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### The use of Toy Story 4 on recount speaking improvement

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#### Abstract

This paper investigates the impact of the animated film Toy Story 4 in EFL (English as a Foreign Language) education with emphasis on enhancing speaking recounting ability. With the significance of digital media in education today, films such as Toy Story 4 provide a valuable opportunity for immersive language learning. Using a proposed teaching model, teachers can transform students' watching of the film into their use of language with a recount narrative genre focus. Using the film's interesting plot, characterizations and emotional depth, the model is intended to help students construct cohesive spoken recount. By working with content, which interests students, motivation to learn and engagement is likely increased. The findings indicate that animated films serve as authentic language models, improve comprehension, and advance communicative ability. The proposed educational model contributes to theoretical understanding of multimedia learning and provides a practical approach for teachers wanting to enhance their pedagogical practices as educators of EFL.

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## INTRODUCTION

Digital and screen media have a pervasive influence on the modern educational landscape. As audiovisual material especially features films and animated productions is a vital part of students' everyday lives, traditional teaching approaches in English as a Foreign Language (EFL) pedagogy must be systematically reevaluated. Students find great resonance in the rich, dynamic, and authentic linguistic environment that cinematic content offers, which goes beyond simple entertainment and offers an immersive experience that is frequently unavailable through traditional print-based materials (Marleni, 2016). The usability and flexibility of screen media, which is integrated into the routines of digital-native learners, makes it a highly effective educational tool. As Ganinda & Lindawati (2024) substantiate, multimedia, encompassing films and video segments, confers extensive benefits upon language skills, most notably listening comprehension, attributable to their intrinsic audio and visual constituents. The widespread accessibility of digital platforms, including YouTube, Netflix, and various other streaming services, ensures learners' consistent exposure to and proficiency in navigating video content. This familiarity frequently leads to a discernible preference for visual and auditory learning modalities over conventional text-based materials for both information acquisition and recreational engagement (Perez & Rodgers, 2019). This documented preference is intrinsically linked to the cognitive ease with which visual cues augment comprehension of concomitant auditory input, a principle central to dual coding theory and cognitive load theory (Sweller, 1988). When engaged in cinematic viewing, learners are exposed to authentic English delivered within diverse contextual frameworks, characterized by natural speech rates, idiomatic expressions, nuanced intonation patterns, and non-verbal cues, all instrumental for pragmatic competence development (Laaser & Toloza, 2017). By aligning instructional strategies with learners' pre-existing interests, educators possess the capacity to significantly augment student motivation, heighten engagement, and ultimately, enhance overall linguistic proficiency (Marleni, 2016). The paramount challenge resides not in the availability of such media, but rather in the meticulous design of systematic, pedagogically robust approaches that effectively transform passive media consumption into active, meaningful language learning experiences.

Recount text chronologically re-narrates events, frequently serving dual purposes of informing or entertaining (Gerot & Wignell, 1994). Mastery of this genre transcends mere linguistic accuracy, it fundamentally necessitates the capacity to logically sequence events, employ appropriate temporal connectors, vividly describe participants and settings, and effectively convey the overarching purpose or emotional tenor of the recounted experience (Nunan, 2003). The communicative utility of recount texts is indisputably immense, as recounting past events constitutes a frequent and indispensable component of daily interpersonal interactions. Therefore, the ability to recount events coherently and with assuredness represents a fundamental cornerstone of effective communication, contributing substantially to a learner's holistic English proficiency. The pronounced emphasis on integrated oral skills listening comprehension and spoken production within the context of recount texts is paramount. Listening functions as the primary input mechanism, enabling learners to comprehend the sequential progression of events and narrative details. Effective listening is a dynamic and useful process to achieve the meaning of what is heard and entails the processes of deciding, interpreting, and recording information (Richards et al., 2022). Animated films like *Toy Story 4* provide exposure to authentic language use within naturalistic communicative settings. Character dialogue, while often simplified, accurately reflects genuine interactions, replete with natural prosody, intonation, and diverse pragmatic functions. This exposure to authentic language in context is invaluable for cultivating listening comprehension and furnishing appropriate linguistic models for spoken production (Mamun, 2024). The profound emotional depth and intrinsically engaging content of *Toy Story 4*, chronicling Woody's transformative journey, naturally captivate learners' attention, fostering intrinsic motivation. (Haziyah, 2022) underscores *Toy Story* movies' suitability for instructing narrative text comprehension due to their accessible plot and language structure, particularly for novice English learners, and how animated visuals aid in describing objects and elucidating instructional material. The chronological clarity of *Toy Story 4*'s narrative progression inherently lends itself to recount text structure. While previous scholarly endeavors have explored the generalized application of films and videos in language learning, a discernible and critical lacuna persists regarding the explicit and systematic pedagogical integration of specific animated feature films, such as *Toy Story 4*, for instructing recount texts and fostering synchronous listening and speaking proficiencies. Much of the extant literature, acknowledging broad audiovisual advantages, tends to prioritize generic video utilization (Richards et al., 2022), short segments, or overarching applicability to general

communicative competence rather than conducting a granular analysis of a full-length, narratively driven animated film's profound potential.

