

Advantages of Using Digital Media to Teach English

B Meshak Raju¹, U Raju²

¹Assistant Professor, DNR College of Engineering and Technology

²Head of the Department, English Dept, B V Raju Degree College

Abstract:

Utilizing digital media as a pedagogical tool for English instruction presents a multitude of benefits in the contemporary landscape influenced by technology. It facilitates involvement and interactivity in the educational experience. The purpose of this study is to examine the advantages connected with the use of digital media as an educational instrument for the training of the English language. The primary focus of this study is to investigate how students interpret digital media within the framework of English Language Teaching (ELT). The information is obtained using a questionnaire administered by the studies. This study employed an empirical case study design. The data obtained from the questionnaire is subjected to descriptive analysis. The findings of this study indicate that the students exhibited a strong inclination toward digital media as a viable resource for English reading materials. The questionnaire yielded a mean score of 3.49, indicating a classification of "High" when interpreted. In addition to encountering challenges related to the utilization of digital media, students and teachers have experienced several obstacles. These include limited access to mobile phone facilities, restricted online containers and issues with insufficient connectivity.

Keywords: English language Teaching, questionnaire, digital media.

1. Introduction

In modern society, digital media is characterized by advances and dependence on technology, the incorporation of digital media in the field of education is acquiring significant traction, leading to transformative effects on language instruction and development [1]. The field of English language instruction has experienced significant advantages as a result of the digital revolution [2]. One primary benefit of incorporating digital media into English language instruction is its capacity to engage and attract learners [3]. Traditional instructional methods have frequent challenges in sustaining pupils' focus in a contemporary context marked by decreased attention spans. Digital media, encompassing interacting language software, films and online activities, provide the capacity to establish a dynamic and captivating milieu conducive to the acquisition of proficiency in the English language [4-5]. The incorporation of interactive tools enables learners to participate in instructing languages that simulate authentic contexts, utilizing sensory and visual elements. This serves to enhance the attractiveness and effectiveness of the educational experience [6]. The aim of the research is to examine the advantages connected to the use of digital media as a pedagogical tool for teaching English language. The purpose of the current study [7] investigated young students and EFL teachers to evaluate the advantages and disadvantages of digital competence. The findings show that digital proficiency has advantages and

disadvantages for younger students of English. The study [8] explained the instructional method employed for the instruction of the English language during the COVID-19 epidemic.

Study [9] illustrated the significant advantages associated with the utilization of “Information and Communication Technology (ICT)” in the process of acquiring proficiency in English. A study [10] examined the effectiveness of using educational instruction approaches during the covid-19 pandemic. The study findings elucidate the concept of blended learning, where Google Classroom is proposed as an alternative pedagogical approach for teaching English. The study [11] examined the efficacy of the online learning system in the context of English language instruction. The investigation encompassed an analysis of the institutional support provided for the online learning system as well as the perspectives of the instructors regarding their utilization of this system. The study examined [12] students' perceptions regarding the utilization of movies as a means to enhance their vocabulary proficiency. The study's findings suggest that students hold a favorable impression of the integration of movies into their classroom instruction as a means to enhance their understanding of vocabulary.

Study [13] investigated the preferences of students, encompassing their perceptions and viewpoints regarding the utilization of platforms and applications in the context of remote teaching. The study [14] addressed the existing gap in knowledge by examining the extent to which social media platforms such as instagram, pinterest, snapchat and whatsapp have been included in the educational process in higher education and how they contribute to teaching and learning. A study [15] explored the utilization of YouTube as an instructional tool for enhancing speaking skills in an educational setting. The aim is to introduce a novel, engaging and enjoyable approach to teaching, with the additional goal of fostering a classroom environment that promotes student comfort and enthusiasm towards the learning process. A study [16] discovered the usefulness of using technology in learning English. However, few studies have proven the usefulness of technology in English capabilities such as speaking, listening, reading and writing skills.

2. Methodology

The questionnaire is employed as the primary data collection instrument. The questionnaire was conducted using the Mentimeter platform. We performed multiple steps during the data collection process. The initial step involved the preparation of the research instrument, a questionnaire. The subsequent step entailed administering the questionnaire to participants using the Google Form implementation. The questionnaire consists of 10 items and respondents are instructed to indicate by choosing the correct reply on a scale, we can express a sense of satisfaction or dissatisfaction regarding every subject, ranging from "strongly agree" to "strongly disagree." The data are acquired by the process of assigning scores to the participants' responses, with “strongly agree (SA) assigned a value of 4, agree (A) a value of 3, neutral (N) a value of 1, disagree (D) a value of 1 and strongly disagree (SD) a value of 1”. Next, the data obtained from the questionnaires is subjected to analysis. The research findings are subjected to analysis, leading to the derivation of inferences based on the collected data. We employed descriptive evaluation techniques to examine the data. The following Table 1 is an analysis of the average score representing students' perceptions.

Table 1. The calculation of the average rating depends on the intervals.

No	1	2	3	4	5
Range median rating	1.00–1.79	1.80–2.59	2.00–3.39	3.40–4.19	4.20–5.00
Analysis of the average value	Extremely low	Low	Intermediate	Supreme	Extremely high

3. Results and discussions

The subsequent part presents the findings derived from the conducted study. The Likert Rating Scale is utilized for evaluating the questionnaire items, with responses ranging from 4“(Strongly agree) to 1 (Strongly disagree)”. The study results for each indication are displayed in Table 2 and Figure 1. Figure 1 demonstrates the scores ranging from 3.04 to 4, the Likert scale evaluations for a set of statements revealed that respondents agreed with the assertions. Statement 7 has the highest average level of agreement, scoring a 4, while statements 3 and 9 have lower levels of agreement, scoring 3.04 and 3.11, respectively. A modest level of agreement is indicated by the majority of comments receiving ratings around 3.5.

