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THE USE OF MEDIA AND DIGITAL TECHNOLOGIES IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

Abstract: English has become a global language and has taken a significant place in the world. With the advent of globalization, the demand for learning English as a foreign language (FL) has increased dramatically. The use of media and digital technologies is becoming more and more popular in learning English as FL. In this article, we will explore the use of media and digital technologies in learning English as FL. The article discusses the increasing popularity of digital resources such as learning apps, online platforms, and multimedia tools among young learners and adults. It emphasizes the convenience and suitability of these resources in facilitating language acquisition and enhancing English proficiency. Furthermore, the article explores the importance of learner interest and satisfaction in utilizing social media for language learning.

Keywords: digital technologies, educational tool, Internet, motivation, classroom, learners, educational media.

Introduction

Today a rapidly developed technology in the world requires anyone to use media and digital tools for personal and social development. A widespread availability of digital technology and internet access may play a significant role in learning English especially for those who are studying the target language as a second one or a foreign. In learning English language as a foreign has started to be popular among young adolescents and adults while working with new innovative technologies and/or accepting news from mass media. As we can see, learning English involves a range of apps, digital tools, and internet resources which increases every day and becomes a common part of daily routine.

The internet apps might be more practical and appropriate for the learners, which could speed up their education and help them become more fluent in English. There is no doubt that learning with the help of digital technologies and/or including the media apps will seem to be more interesting and exciting than just learning the rules or practicing English with a non-native speaker. At the beginning, the use of games, live videos, or social media can be challenging for learners, albeit further the learning process might be motivational, interesting, interactive, and personalized. For learners whose daily life frequently include media and work with digital technologies may have a constant practical input in English to listen to authentic language and sound as a native speaker. This may undoubtedly promote speaking and listening skills. With the help of online tools, students can learn English by using real-life materials and staying in constant communication with classmates and language specialists around the world.

Literature review

Interest to learn with mass media. Literature review determines that “interest” in the learning procedure while applying social networking sites is a conclusive factor for learners as the learners should be organized to study the learning material by their own (see e.g., Rotgans & Schmidt, 2014; Hidayat et al., 2022). In addition to, some researchers (Hidi & Renninger, 2006; Rotgans & Schmidt, 2014) claim that if the interest of the learner is higher, the learning

material can promote simple the comprehension and the learning process will go smoothly and simple. Interestingly, according to Hong et al. (2016) the interest to the learning with the help of media can furthermore foresee the learning satisfaction with the great advantage of mass media.

To satisfy the learning with the mass media. Hong et al. (2016) define that contentment in studying while using mass media is significantly useful as the “quality of online programs and student performance” (p. 215) are usually assessed in the learning process. The researchers claim that the learning satisfaction via social media should provide the learners expectation that can be corresponded to the learners’ experience and further learning outcomes. The expectation and the learners’ achievement should be crucial and significant in the learning satisfaction with the social media as this predicts self-efficacy of the learner.

Internet cognitive failure. According to Hong et al. (2016) internet cognitive failure is defined as the crucial aspect in the learning process, where the learner is able to cope with the internet drawbacks. This ability is showing how the learners is “capable of completing” the problems while working with the internet and how this dynamic aspect affects the learners’ “cognitive and affective” (p. 215) elements in studying.