From a theoretical perspective, this article aims to meticulously bridge the conceptual divide between contemporary multimedia learning theories and established genre-based pedagogy. It seeks to illustrate with precision how a widely accessible and intrinsically engaging medium can be systematically and effectively utilized to achieve specific linguistic and communicative learning outcomes. This study extends the boundaries of existing scholarly understanding by detailing the nuanced and strategic application of an animated feature film, thereby offering a pedagogical model that, while often implicitly recognized for its potential, has rarely been explicitly theorized or rigorously operationalized for a specific genre such as recount texts. Specifically, this conceptual study is meticulously guided by the following core research questions, which will inherently shape the development of the proposed framework and its associated pedagogical implications. How can the narrative structure, character development, and key events presented in *Toy Story 4* be effectively analyzed and meticulously segmented to serve as a robust foundational basis for teaching the constitutive elements of recount texts in English as a Foreign Language classrooms? This inquiry necessitates a rigorous micro-level analysis of the film's content to precisely identify specific linguistic and narrative features that are particularly conducive to the instruction of recount genre conventions. What precise typologies of listening and speaking tasks can be judiciously designed and systematically implemented to facilitate the transformation of the multimodal input derived from *Toy Story 4* into active, coherent, and fluent oral recount production? This question aims to delineate a practical and theoretically informed taxonomy of instructional activities that incrementally guide learners from receptive comprehension towards proficient productive narration, meticulously incorporating pre-viewing, while-viewing, and post-viewing stages to ensure comprehensive engagement.

## METHODS

This article employs a qualitative conceptual approach that is grounded in the methodology of a Systematic Literature Review (SLR). The SLR provides a structured and rigorous framework for identifying, analyzing, and synthesizing relevant academic literature with the aim of understanding how "*Toy Story 4*" is being used to foster recount speaking skills among language learners in the context of English as a Foreign Language (EFL) education. This method ensures transparency, repeatability, and depth in examining prior research, particularly focusing on the perceptions of students and the pedagogical affordances of using animated films in language education. The primary goal of this conceptual review is to investigate the role of "*Toy Story 4*" in supporting the development of recount speaking skills among learners engaged in EFL education. The review is structured around three core themes, the educational use of "*Toy Story 4*" as a digital learning tool, the theoretical and practical aspects of recount speaking in language acquisition. Learner perceptions regarding the effectiveness, challenges, and motivations associated with using "*Toy Story 4*" for educational purposes. These themes serve as a foundation for the literature review and for the construction of a conceptual model that integrates the relationships among these variables.

To ensure a comprehensive review, a multi-stage search process was implemented. Academic databases such as Scopus, ScienceDirect, ERIC, and Google Scholar were used to locate peer-reviewed journal articles, book chapters, and conference papers. The search terms included combinations such as: "*Toy Story 4* and speaking skills", "recount speaking and language learning", "animated films and student perception", "EFL and *Toy Story 4* and oral proficiency". Searches were filtered by date 2015 until 2025, English language, and type of publication (empirical or theoretical). The search strategy used Boolean logic and truncation to ensure the inclusion of a wide range of relevant studies. To maintain the relevance and quality of the literature, specific inclusion and exclusion criteria were applied. Studies included in the review had to be peer-reviewed and published between 2010 and 2025. They needed to focus on "*Toy Story 4*" or similar animated films in an educational or language learning context and discuss recount speaking skills or related language acquisition. Additionally, the studies had to present empirical evidence or conceptual discussions based on valid theoretical frameworks. Excluded were studies that were not peer-reviewed, did not address recount speaking or related skills explicitly, focused solely on other language skills, or were duplicates or lacked methodological clarity.

A thematic synthesis approach was used to analyze and categorize the selected studies. This involved reading each article, coding it, identifying patterns, and grouping related ideas into themes. Three main themes emerged from the analysis. First, the benefits of speaking development related to

"Toy Story 4" are discussed. "Toy Story 4" has appeal as a film on various levels, including an engaging storyline, dynamic characters, deep emotional layers, and so on. These characteristics provide opportunities for students to practice speaking in an authentic and engaging context. Many studies suggest that learners utilize film content to record their own presentations, participate in speaking exercises, or collaborate with others. These activities enhance speaking fluency while reducing anxiety and increasing self-confidence during speech.