Table 2. Statistical descriptions of students' attitudes regarding digital media in ELT

Statement	1	2	3	4	5	6	7	8	9	10
Interpretation	Supreme	Supreme	Median	Median	Supreme	Median	Supreme	Supreme	Median	Supreme

[Note: Statements 1-The process of instruction for English is simplified by digital media, 2-The English teaching metric is practical for achieving educational objectives related to digital media, 3-Digital media makes learning English enjoyable, 4-Using techniques to get started in studying will help to focus and concentrate while taking up a book, 5-The perception of pupils learning English may be improved via digital media, 6-The desire to start reading cannot be increased by learning to read through the use of digital media, 7-Using digital media to learn can assist to concentrate better, 8-Students encounter difficulties when using digital material due to limited cell phone coverage, limited web bundles and helpless sign concerns, 9-Digital media might be challenging to use since students are unsure how to utilize it effectively, 10-It is less difficult to modify the things learned after beginning to read through digital media.]

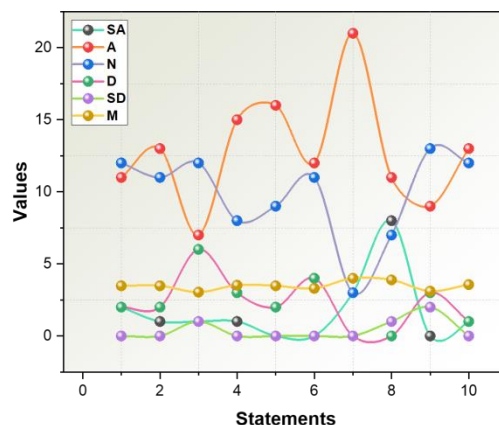


Figure 1. Statistical analysis of which students feel about using digital media in ELT

While performing an analysis of the data derived from the administered questionnaire, it was determined that a significant majority of students enrolled in the field of English education possess a favorable view of utilizing digital media as a means of accessing English reading materials. This conclusion is supported by the calculated mean score of 3.49, indicating a positive attitude towards the aforementioned practice. Nevertheless, despite the utilization of digital media, numerous students encountered certain challenges. It is determined that the average difficulty level is 3.43, placing it into the fourth category, which can be read as "High". According to the findings presented in Table 3 and Figure 2, it was observed that students agreed to encounter several challenges when utilizing digital media, with average scores ranging from 3.13 to 3.92. The replies to the given statements on a Likert scale show a modest level of agreement or disagreement with each assertion. These challenges encompassed limited availability of mobile phone resources, restricted internet packages and issues with weak signal strength. The analysis determined that the average value obtained is 3.43, falling in the fourth group, which can be read as "High". The data provided above illustrates the students' impressions of the five indications described before, namely: very low, low, medium, high and very high.

Table 3. Statistical analysis of the issues students see with using digital media as English reading material

Statement	Interpretation
1	Average
2	High
3	Average
4	Average
Total	High

[Note: Statements 1-Using digital media to focus while reading won't help students feel motivated to start reading, 2-Students have trouble using digital media because of limited cell phone coverage, limited online packages and problems with useless signs, 3-Due to pupils' lack of awareness of how to use websites, digital media is challenging to use, 4-Internet data is wasted when using digital media.]

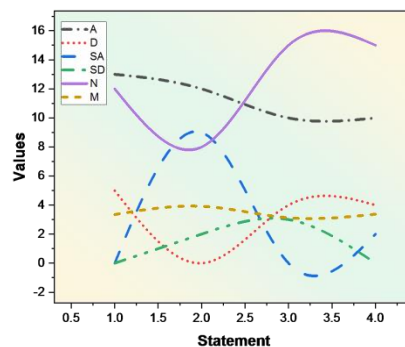


Figure 2. Evaluation of the problems students observe when using digital media as reading material for English

3.1. Discussion

The revolutionary power of digital media is capable of generating a positive impact on our society. Positive perception refers to the process by which humans create favorable evaluations and

interpretations when evaluating their immediate environment, resulting in advantageous consequences. Individuals that possess a favorable perspective are inclined to adopt and engage with the many offerings of digital media. Digital media has created a transformative impact on language learning in the field of education, resulting in increased accessibility and effectiveness. This technological advancement has improved students' comprehension abilities and language skills. The process of integration facilitates introspection and the cultivation of various competencies. The cost associated with engagement in digital media is indicative of the capacity for individuals to acquire knowledge, disseminate information and foster consciousness. It facilitates the cultivation of a profound comprehension of the universe and interpersonal relationships. The accessibility and cost-effectiveness of digital media across several platforms facilitate the process of English language acquisition, resulting in time and energy savings for learners. However, the advancement of blended learning with digital media necessitates the use of innovative approaches. Efforts are required to enhance the enjoyment of studying English through digital media and investigate its potential for augmenting reading proficiency. It is imperative to acknowledge the pupils' poor comprehension of proficient utilization of digital media, as well as the need to mitigate the squandering of internet data in the context of digital media consumption. In the dynamic context of our current environment, it is imperative that we utilize the capabilities of digital media while addressing the obstacles it presents.

4. Conclusion

This study has demonstrated that the utilization of digital media in English teaching and learning is perceived to be advantageous. The mean score of 3.49 falls within the "High" category, indicating that the use of digital media facilitates the learning process of reading and enhances the excitement of learners. The inadequate connectivity to the internet had an impact on the utilization of digital media. The aforementioned circumstances result in a direct inclination towards boredom among students and at times, the comprehension of the material becomes challenging. The measured mean of 3.43 falls in the fourth category, denoted as "High" in terms of interpretation.

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