

PalArch's Journal of Archaeology of Egypt / Egyptology

EXPLORING THE ROLE OF DIGITAL MEDIA IN LEARNING L2: A CASE STUDY AT SECONDARY LEVEL IN D G KHAN

Muhammad Nasir¹, Aqsa Bashir², Nida Tahir Khan³, Mujtaba Muhammad Hashmi⁴

¹Lecturer, Department of English Institute of Southern Punjab Multan

²Visiting Lecturer at Government Post Graduate College Chowk Azam

³Visiting Lecturer at Government Post Graduate College for Women DG Khan

⁴Government Primary School Teacher Multan

E.mail: [1legendguy143@yahoo.com](mailto:legendguy143@yahoo.com), [2aqsa.c090@gmail.com](mailto:aqsa.c090@gmail.com)

[3khanbinish411@gmail.com](mailto:khanbinish411@gmail.com), [4mujtabahashmi81@gmail.com](mailto:mujtabahashmi81@gmail.com)

Muhammad Nasir, Aqsa Bashir, Nida Tahir Khan, Mujtaba Muhammad Hashmi.
Exploring The Role Of Digital Media In Learning L2: A Case Study At Secondary
Level In D G Khan-- Palarch's Journal Of Archaeology Of Egypt/Egyptology 20(2),
1139-1156. ISSN 1567-214x

Keywords: Digital Media Technologies, Second Language Learning, Modern Education.

ABSTRACT

Digital media is an important tool in education, especially for teaching and learning English as a Second Language (ESL) all over the world. Digital media is an umbrella term for educational media that is based on the Internet, computers, and mobile devices. The current study uses a quantitative method to find out how digital media affects both learning and teaching a second language. The purpose of this study is to look into how digital educational media can be used to teach and learn English as a second language at the secondary level in DG Khan. 100 secondary school students participated overall. The software Statistics Package for Social Sciences (SPSS) was used to look at the data. The questionnaire was measured on a Likert scale. Questionnaire and tests were used to collect the data. Getting to know how ESL students in school use digital media could help teachers figure out how to make digital media a better way for students to learn. Digital educational media used to teach an English language are categorized by what they do and how they help students learn. They can be narrative, interactive, adaptive, communicative, or productive. The main advantage of using digital media in education is that it can get students more involved. It also gives students a lot of tools to help them work through hard ideas. Digital instruction makes it easier to understand things that are hard to understand in other ways. This study will show how digital media can help students become more stable and improve their academic

performance as they learn. The information for this study taken from the district D.G. Khan. The results show how students act when they learn and teach with the use of digital media, as well as the methods used in learning and teaching.

INTRODUCTION

Digital media is any kind of media that is shared through electronic devices. Electronic devices can be used to make, view, change, and share this kind of media. Software, video games, videos, websites, social media, and online advertising often use digital media. Even though digital media is a normal part of our lives, many business owners are still not sure about replacing their paper ads with internet marketing services. But because technology is always changing, we can't deny that digital media has changed the way we live. It changes how we learn, has fun, share information, and talk to each other every day. And because of this effect, digital media pushes the business world out of the industrial age and into the information age. Changes are being made to business plans to fit a digital strategy. We no longer write on paper with pens. Instead, we use digital devices to talk to each other. Digital tools are a big trend right now. They are used every day, both inside and outside of schools. Their popularity includes digital media and websites like Face book, YouTube, and Google Apps for Education, and there are sure to be a lot more in the future. But the digital media and tools that students use to help them with their school work are regularly updated and improved to help them stay on track.

Digital media technology is a useful tool in education, especially for teaching and learning English as a Second Language all over the world. How digital media is used in education can be affected by social and cultural factors, and this is especially clear in educational systems. The fact that students can't bring and use their own digital devices in school is an important part of the education system. There are different kinds of digital media, and each kind changes how students learn and understand what they see. Digital media has brought the world closer together, which is called "globalization." Digital media has become such a big part of our lives in this age of information. Getting knowledge is the process of learning. It took a lot of work and sometimes made the students angry. It also made some students angry or bored, so they couldn't pay attention in class. In this case, using digital media to teach and learn was necessary to get the attention of students and make teaching and learning more interesting and effective. Digital media has been used to help teach and learn for a long time. Many teachers were aware that digital media could be beneficial.

This research is mostly about how digital media and tools can be used to learn and teach English in schools. I focus on how all students, but especially those with special needs, use digital tools and media in English class. We talk about how to learn new words, build your vocabulary, read, write, listen, and solve problems when using digital media and tools to learn English.