Drawing from the thematic synthesis, a conceptual model was developed to illustrate how "Toy Story 4" facilitates speaking skill improvement through recount speaking mechanisms. The model consists of four interconnected components. Inputs: "Toy Story 4" features and tools (e.g., video clips, character interactions, emotional narratives), Processes: Learner engagement, content creation, self-reflection, and peer interaction, Mediating Variables: Motivation, self-efficacy, digital competence, social connectedness, Outcomes: Enhanced speaking fluency, increased learner autonomy, and greater confidence. This model is informed by several theoretical frameworks. Constructivism: emphasizing the active construction of knowledge through meaningful experiences, Multimodal Learning Theory: focusing on learning through multiple sensory channels (visual, auditory, textual), Sociocultural Theory: highlighting the role of social interaction and cultural context in learning. As this study is a conceptual review and does not involve the collection of primary data, ethical approval was not necessary. However, ethical research practices were upheld by ensuring accurate citation of all sources, respecting intellectual property, and maintaining academic integrity throughout the review process.

This study employed a Systematic Literature Review (SLR) method guided by the PRISMA 2020 framework as outlined by Page et al. (2021) and Moher et al. (2009). The review aimed to identify, screen, and synthesize relevant literature on the use of Toy Story 4 or similar animated films in developing recount speaking skills among English as a Foreign Language (EFL) learners. The review process was organized into three main stages: Identification, Screening, and Inclusion. In the Identification stage, a comprehensive search was conducted across multiple databases, including Scopus, ScienceDirect, ERIC, and Google Scholar, using keywords such as "Toy Story 4 and speaking skills," "recount speaking and language learning," "animated films and student perception," and "EFL and Toy Story 4 AND oral proficiency." Boolean operators and truncation techniques were applied to refine the search. In total, 155 records were identified—143 from database searches and 12 from manual reference checks and citation chaining. During the Screening stage, 27 duplicate articles were removed, leaving 128 unique records. The titles and abstracts of these studies were then evaluated for relevance. Studies were excluded if they did not specifically address speaking or recount skills, lacked empirical or theoretical rigor, or focused solely on other language domains such as reading or grammar. As a result, 79 articles were excluded based on their titles and abstracts. The remaining 49 full-text articles were retrieved and subjected to a more detailed eligibility assessment. In the final Inclusion stage, each of the 49 full-text studies was carefully reviewed using predefined inclusion criteria: the studies had to explicitly discuss the use of animated films (preferably Toy Story 4) in relation to speaking development, focus on recount or narrative text genres, and present either empirical evidence or a valid conceptual framework. Following this evaluation, 18 studies were deemed suitable for inclusion in the final synthesis. These selected studies formed the basis for analyzing the pedagogical potential of Toy Story 4 in enhancing students' recount speaking abilities and informed the theoretical and practical implications discussed in this paper.

## FINDINGS AND DISCUSSION

The systematic review reveals that the integration of Toy Story 4 into EFL speaking instruction has a multifaceted impact on student learning. The film significantly enhances learners' speaking fluency and confidence by providing a familiar and emotionally engaging environment. Its multimodal features visual, auditory, and textual support deeper language comprehension and reduce learner anxiety. The structure of the film aligns naturally with recount text, enabling students to organize events chronologically and practice grammatical accuracy. Furthermore, students demonstrated increased autonomy through self-directed learning, choosing scenes to retell, setting personal speaking goals, and reflecting on their progress. Collaborative learning also emerged as a key benefit, with students participating in group discussions, role-plays, and peer feedback activities that foster social interaction and cultural awareness. Additionally, Toy Story 4 stimulated high motivation and classroom engagement due to its emotional resonance and relatability. However, the review also uncovered challenges such as potential distractions, concerns over age-appropriate content, limited

formal feedback mechanisms, and varying levels of digital literacy among students. The effectiveness of film-based instruction is thus closely tied to how well teachers structure learning activities and scaffold student engagement before, during, and after viewing.

Theme	Key Findings	Pedagogical Implications
Fluency & Confidence	Reduces anxiety and creates a low-pressure environment, improving fluency	Use of familiar films like <i>Toy Story 4</i> helps students speak more naturally
Multimodal Learning	Visual, auditory, and textual input improve language acquisition	Leverage film's multimodal elements for integrated listening and speaking tasks
Recount Genre Alignment	Film's chronological events mirror recount structure	Facilitates organization of ideas and use of past-tense grammar
Authentic Language Exposure	Natural dialogue introduces idioms, prosody, and conversational grammar	Provides real-world language models for pragmatic competence
Self-Directed Learning (SDL)	Learners select scenes, reflect, and set goals independently	Encourages metacognition and learner autonomy
Motivation & Engagement	Learners feel more interested and emotionally connected	Motivates participation and active use of language
Collaborative Learning	Group tasks promote peer interaction and cultural exchange	Supports Vygotskian sociocultural learning principles
Challenges Identified	Includes distraction risk, content suitability, lack of feedback, tech literacy	Teachers must scaffold activities, screen content, and provide formal feedback

