it was like for them and how they think it went overall.

### **Data Analysis**

In data analysis, patterns, themes, and ideas are identified across data sets by examining data collected through different methods thematically.

1. The writer will begin by reviewing the plan and organization worksheets used by the participants. By looking at these, researchers can get a better idea of how participants thought through their work and how organized they were. This can give us insights into their critical thinking and organizational skills.
2. Next, the writer will analyse the video recordings by coding them to see things like nonverbal communication cues, how well people worked together, and how effective their communication was overall during the news video production process.
3. Next, we'll review the observation notes to see what kinds of themes come up related to how participants interact with each other, how they solve problems, and how engaged they were during the whole workshop.
4. Finally, we'll take the interview recordings and code them thematically after transcribing them. The students will identify the key themes and patterns based on their experiences, what they have learned in creating the Newscasting video, and how it improves communication abilities.
5. This data allows researchers to understand how multimodal newscasting affects the communication abilities of high school English language learners.

## **DISCUSSION**

This chapter presents findings from a qualitative study that examined how multimodal newscasting can improve English language learners' communication skills. The data will be analyzed thematically to identify recurring patterns and insights based on worksheets, video recordings, observations, and semistructured interviews.

### **Participant Experiences**

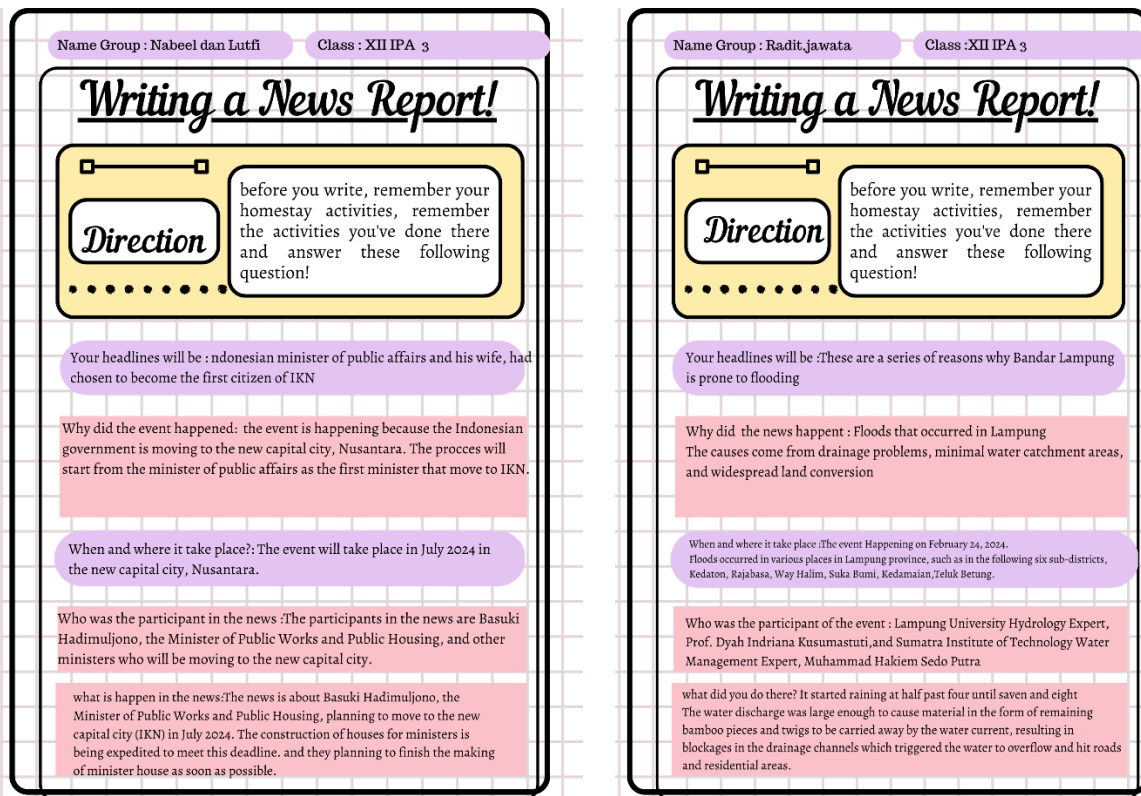
The students show their ability to plan, organize, and think critically in these worksheets. As a result, students can gain insight into the strategies that can be used to complete the assignments. As well as illustrating their ability to organize news videos coherently, these examples illustrate the level of detail that students included in their planning process. To assess participants' engagement, collaboration, and communication skills, video recordings of the newscasts will be analyzed. By analyzing these recordings, we can find examples of efficient teamwork, short, straightforward communication of news content, and suitable non-verbal cues.