Figure 1
Conceptual framework

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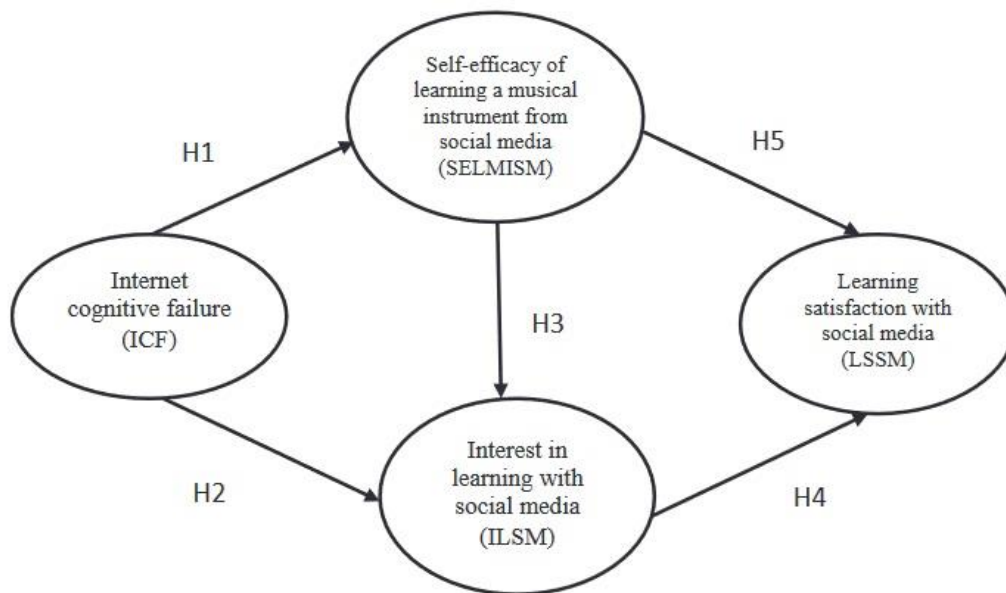


Fig. 1. Research model.

Self-efficacy of learning English from social networks media. The definition of learning English with self-efficacy is giving yourself the chance to interact with the language in appropriate and meaningful ways. Media and digital technologies may additionally be utilized to add interest to the educational procedure. In general, the incorporation of computerized media and technological devices in the English classroom can offer pupils a variety of chances to enhance their language proficiency in the future and inspire them to speak the language smoothly and interact with it in real-life contexts. The development of technology is vital in enabling students to use their academic knowledge to gain employment in a global workforce.

Technology is a true educational tool that facilitates the process of learning and aids in the education of students (Hong et al., 2016).

Likewise, Eady and Wilson (2004) highlighted the significance of music in academic success, motivation and creative growth. They argued that music enhances learning and enables learners to achieve their goals more effectively. They believe that music is beneficial for all aspects of education because it contributes to the development of key skills such as self-esteem and creativity (Eady & Wilson, 2004). Stansell (2005) pointed out that music and language share several cognitive processes, including melodic recognition, timbre discrimination, rhythm, tonality and perception of symbols in context. Likewise, Horn (2007) suggested that music could enrich vocabulary and improve articulation and pronunciation. Mora (2000) asserts that music and language should be integrated into the teaching of English as a Foreign Language (EFL). Hence, songs can help learners remember words and phrases, improve pronunciation and language acquisition. Musicality of speech has a significant impact on EFL students' pronunciation skills and to the overall language acquisition process.

According to Strait and Kraus (2011), musicians benefit from perception procedures related to hearing and brain processing of speech in noisy environments. Additionally, they contended that music constituted a possible advantage for auditory training, since musicians have expertise in activating auditory focus on language. Ettlinger et al. (2011) highlighted the unique functions of memory, unconsciously learned information, and related brain structures that play a role in learning linguistic or musical grammar. Milovanov & Tervaniemi (2011) emphasized the positive impact of musical ability on language learning, including learning a second language.

Regarding thorough analysis by Koelsch (2011) incorporates research on language and music comprehension from neurological function and brain scanning into a more complete '*neurocognitive model of music perception*'. A particular focus is on analyzing the parallels and discrepancies between musical and linguistic grammar. Schon & Francois (2011) reviewed a number of electrophysiological studies that examined the separation of linguistic from musical information in speech and how to segment the speech.

This article aims to provide the evidences of how technology and media can help learners improve their language skills. A number of researchers and learners believe that learning process is more effective with the use of internet and innovation technologies as these tools offer the learner an access to the authentic language input as well as connect with other learners and speakers that make them motivated and engaged into the language learning process.