Most teachers in Pakistan use free worksheets and other materials they find on the internet. They learn how to use digital media and websites to put what they've learned to use. Students also learn a language at their own pace and

use extra teaching tools like the Internet to review and organize what they've learned. Thanks to different web browsers or programmers, both teachers and students can be online while outside. For example, using Skype, for example, helps to strengthen speech abilities and provides new chances for students to acquire communicative competencies since users must pay close attention to what the interlocutor is saying and respond appropriately. It also means that we can talk to each other in real-time because we use digital media now. So, different technological tools should help both students and teachers with multimedia. But many teachers think it's a long past time for teachers and school officials to realize how important digital media is to improving how they teach and how students learn in language classrooms. This study wants to find out how teachers of English as a second language in Pakistan think digital media can and should be used to teach English. The goal of this study is to give language scholars, teachers, foreign language teachers, and people learning English important information about the role of digital media in teaching and learning English.

John Dewey said that education couldn't just be taught by teachers and couldn't happen in a vacuum. So, digital media is one of the most important parts of the modern educational environment. Digital media shows that education is more than just what happens in a classroom. They do this by using modern electronic techniques and technologies.

LITERATURE REVIEW

This chapter talks about past research, the theoretical foundation, and the study framework. Digital media is one of the most significant factors influencing language change in the modern era. The tradition of teaching English has undergone a significant transformation in the last ten years. According to Graddol, "technology is at the center of the process of globalization, affecting education, the workplace, and culture." Currently, English is the language of social context, politics, socio-culture, business, education, industries, media, libraries, cross-border communication, and crucial subject in curricula (Graddol, 2000).

"Technology has become an important part of society because it helps kids see the big picture of the world instead of just what schools and teachers teach them in the classrooms" (Warschauer, 2000). Conventional methods have definitely been replaced by more advanced technology. But it's interesting to see if modern teachers agree or disagree with the idea of updating old ways of teaching. In Europe, 90% of teachers use ICT to plan their classes (Chhabra, 2012). The use of interactive multimedia in the classroom is what digital media in education means. Digital media is a way to learn that uses a variety of digital software, devices, and platforms. Digital media is being used in schools more and more these days. They are as important as books as a way to communicate in the classroom, which is more important than ever. This way of learning is slowly taking over from the old ways of learning that have been around for a long time. Since virtual education started, there has been a need for more digital platforms to be used in online classrooms. The first effects of digital media didn't happen until a long time after many important technological advances. When things like the radio, overhead projector,

videotapes, and photocopier were invented, they opened up new ways to teach. Computers, which could be used every day, were the most important invention. By the end of the 2000s, most classrooms had computers, which gave students the chance to learn skills that they could use for years to come. This helped me learn a lot of school skills. Some of these things are virtual communication, researching on the internet, using software, and using technology with other devices. Since then, many other devices have been used in classrooms. iPads, tablets, laptops, smart boards, and cameras are all examples of new technologies that are often used to interact with digital media platforms. Email, video, websites, photos, and slide shows are all examples of digital media. The platforms are most useful when used with high-tech tools like iPads and laptops, which are also being used in many classrooms. Alison Cook-Sather did a study that showed that students are more comfortable communicating by e-mail. Emails make it easy for students and teachers to talk directly outside of class. Students can talk to their professors at any time about problems or questions they have. This lets students and teachers improve their communication skills even when they are not in class. Students and teachers can share their ideas about how digital media is used in education and how it has changed over time through visual presentations. Students taking an exam on iPads can get information with videos and photos to help them understand or get interested in the topic. For people who learn better by seeing, showing off their topic through videos and photos has become a big part of the classroom.

Many have the misconception that learning a new language is difficult because you need to practice a wide variety of abilities, including reading, writing, speaking, and listening. This is not the case. Learning a new language should make it simpler for the learner to communicate verbally and in writing using the new language. This should be the end objective. The amount of effort you put into learning a language will directly correlate to how effectively you speak it. So, the education process requires the proper media in order to make studying enjoyable and motivate the student to continue their education. The term "receiver" refers to the person who receives the information or message that is transmitted from the "source" (Criticos, 1996). With these criteria, one could argue that learning is nothing more than another form of communication. There are five components that make up communication within the context of the learning process. They are the following: learning goals; learning materials; learning media; students (who are communicators); and teachers (who are communicators). So, everything that may be utilized to disseminate messages (learning materials) and engage the attention, interest, ideas, and feelings of students in the process of learning is considered to be a form of learning media. This allows students to accomplish their educational objectives. According to Gerlach and Ely, who were quoted in Ibrahim (2001), instructional media is an essential component in the development and application of systematic instruction. A person, thing, or event can be considered a medium in a general sense if it is one of the factors that enable the learner to acquire new knowledge, abilities, and attitudes. In this context, the term "media" might refer to the instructor, the textbook, or even the institution of education itself. When it comes to the process of teaching and learning, media can also refer to graphic, photographic, or electronic

instruments that are used for capturing, processing, and reassembling information that is either visual or verbal.