As part of the project, we will conduct observations to identify themes related to participant interaction, problem-solving strategies, and overall engagement with the activity. In addition to providing insight into challenges encountered during production, this analysis will reveal how students overcame those challenges and how much motivation they demonstrated throughout the newscasting process. Transcripts of semi-structured interviews conducted with students will be transcribed and analyzed thematically to uncover their perceptions and experiences of multimodal newscasting. Based on the results, we can gain insights into the students' overall experience, their perception of the learning outcomes, and the impact the project had on their communication skills. Ask students to participate in the activity and identify possible potential capabilities for significant development. Listening to what they have to say can help teachers find improvements throughout the project

## Findings Based on the Data Collection

### The worksheet

Based on a review of the worksheets, the students observed that each student organized their news content differently. It was fascinating to observe each student structure their information differently, as we were able to judge how well they thought through their news stories by looking at how detailed their plans were. Several students kept their notes simple, highlighting the most important points, while others wrote down a variety of details. By analysing information effectively and organizing stories according to their preferences, students were able to identify and analyse information effectively.



Picture 1. Sample of the News Items Worksheet

The worksheets provided students with the opportunity to better plan their news stories. There were clear sections of the templates where reporters could choose their headlines and decide how to format their reports. These structures helped students organize their ideas and ensure that all necessary elements were included in their reports, allowing them to improve their communication skills and present news creatively. Students gained a better understanding of planning news stories through the worksheets. Choosing a headline and determining how the report should be structured were parts of the template that needed to be filled out. By following this structure, students improved their communication skills as well as presenting news in various formats. Students were able to organize their ideas and ensure that all the necessary elements were included in their reports.

Based on the level of detail students included in their plans, students gained a deeper understanding of how they conceptualized their news stories. As well as providing students with a clear plan, the worksheets helped them organize their thoughts and enhance their communication skills.

### Newscasting Video

Upon watching the video recordings of our newscasting sessions, the writer noticed how well everyone worked together. As an example, in one part of the video, students talk and share their ideas about how they will take the video, they also discuss their proper dress code and how costumes should be worn as anchor and

newscaster. Each person listened carefully and added their thoughts to make the news stories better. Students' news segments were planned and written smoothly as they communicated with each other.

The writer also noted that every student spoke clearly and ensured that their messages were easy to understand. Through the use of the right words and tones in the right context, they were able to convey the news professionally. Additionally, pictures and videos were used to explain the news, so that it would be more engaging and understandable to the viewers. There were several points highlighted in the news reports through the use of facial expressions and hand gestures. In addition to making their presentations more informative and engaging, they enhanced their engagement. Hereby several sample of the newscasting video picture.



**Picture 2 Sample of video newscasting picture**

According to the video recordings, the students worked well together, spoke clearly, and expressed themselves using their body language. Throughout the video, the students demonstrated good communicative skills, were able to express themselves clearly, and displayed emotive body language. They were successful because of these skills, which made their newscasts informative and entertaining.

***Semi Structure Interview***

In our discussion, students were asked about their opinions and feelings regarding their news videos. Their experience with this project had been interesting to them, so they shared their thoughts. The project was viewed by some of the students as an enjoyable one since it made them feel better about themselves when they spoke in English and they were able to learn new things about themselves. The project was viewed by some of the students as an enjoyable one since it made them feel better about themselves when they spoke in English and they were able to learn new things about themselves. As a result, others found it challenging, but also beneficial, as they improved their communication skills. As a result of the interview process, we gained a better understanding of how the project had impacted the students' perceptions and behaviour. Please take a look at Table 1 to find additional information regarding the sample results obtained from the interview.