It will also discuss the advantages of using these technologies, such as providing learners with the access to authentic and up-to-date language input, allowing for personalized learning experiences, and enabling learners to practice their language skills in a more interactive and engaging way. Moreover, the article will examine the challenges and limitations method teaching languages through the use of the media and technological advances, such as the need for reliable internet access, the potential for distractions, and the lack of face-to-face interaction with native speakers.

Methodology, tools and procedure

The utilized tools have been adopted from Hong et al. (2016) with slight modification. The modified version of the questionnaire was verified several times at first we tested some items among two students and then among three ones. Thus, the whole content of the items belonging to one factor has been adapted and modified regarding the aim of our research study. The collection of the data was under the use of computer-based analysis. Before the survey, all participants were asked for the permission to take part in the assessment voluntary thus, those, who agreed were instructed in their native language. All participated students had been

provided a certain instruction and assistance. The participants of our research study were the students from grades eighth and ninth all of them were asked of taking part in the survey so those who agreed had a great interest and a wish to check the frequency of using digital technologies in learning English.

The survey was voluntary and anonymous there was not any pressure to take part in the measurement process. This assessment was conducted in the secondary school of Pavlodar region during the teaching training practice for teaching as a profession. All participants responded to the survey using the personal computers in the classroom during the measurement procedure if the respondent had a question the instructor and/or the teacher in the class clarified and instructed the meaning of the content in detail to each learner individually.

The learners were well instructed before the survey so the participation was voluntary. The voluntary participants performed a computer based assessment with certain understanding and a wish of interest to the use of media and digital technologies is becoming more and more popular in learning English as FL. The procedure was guided by using the Google Drive app discreetly. Even though the majority of the participants were young learners, the reliability of the items was $\alpha=.747$ for the instruments, which is acceptable. Data was gathered in 2023 during practice at Pavlodar's urban secondary school.

Table 1
Reliability

The Cronbach's Alpha	N = (number of items)
.747	18

The following research questions need to be analyzed and examined in regard of the relation to the previously mentioned concerns and aspects:

- 1) How often are digital tools and media used when learning English as a foreign language?
- 2) How can gender differences in media and digital technology usage affect learning English as a foreign language?
- 3) How do media and digital technology factors relate to each other?

Results

Research Question: 1 – How often are digital tools and media used when learning English as a foreign language?

Table 2.
Gender differences in using factors

<i>Factor in using media and digital technologies in learning English as FL</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
Interest in learning with social media	51	3.58	.600
Learning satisfaction with social media	51	3.44	.983
Internet cognitive failure	51	3.04	.792
Self-efficacy of learning English from social media	51	3.07	.837

The findings demonstrated that, despite occasional Internet cognitive failure, young learners are interested in and generally satisfied with using social media for learning English. They also use media and digital technology regularly for self-efficacy. See Table 1, which displays the frequency of the most factors, for further information.

Research Question: 2 – How can gender differences in media and digital technology usage affect learning English as a foreign language?

Table 3.

Gender differences in using factors

<i>Factor in using media and digital technologies in learning English as FL</i>	<i>Gender</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Interest in learning with social media	Male	27	3.36	.713
	Female	24	3.83	.328
Learning satisfaction with social media	Male	27	3.13	1.109
	Female	24	3.78	.744
Internet cognitive failure	Male	27	3.14	.902
	Female	24	2.94	.691
Self-efficacy of learning English from social media	Male	27	3.11	.876
	Female	24	3.03	.850

p>.05 – significant value

The results of gender differences did not reveal any significant differences among males and females. All four factors showed that for both the use of media and digital technologies in learning English the results of p-value were higher. Although we could notice that even the number of males was higher the interest and learning satisfaction among females is higher than males, but lower when the females met a failure in internet and self-efficacy of learning from digital technologies and media.

Research Question: 3 – How do media and digital technology factors relate to each other?