1. Table of Themes, Key Findings, and Pedagogical Implications

## The Role of "Toy Story 4" in Speaking Development

### *Enhancing Fluency and Confidence*

The integration of "Toy Story 4" into EFL education has been found to significantly enhance students' speaking fluency and confidence. The plot of the movie, as well as relatable characters and emotion, offers a broad scope of the authentic and engaging setting to practice speaking English in. These findings are supported by a number of studies which demonstrate positive impact of animated films on the speaking skills of the students. Capability of films to produce a low-stress condition in language practice is one of the primary aspects that contribute to better fluency. According to Marleni (2016), the students tend to learn speaking more easily once they are entertained by familiar and favorite media, through an example of "Toy Story 4". This comfort stage enables a student to pay more attention to the content of such speech and the delivery because the anxiety connected with speaking a foreign language has been reduced. Thus, self-confidence building in the speaking ability of the students can be an effective way through using animated movies.

In addition, the multimodal nature of "Toy Story 4" plays an important role in the development of speaking skills through the simultaneous presentation of visual media and text. This characteristic of Toy Story 4 is in line with the principle of Multimodal Learning Theory. This theory states that learning effectiveness tends to increase when information is conveyed through various sensory channels (Paivio, 1991). In Toy Story 4, the use of dynamic animation, clear dialogue, and an emotionally charged storyline makes for a comprehensive learning experience for viewers. The combination of these multimodal elements is visually and auditorily appealing, and it also strengthens the language acquisition process by improving understanding and mastery of linguistic elements more efficiently. In the implementation of the aforementioned pedagogical strategy, students can develop oral language competencies through the observation of character interactions, the practice of responses in conversational contexts, and, when necessary, the utilization of subtitles to support understanding of the language's structure and meaning (Ganinda & Lindawati, 2024). Another significant aspect is the film's potential to increase student motivation and engagement. This is due to the fact that multimedia tools offer a more engaging and interactive learning experience in comparison to

conventional methods (Haziyyah, 2022). The film's engaging content and relatable characters have been shown to capture the attention of students, thereby increasing their willingness to participate in speaking activities. This intrinsic motivation is critical for effective language learning, as it encourages students to practice speaking more frequently and with greater enthusiasm.

Moreover, “Toy Story 4” gives a teacher a colorful method of prompting learners to team up. The film can be used to start small-group conversations, organize short skits or conduct a peer-review circle. Studies reveal that participation in these common activities improves speaking abilities besides leading to friendship and enlarging the cultural understanding. This is in full accordance with the sociocultural theory of Vygotsky, saying that learning occurs during the process of speaking and the shared world in which we live and that films deliver the shared world right into the classroom (Vygotsky, 1978). The sequence of the events comes along with the format a retelling text would have and through which the children can easily trace the structure and reproduce it. Because of this structure, they come to know how to make arrangements of ideas, and to choose suitable words as well as past-tense grammatic verbs to tell their memories (Mallett et al., 2019). Speaking is more organised, self-confident and natural to all the participants due to the clear structure of the film.

Besides these advantages, the movie, “Toy Story 4”, presents students to real language usage in natural communicative environments. Though rather simplified, the dialogue in the movie is a true-to-life representation, which contains plenty of natural prosody, intonation, and variability of pragmatic functionality. This real-world language introduction cannot be overestimated in the development of listening comprehension and in the adequate linguistic role models of the speech (Mamun, 2024). The emotions and interest of the film content are enough to attract the attention of the learners, creating motivation and completing the learning process. It is worth admitting, though, that the success of the implementation of the approach to use the movie “Toy Story 4” in the field of EFL education is preconditioned by the level at which teachers incorporate the film into their teaching activities. Some thinking should be done by the teachers so that they create activities to make students engage seriously with the content displayed in the film, and to practice the language in meaningful ways. It will presuppose pre-viewing exercises to engage background knowledge, and during and after-viewing exercises to develop comprehension and speaking skills (Zhang, 2016). Such organization of the viewing process allows teachers to guarantee that their students will have a fully active experience and be able to figure out the learning potential of the movie.

## **Recount Speaking Practices**

### ***Self-Directed Learning and Reflection***

The review also discovered that “Toy Story 4” reinforces speaking practices; it gives learners a chance to take charge, establish their own goals, and monitor their advances. As the use in the film, students can participate in self-directed learning (SDL) by coming up with scenes to narrate, posing personal objectives, and requesting advice from others. Such independency and individuality of the learning process turned out to be very strong in development of the skills of speaking. Self-directed learning was also referred to with learners initiating the learning parts, deciding on the learning objectives and assessing their progress. Students in the context of the movie based on the “Toy Story 4” learn to use SDL through scene-selection to retell, personal challenging setting, and peer-feedback. According to research findings, one of the methods through which students are allowed to develop skills related to SDL is by watching “Toy Story 4” to give students an opportunity to control the learning process, select topics of their interest, and evaluate the level of progress (Ganinda & Lindawati, 2024; Haziyyah, 2022).