Students Groups ID	What they enjoyed	Challenges faced	How project improved English skills	Suggestions for improvement

001	Working with classmates and collaborating on ideas	Deciding on the best way to present news stories	Increased confidence in speaking English and organizing thoughts	More guidance on structuring news stories and incorporating interactive elements
002	Learning to work as a team and create something together	Finding the right balance of information for the news stories	Improved speaking skills and clarity	Include more opportunities for practicing speaking in English
003	Enjoyed the collaborative aspect and coming up with ideas	Difficulty in deciding on the content and making it interesting	Enhanced communication skills and confidence	Provide examples of effective news presentations for reference
004	Liked the creative freedom and expressing ideas	Technical issues with recording equipment	Better understanding of English pronunciation and intonation	Offer troubleshooting tips for technical problems during recording
005	Found the research aspect interesting	Time management during production was challenging	Improved vocabulary and sentence structure	Integrate time management strategies into project planning sessions
006	Enjoyed the opportunity to practice speaking English	Navigating different opinions and ideas from team members	Enhanced fluency and expression	Provide more structured guidelines for resolving disagreements among team members
007	Learning about news production and how to present information effectively	Balancing individual contributions with the overall group vision	Increased confidence in public speaking and presentation skills	Incorporate peer feedback sessions to enhance collaboration and learning
008	Appreciated the chance to work on a multimedia project	Technical difficulties in editing and refining the video content	Improved digital literacy and technical skills	Offer additional training or resources for video editing and multimedia production
009	Finding creative ways to engage the audience and deliver news	Dealing with time constraints and meeting project deadlines	Enhanced storytelling skills and narrative development	Provide more flexible timelines and scheduling options for project completion
010	Exploring different modes of communication through multimedia	Ensuring accuracy and credibility of the news content	Enhanced critical thinking and research skills	Offer workshops on fact-checking and verifying information sources to improve accuracy

Table 1. Sample result of Semi Structured Interview

This table highlights several examples of student responses to the interview conducted by several students involved in the newscasting project. In the following tables, the participants describe their experiences, obstacles, progress in English abilities, and ideas for future growth. To gain a comprehensive understanding of the project's impact on language learning and communication, every student contributed their own unique thoughts and opinions.

Listening to the students gave the writer a good understanding of how they engaged with the project and what they gained. As soon as they saw the final result, they were motivated and excited to continue working on the news videos. Their most significant learnings included improved communication skills and the ability to arrange their ideas more effectively. It may have increased some students' confidence in their English ability. They also expressed their ideas about ways to enhance the project in the future, showing their ability to think critically about what they learned. These tables summarize the result of interview replies from several students involved in the newscasting project, it highlights students' experiences, the challenges, and how the project helps students to advance their English abilities. Besides, they also get some feedback in order to increase their English. Each student works together to gain a complete understanding of the project's impact on language learning and communication skill development.

At last, the interviews offered vital information about the student's experiences with newscasting videos. It helped us understand how the project affected their confidence and ability to communicate in English. The students' opinions can assist to improve similar projects in the future and assure that they remain engaging and valuable for students to learn languages.

### **Thematic Analysis and Discussion**

This article analyzes how different types of communication used in newscasting video can affect the communication skills of high school English learners (ELs). Analyzing data from several sources, including worksheets, movies, observations, and interviews, will allow you to identify common trends. The goal of this study is to discover how including various methods for communicating into news creation influences the communication skills of high school English students. the writer will focus on a lot of main discussion as we perform this research, including:

#### ***The ability to Plan and Organize***

In this part of the study, the researcher investigated how students started their news stories and whether worksheets helped them in this process. The findings showed that students prepared in different ways. Some students made detailed plans while others kept it simple. However, some students found that the worksheet they used was very helpful. The worksheets helped them arrange their ideas and decide what to include in their news stories. The worksheet was also arranged based on the outline and the structure organization of news items from in-production to the closing. The worksheets were generally effective for students as they prepared for their news reports and video. As a result, students were able to stay organized and add relevant material in their news reports.

#### ***Collaboration and teamwork***

Collaboration and teamwork are important for the success of the newscasting project. This subject explores how effectively the participants collaborated during the process. As part of the project, students must work in pairs, one anchoring and one reporting. By studying video recordings and observation notes, we can see how they interacted and dealt with problems as a group. During the recording process and student conversations, it was clear that the students were capable of taking on responsibilities, clearly articulating their perspectives, and supporting one another when faced with a challenge. By studying these factors, participants will have a better understanding of how communication skills affect team project performance. The writer's goal is to evaluate the level of interaction among participants during the news-production process, as well as how their communication skills contributed to a successful collaboration. Making news reports requires collaboration and teamwork because it contributes to the overall success of the project. Students' collaboration is necessary during the process, the collaborate in composing the news and practicing to read the news. The topic at hand looks at how well participants interacted throughout the procedure. By preparing video recordings and observation notes, we can see how they communicated and dealt with challenges as a group. Throughout the recording process and student discussions, it was clear that the students could efficiently possess responsibilities, clearly explain their points of view, and help each other whenever they overcame a challenge. By reviewing these criteria, participants will gain a better understanding of how communication skills affect team project performance. Essentially, the writer wants to know how participants interacted with one another during the news-production process, and to what extent their communication allowed for good collaboration.