Regarding our third research question, we may see that correlation between the factors ‘*Learning satisfaction with social media*’ and ‘*Interest in learning with social media*’ is significantly strong $r=.774$ which is also proved by the the p-value is smaller .01. However, the relation between ‘*Internet cognitive failure*’ and ‘*Interest in learning with social media*’ is negatively weak but significant $r=-.373$. Although positively moderate but significant as well between ‘*Self-efficacy of learning English from social media*’ and ‘*Interest in learning with social media*’ $r=.414$ and *Learning satisfaction with social media*’ $r=.437$.

Table 4.

Correlation of the factors

	Learning satisfaction with social media	Internet cognitive failure	Self-efficacy of learning English from social media
Interest in learning with social media	.774**	-.373**	.414**
Learning satisfaction with social media		-.251	.437**

Internet failure	cognitive	-.188
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****p<0.01**

The following may indicate that the factors associated with ‘*Learning satisfaction with social media*’ and the ones mentioned under ‘*Interest in learning with social media*’ are critical components for younger students. This may also demonstrate that, as students are genuinely interested in the course of action, a strong desire to learn something new might serve as a powerful incentive for subsequent academic fulfillment.

Discussion

Types of media and digital technologies for learning a FL. Literature defines that (Laurillard, 2002) the idea of media is expanded through the analytic classification of educational media. Similar to this, Laurillard (2002) classified instructional media into five categories: interactive, narrative, communicative, adaptive, and productive. For instance, interactive media encourages research and discovery, whereas narrative media facilitates involvement and comprehension. While interactive media aids in conversation and debate, productive media helps with idea articulation, modeling, and presentation, adaptive media supports experimentation and skill practice.

Table 5

Laurillard’s classification of educational media

Type of media	Examples of media, media technologies
Narrative media	Print, graphic, image, audio cassette, CD, and DVD Television, radio and films
Interactive media	Hypertext, hypermedia, and multimedia. Online resources that contain text, images, video, audio, or any combination of these elements.
Adaptive media	Teaching programmes, virtual environments, virtual worlds
Communicative media	Computer mediated conferencing; digital document discussion environments, videoconferencing, and audio conferencing are all terms used to describe computer mediated conferencing.
Productive media	Micro-worlds, product, modelling, animation, text processing

Challenges for using media and digital technologies in learning. One of the biggest challenges to digital learning is the lack of educational facilities equipped with digital devices. Accessibility to digital technology and Internet are significant challenges that hinder online learning and exasperate students. If the access to the Internet is limited at home or the students cannot afford digital devices the failure may result in low eagerness to learn further. Therefore, we believe for the students from low-socio economical background the government should provide digital devices with the free access to the Internet.

Literacy in using digital devices such as computers, laptops, and cell phones and the use of Internet is a vital necessity for current e-learning process. Although the difficulties in using ICT and understanding learning may rise a fundamental barrier between learner and teacher as well as may evolve some problems in delivering virtual learning. In addition to, the age of the teacher and his or her desire to use ICT in the classroom may also affect his or her ability to adopt digital technology in learning with all modern and current requirements of the process. This may further affect self-efficacy of the teacher as low self-efficacy of the teacher

and the lack of pedagogical understanding can cause some drawback issues for effective integrating and implementing digital technologies in the classroom. Preparing teachers for mobile educational environments is critical, especially professional qualities that support their motivation and technical skills in integrating mobile technologies into the educational environment.

Conclusion

In conclusion, we may define that use of media and digital technologies in English language learning has the potential to revolutionize the ways of learner's access and engage young learners to the language. Children in school must have access to current and accurate spoken language in order to customize their learning experiences and improve their chances of interacting with speakers and other learners. Technology can help learners to improve their language skills and develop cultural competence. There are countless opportunities to increase knowledge of language and cultural competency, as long as educators and learners continue to use technology as an instrument for language learning. All things considered, the use of media and digital technology have completely changed how English is taught to students who may then interact and make use of flexibility, accessibility, and engagement in their language-learning process.

Conflict of Interest Statement

The authors have no potential conflict of interest concerning the research, authorship or publication of this article.

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