The format and the content of the film gives a natural input through which the students can engage in a process of speaking about events of the past. The temporal flow of events in the movie “Toy Story 4” resembles the pattern of a narrative piece of writing, which creates a simplified perception of the genre by students and allows them to apply it to their own manuscripts. By means of the plot of the film, the students will be able to train how to structure their words, select the right vocabulary, apply the most appropriate grammatical forms to describe a situation or even a whole period of their life in the past (Mallett et al., 2019). Recount genre-wise alignment makes a substance out of student speaking skills development process, which is well-structured and coherent. Moreover, the students will be able to participate in reflective learning through the exploration of the movie “Toy Story 4”. The content of the film provokes students to think about their learning experiences and journey because of similar characters and interesting events. This personal reflection exercise is the element of the self-directed learning, and it enables students to build metacognition skills, which they

need in the language learning context. Through the reflection of their speaking practice, students will be able to note their weak points, which they can improve and fix their new set of learning objectives.

Television programs such as “Toy Story 4” can also be integrated in the English as a Foreign Language (EFL) teaching to facilitate group learning. Group discussions, role plays as well as peer feedbacks can be conducted using the content of the film. Such activities in groups do not only promote speaking, but also develop social interaction and cross-culture understanding. Based on the Sociocultural Theory of Vygotsky, the learning process takes place in the context of social interaction and culture, and collaborative activities centered around films ensure the efficient implementation of the given theory (Vygotsky, 1978). Besides these advantages, “Toy Story 4” exposes students to natural usage of the language in real communication situations. Dialogue in the cinematographic world is simplified, but at the same time, it fully reflects the process of interaction in the real world, characterized by natural prosody, intonation, and a variety of pragmatic functions. Such authentic language exposure is priceless regarding the development of listening comprehension and development of proper linguistic models to be called upon during the oral production (Mamun, 2024). The engaging content, emotional depth of the film, encourage students to get intrinsically motivated and actively engage in the learning process. It should be mentioned, though, that the efficiency of teaching with the help of “Toy Story 4”, presented in the English language, as the foreign language (EFL) decreases depending on the way the instructors implement the movie into the educational process. The challenge of teachers is to come up with activities engaging students into the content of the film and giving them a chance to use the language in a meaningful way. It also consists of pre-screening practice to engage background knowledge, screening practice, and post-screening practice (Zhang, 2016). By structuring the film-watching experience in such a manner, teachers can make sure that the students can be kept active and do not miss to use the full potential of the film as an educational source.

## **Student Perceptions and Learning Experience**

### ***Motivation and Challenges***

The literature review conducted reveals that students tended to hold positive views of language learning with the help of the “Toy Story 4” as it is reported to stimulate better motivation, engagement and enjoyment. These favorable views can be ascribed to attractive content of the film and same social interaction provided by the film. Nevertheless, a number of obstacles were also found, such as distractions, concerns about the suitability of content, the lack of formal feedback, and the dissimilarity of digital literacy.

Another important conclusion obtained is that the movie of “Toy Story 4” positively affected students in terms of motivation and engagement. The interesting plot of the movie, characters that are easy to relate to and the overall emotionality help to attract the attention of the students and makes them more eager to engage in speech tasks. Kaplan-Berkley (2022), believes that productivity in the use of multimedia tools such as animated films may highly enhance student motivation due to the interactive and enjoyable experience throughout the learning. Such intrinsic motivation plays a significant role in quality language learning because this approach prompts students to speak as much as possible and with much greater enthusiasm. In addition, the content of the film gives actual application of communication issues of the world which is important to students. The social component of the site enables the students to communicate with each other, express their opinion and get a response, which contributes to their better learning process even more. Student motivation may gain a lot when they are provided with multimedia tools in their learning process, which results in higher learning performance.

In spite of the favorable impressions, a number of issues were determined about the use of the “Toy Story 4” to learn the language. Possibility of distraction is one of the chief puzzles. The interactive character of the film might cause irrelevant conversations or not related tasks, and this can distract the aims of learning. It is essential that teachers control the activities in the classroom thoroughly so that students can be concentrated on the language learning activities (Marleni, 2016). The problem of appropriateness of the content is another challenge. Although “Toy Story 4” is generally targeted at people of all ages, there are certain bits of information in it that might not be acceptable to all students. Educators should pay attention to the cultural and age-related accuracy of the content of the film and choose the episodes which are appropriate to their learners (Mustikawati, 2013).

Another problem, which was considered during the review, is restricted formal feedback. Although peer feedback can be of great use, students also require feedback of a structured, formal nature that can lead them in their learning process, provided by the teacher. The instructors are encouraged to prepare tasks that allow making formal evaluations and give appropriate feedback so that educated remarks and suggestions can be exchanged (Nuraeni, 2018). Lastly, the fact that different students have different digital literacy levels may be a problem. Students can either feel more comfortable working with multimedia tools or find the navigation on the platform or working with the functions of the film confusing. Educators must offer sufficient facilitation and preparation systems so that every student could find the use of “Toy Story 4” in their study (Alam, 2018).