### ***Communication skills development***

In this section, the author examines how the news project helped students improve their English speaking, listening, and writing skills. The teacher is investigating to see if videos and pictures have helped them communicate more effectively. Various types of information, such as worksheets and videos, are used by students to understand how the project affected their language skills. Several aspects of English language skills are improved through the news project, such as improving pronunciation when students work to speak clearly and accurately, which is an important part of improving English language skills. They enhanced their listening skills by watching videos and listening to recordings. By combining worksheets and multimedia into their news reports, students were capable of arranging and communicating topics clearly. Visual and auditory reinforcement helped them to develop their vocabulary and language skills. This project greatly improved students' communication skills by providing a comprehensive platform for language development.

### ***Engagement and motivation***

The project's success was dependent on student engagement and motivation. The use of video, graphics, and interactive worksheets creates a dynamic and interesting experience. These interesting characteristics helped students remain focused and engaged while producing news. Furthermore, students had the opportunity to collaborate in teams, which increased their sense of ownership and responsibility. Moreover, this project's relevance to real-life communication situations, such as writing news reports and reading newspapers, strengthened students' motivation to improve their language abilities. It allows students to practice their public speaking. Overall, the project's engaging activities and real-world relevance boosted student participation and encouraged them to improve their communication skills.

### ***Challenges and Solutions***

Students experienced a number of challenges when they did the project, but they solved them by working together and applying problem-solving techniques. Selecting the topic and format for their news reports was one of their most common issues. It was difficult for some students to come to a decision about which part of news to include or how to arrange their material. However, they were able to come to an agreement and produce coherent news pieces by being upfront with each other and making agreements. Technical problems, such as broken equipment or trouble editing footage, posed another difficulty when filming videos. Students solved these challenges by working together and consulting teachers or technical support from other students for advice. They faced these challenges and successfully completed their projects by working and integrating their resources. It is fair to conclude that the difficulties students encountered during the project provided invaluable learning opportunities and motivated them to develop problem-solving, resilience, and cooperation abilities.

### ***Perceived Learning Outcomes***

It's critical to understand how the students view the project's results. Students discussed their learnings and how the newscasting exercise benefited them after taking part in it. Many students reported feeling more assured about their ability to communicate, particularly while speaking and giving presentations. The students said they communicated more simply and successfully in English. Reading the news not only helps pupils practice reading and pronunciation, but it also increases their confidence. Furthermore, pupils believed that they had improved their collaboration and teamwork skills. They valued the opportunity to work together, listen, and exchange ideas to reach a common goal. In addition, students expressed satisfaction with their enhanced understanding of creating digital materials such as films and presentations, which they believed would be useful for upcoming projects and assignments. Overall, the students saw the project as a good learning experience that not only enhanced their language skills but also provided them with vital teamwork and multimedia production skills.

After conducting a deeper analysis of the newscasting project, this discussion will focus on how multimodal newscasts affect the development of communication skills among high school students who are English learners. The analysis has identified specific instances from the data to support the themes and provide a deeper understanding of how this approach influences communication skills.

## **CONCLUSION**

This study explored the impact of creating news using different media on the English language learning of high school students. The study analyzed worksheets, video recordings, observations, and interviews to gain insights into the various aspects of the project. The findings showed that the worksheets helped students plan their news stories effectively by organizing their thoughts and ensuring that important information was included. The video recordings also revealed that students worked well together, communicated clearly, and presented news

professionally. The interviews conducted with the students indicated that they enjoyed the project, felt more confident in their English skills, and learned to work better in teams.

Despite some challenges faced, such as deciding on news content and technical issues, the students overcame them through teamwork and problem-solving. Overall, the project received positive feedback from the students, who believed that it improved their language skills and equipped them with valuable teamwork abilities. The study highlights the effectiveness of using different media to create news stories in enhancing communication skills among high school English learners.

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