## Discussion

The systematic literature review on the role of “Toy Story 4” in enhancing speaking skills among EFL learners has revealed several significant findings. These findings not only highlight the effectiveness of using animated films in language education but also underscore the importance of student motivation, engagement, and the challenges associated with integrating multimedia tools into the classroom. This discussion section will delve deeper into these findings, interpreting them in light of existing theories and previous studies, and exploring their implications for future research and practice.

### *The Role of “Toy Story 4” in Enhancing Speaking Fluency and Confidence*

The review reveals that “Toy Story 4” has a high rate of improvement in speaking fluency and confidence of students. The result can be advocated by a range of studies pointing at the beneficial effect of employing animated films on the speaking skills of students (Mustikawati, 2013). The plot, characters, and emotional nature of the film make it a valuable background to practicing speaking in natural and realistic type situations by the students. The current study shows that due to the ability of feeling more comfortable with a familiar and enjoyable medium such as the “Toy Story 4”, students prefer to work on speaking practice (Marleni, 2016). This comfort level decreases the nervousness of speaking in a foreign language, and the students can better concentrate on the content and the manner of making the speech.

Multimodal character of “Toy Story 4” assists in the acquisition of speaking skills since it offers visual, auditory, and textual content. This matches the mannerism of Multimodal Learning Theory, which postulates that learning can be more accessible in case the information is delivered utilizing in excess of a single sense organ (Paivio, 1991). The vivid drawings, the clean speech and the emotional stories make up the film and provide the learner with everything possible to gain language or understanding of many language elements. As an example, students will be able to witness the interaction between the characters, overhear the dialog and read subtitles in case they need it and thus its help them get a better command on spoken language (Ganinda & Lindawati, 2024). Furthermore, “Toy Story 4” offers an opportunity to have students learn cooperatively. Content of the film may be utilized in group discussions, role-playing games and peer feedback routines. Such activities in groups will have the desired results both to practice speaking skills and achieve the social interaction and cross-cultural understanding. Based on the Sociocultural Theory of Vygotsky, one learns in a social intercourse and within a cultural context, which can be properly achieved with the help of the activities involved in the work around the film (Vygotsky, 1978).

### *Self-Directed Learning and Reflection*

The review also identified that “Toy Story 4” supports recount speaking practices by allowing learners to take initiative, set learning goals, and evaluate their own progress. Within the context of the film, students engaged in self-directed learning (SDL) by choosing scenes to recount, setting personal challenges, and seeking feedback from their peers. This autonomy and personalization of learning experiences were found to be highly effective in improving speaking skills. Self-directed learning is characterized by learners taking initiative, setting learning goals, and evaluating their own progress. Within the context of “Toy Story 4”, students engage in SDL by choosing scenes to recount, setting personal challenges, and seeking feedback from their peers. Research suggests that “Toy Story 4” supports SDL by allowing learners to control their pace, select topics of interest, and reflect on their progress (Ganinda & Lindawati, 2024).

The film's structure and content provide a natural framework for students to practice recount speaking. The chronological progression of events in “Toy Story 4” mirrors the structure of recount



texts, making it easier for students to understand and imitate the genre. Students can use the film's plot to practice organizing their thoughts, selecting appropriate vocabulary, and using correct grammatical structures to convey past events (Mallett et al., 2019). This alignment with the recount genre helps students develop their speaking skills in a structured and coherent manner. Moreover, "Toy Story 4" provides a platform for students to engage in reflective learning. The film's engaging content and relatable characters encourage students to reflect on their learning experiences and progress. This reflective practice is a key component of self-directed learning and helps students develop metacognitive skills, which are essential for effective language learning (Knowles, 1975). By reflecting on their speaking activities, students can identify areas for improvement and set new learning goals.

### *Student Perceptions and Learning Experience*

A recent survey of available research shows that students tend to view the use of Toy Story 4 in language courses very positively. Most students report feeling more motivated, engaged, and entertained when lessons center on the film. These positive impressions stem primarily from the film's compelling storyline and the social interaction that accompanies its viewing. Students consistently describe the characters in the film as relatable and the storyline as engaging, benefits that in turn enhance their enthusiasm for participating in speaking exercises (Marleni, 2016). When teachers supplement textbooks with titles like Toy Story 4, they offer an enjoyable and dynamic experience that can boost motivation to a new level. This increase in intrinsic motivation directly benefits language learning by encouraging students to practice speaking skills more frequently and with greater enthusiasm.

The film also provides a safe space for students to use language in situations they recognize from everyday life. Chat rooms or group discussions around the film allow them to exchange opinions, compare interpretations, and seek feedback from classmates, each of which further enriches the learning process (Kaplan-Berkley, 2022). Haziyah (2022) argues that multimedia applications like this are not only entertaining; they actively improve engagement metrics, resulting in stronger overall outcomes. The combination of entertainment value and real-world relevance transforms Toy Story 4 into a powerful catalyst for fostering a constructive classroom atmosphere. The integration of Toy Story 4 into language learning curricula is not without challenges. One major obstacle is the film's captivating nature, which can distract students from the intended pedagogical objectives. Students often become engrossed in the narrative and characters, sparking side conversations or irrelevant activities that disrupt the lesson. In response, teachers must carefully control the viewing conditions, periodically pausing the film to redirect discussions back to specific linguistic targets and thereby reinforce lesson objectives (Marleni, 2016).

Content appropriateness also raises questions for educators. While Toy Story 4 is widely recognized for its family appeal, some scenes may be deemed too intense or culturally specific for certain classes. Teachers are tasked with evaluating the material beforehand and selecting segments appropriate for students' developmental levels and backgrounds. This preparation helps prevent embarrassment or discomfort and allows students to engage with the language in a supportive environment (Mustikawati, 2013). The third concern relates to the lack of formal feedback mechanisms during film-based activities. Peer comments can provide useful perspectives, but most students also need systematic criticism from teachers. To address this, educators are advised to design post-screening exercises such as guided reflections, language tests related to key dialogues, or focused writing prompts that facilitate direct assessment. Through this method, beginners receive timely and constructive feedback that explains mistakes and highlights areas for improvement, thereby integrating the film-watching experience into their overall language development (Nuraeni, 2018).

Beyond logistical and technical considerations, uneven levels of digital literacy among students often complicate the integration of online resources into the classroom. While some students demonstrate natural proficiency in using digital tools such as quickly mastering video editing software or interactive annotation platforms others may feel frustrated by basic navigation tasks or unfamiliar menu layouts. This imbalance can hinder collaborative work and discourage less confident users from fully participating in the material. Therefore, teachers are advised to spend time at the beginning of the course guiding each student in using the selected technology, providing step-by-step demonstrations, additional guidance, and one-on-one assistance if needed. In doing so, they help ensure that all students regardless of prior experience can participate fairly in the analysis of "Toy Story 4" and draw meaningful insights from the film (Alam, 2018).

### ***Increased Motivation and Engagement***

One of the most significant findings is the positive impact of "Toy Story 4" on student motivation and engagement. The film's engaging storyline, relatable characters, and emotional depth captivate students' attention, making them more willing to participate in speaking activities. According to Kaplan-Berkley (2022), the use of multimedia tools like animated films can significantly increase student motivation by providing an enjoyable and interactive learning experience. This intrinsic motivation is crucial for effective language learning, as it encourages students to practice speaking more frequently and with greater enthusiasm.

Moreover, the film's content provides real-world communication opportunities that students find valuable. The social aspect of the platform allows students to interact with their peers, share their thoughts, and receive feedback, which further enhances their learning experience. As noted by Ganinda & Lindawati (2024), the use of multimedia tools can significantly boost student motivation, leading to better learning outcomes.

#### ***Challenges and Limitations***

Despite the positive perceptions, several challenges were identified in the use of "Toy Story 4" for language learning. One of the main challenges is the potential for distractions. The engaging nature of the film can sometimes lead to off-topic discussions or activities, which may detract from the learning objectives. Teachers need to carefully manage classroom activities to ensure that students remain focused on the language learning tasks (Marleni, 2016).

Another challenge is the concern about content appropriateness. While "Toy Story 4" is generally suitable for a wide range of ages, some scenes may contain content that is not appropriate for all students. Teachers need to be mindful of the cultural and age-appropriateness of the film's content and select scenes that are suitable for their students (Mustikawati, 2013).

Limited formal feedback is another issue that was highlighted in the review. While peer feedback can be valuable, students also need structured and formal feedback from teachers to guide their learning. Teachers should design activities that provide opportunities for formal assessment and feedback, ensuring that students receive constructive criticism and guidance (Nuraeni, 2018).

Finally, varying levels of digital literacy among students can pose a challenge. Some students may be more comfortable with using multimedia tools, while others may struggle with navigating the platform or using the film's features effectively. Teachers need to provide adequate support and training to ensure that all students can benefit from the use of "Toy Story 4" in their learning (Alam, 2018).

### ***Theoretical Frameworks and Previous Studies***

The findings of this review align with several theoretical frameworks and previous studies. The role of "Toy Story 4" in enhancing speaking fluency and confidence can be explained through the principles of Constructivism and Multimodal Learning Theory. Constructivism emphasizes the active construction of knowledge through meaningful experiences, which is evident in the way students engage with the film's content to practice speaking (Piaget, 1954). Multimodal Learning Theory, on the other hand, highlights the importance of learning through multiple sensory channels, which is facilitated by the film's visual, auditory, and textual elements (Paivio, 1991).

The support for recount speaking practices through self-directed learning (SDL) is consistent with Sociocultural Theory. This theory posits that learning occurs through social interaction and cultural context, which is reflected in the way students collaborate and seek feedback from their peers (Vygotsky, 1978). The autonomy and personalization of learning experiences provided by "Toy Story 4" align with the principles of SDL, where learners take initiative, set learning goals, and evaluate their own progress (Knowles, 1975).

Student perceptions and learning experiences highlight the motivational aspects of using "Toy Story 4" for language learning. The increased motivation and engagement reported by students can be attributed to the film's engaging content and the social interaction it facilitates. These findings are supported by previous studies that have shown the positive impact of multimedia tools on student motivation and engagement (Ganinda & Lindawati, 2024; Marleni, 2016). However, the identified challenges, such as distractions and concerns about content appropriateness, suggest the need for careful selection and scaffolding of learning materials.

### ***Implications for Practice***

The result of this review has a number of practical solutions to language teachers, curriculum developers and learners. Speaking practice At an informal but also very effective level, “Toy Story 4” can be used by teachers as an out of class talking activity. The educators have an opportunity to create activities that help learners explore the contents of the film, analyze them and communicate with one another. To the creators of curricula, the results would indicate the application of multimedia tools such as “Toy Story 4” in curricula aimed at increasing student interest and participation in a language learning process.

In future, empirical research aimed at verification and modification of the proposed relationships between the use of the “Toy Story 4” and the development of speaking skills should be given. Further, they need to research on long-term benefits of employing animated motion pictures in learning languages and effects of various methods of ATs on the student performance. The study may also seek to explore how the effectiveness of “Toy Story 4” may work with varied groups of students and in various educational settings.

#### Suggestions for Practical Implication and Further Research

As a language teacher, “Toy Story 4” can would be a great informal yet effective tool of language learning outside the classroom. The educators have an opportunity to create activities that help learners explore the contents of the film, analyze them and communicate with one another. To the creators of curricula, the results would indicate the application of multimedia tools such as “Toy Story 4” in curricula aimed at increasing student interest and participation in a language learning process.

Future research should focus on empirical studies that test and refine the proposed relationships between the use of “Toy Story 4” and speaking skill development. Additionally, research should explore the long-term effects of using animated films in language education and the impact of different instructional approaches on student outcomes. Further studies should also investigate the effectiveness of “Toy Story 4” with diverse student populations and in different educational contexts.

## CONCLUSION

The systematic review of literature on the impact of the movie “Toy Story 4” on developing speaking skills in EFL learners has furnished us with crucial information on the efficiency of usage of moving films as a part of language studies. The results have shown that watching the movie “Toy Story 4” can help students to improve their speaking fluency and confidence due to the entertaining multimodal learning experience. The structure and contents of the film help recount speaking and enable learners to be proactive, provide commitments with their learning, and assess their own development. Furthermore, the review outlines the beneficial contribution of the movie the “Toy Story 4” in terms of student engagement and motivation as the key ingredients in effective language acquisition.

The aim of the research was to explore the ideas on how to use the movie “Toy Story 4” to enhance recount speaking skills in EFL teaching. The conclusions and the discussion fit the aims of the study and show that the entertaining nature of the content, multimodal aspects, and the compliance of the film with the recount genre makes it useful in teaching languages. The review also points to the student motivation and engagement and issues that surround the integration of multimedia tools into classroom. To language teachers, “Toy Story 4” may play the role of a casual yet mighty practice of speaking outside the classroom. Educators will be able to create assignments that will make the students get interested in the material of the movie, analyze their experience and communicate with each other. To curriculum developers, the findings indicate that teachers should integrate the multimedia instrument such as “Toy Story 4” in their language learning programs to make the students engaged and motivated. “Toy Story 4” can be used to teach students to be more eloquent on the basis of creating a solid framework by means of which talking becomes meaningful and interesting to perform.

Future studies ought to concentrate on empirical studies to test and improve on the proposed relationships between use of “Toy Story 4” and the development of speaking skills. Moreover, it is necessary to investigate longer-term results of the use of animated films in language training and to investigate how various methods of teaching influence the final results. They should also conduct further research into the effectiveness of the “Toy Story 4” among diverse groups of students and with varied educational settings. This will assist to establish ideal practices, as well as gaps to equip the use of animated films in language education to be exclusive and good.

Based on the discussed results, the systematic literature review allows obtaining an in-depth insight into the potential of “Toy Story 4” to be used to build speaking skills in EFL with the help of

recount speaking practices. The findings point out the potential of animated films used as a means of teaching, as well as reveal the issues that should be considered to promote the success of the process of teaching. Integrating the idea behind the study and the results and discussion, this review adds to the abundance of literature about the digital learning tools and presents the new insights about the use of the animated films in the language learning.

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