The ability of digital media to engage pupils more actively is the primary benefit of its implementation in educational settings. In addition to this, it provides students with a wide variety of tools to assist them in working through challenging concepts. Things that are difficult to understand when presented in conventional formats can be more easily grasped through the use of digital education. Every single student in the class has the opportunity to advance their digital abilities whenever a digital tool is utilized in the lesson plan. The ability of professors and instructors to communicate with one another in a manner that is founded on mutual respect and gives and takes is the facet of the use of digital media in education that is the most vitally important. Second, because all forms of instruction and education are predicated on fundamental human interactions, there is a connection between the online and offline worlds.

The process of learning with digital media can be broken down into four different types of activities: passive, active, constructive, and interactive. It has been shown that students will learn more if the activities they do to learn are more interactive than if they are more passive. Digital media in the classroom can open up new ways to learn that are more interesting and hands-on. People can show off their work on social media sites like Face book, Twitter, and Instagram thanks to digital media. Students' work can also be seen by more people and get feedback and comments through Reddit, YouTube, and Vimeo. Pages like these let anyone show off their ideas and work to the public. Students who are looking for work or internships to add to their resumes can also find opportunities online on sites like LinkedIn. Students in the school have different levels of knowledge about how to use media technologies, so some may need help while using them. Media literacy is a way of teaching that gets students to think about what they see, hear, and read. Some of these questions could be about the bias, trustworthiness, and authority of the source. To create a cooperative learning environment, it's important to use media platforms like blogs, websites, and podcasts. "In cooperative education, the social and two-way nature of teaching and learning is taken very seriously. It gives teachers the power to let go of authoritarian control and encourages them to use their knowledge to build a community of learning in the classes they teach. "Students must also be able to understand how to market media in order to be media literate. Knowing about trends, keywords, timing, and other things is important for marketing success. The Digital Media in Business Education concentration study focuses a lot on how to understand and use media.

SIGNIFICANCE OF THE STUDY

Some ESL students might choose to employ digital media technology in the classroom to advance their proficiency with the language. Understanding how the outside world affects the development of ESL purposeful learning and language use is crucial. Before students may learn on their own, they might need to practice. In order for them to use the language in their daily lives, they may also require more independence from the typical teaching method that places the emphasis on the teacher. The use of new digital media technologies

is rapidly expanding, and local pupils have a demand for English language instruction. Students also see learning English as "a tool for transferring and improving cultural and technological knowledge." The significance of this study is to find out how ESL students can use digital media to improve their English language skills in school. Getting to know how ESL students in school use digital media could help teachers figure out how to make digital media a better way for students to learn.

RESEARCH OBJECTIVES

- To identify the second language learners problems of using digital media to learn English
- To identify the second language learners challenges of using digital media in English classes
- To explore the benefits of using digital media by second language teachers to overcome students academic problem

RESEARCH METHODOLOGY

Study paradigm

This research is quantitative and used tools for research (test and questionnaire). Quantitative data collection is used to test learning because it helps figure out if there are significant links between independent and dependent variables. The variables that are not controlled by the study were academic learning and success in learning English through digital media platforms.

Population and Sample

The populations in the study are students in their second year of high school from D.G. Khan's school. This study uses the stratified random sampling method. Tests were taken to the students by secondary level, students and also fill out questionnaires.

FINDING

Descriptive Statistical Analysis of student's Questionnaire

Sr.No	Specifications	Strongly Agree SA	Agree A	Neutral N	Disagree D	Strongly Disagree SD	Mean M	Standard Deviation SD
1.	Students use digital media to solve their academic problems.	0	0	3 (6%)	32 (64%)	15 (30%)	4.24	.555
2.	Digital Media can	1 (2%)	1 (2%)	5 (10%)	20 (40%)	20 (40%)		

	be easily combined with language learning.						4.20	.857
3.	Students are willing to learn how to use digital media in language learning.	1 (2%)	0	8 (16%)	21 (42%)	20 (40%)	4.20	.782
4.	The resources of digital media are important and available for the students learning.	0	5 (10%)	7 (14%)	19 (38%)	19 (38%)	4.04	.968
5.	Digital Media is very helpful for enhancing my knowledge/information.	1 (2%)	0	7 (14%)	14 (28%)	28 (56%)	4.36	.875
6.	Digital Media is a best way to deliver lectures by ESL learners.	1 (2%)	8 (16%)	10(20%)	18 (36%)	13 (26%)	3.68	1.096
7.	Digital Media offers the opportunity to follow online courses regularly.	2 (4%)	4 (8%)	12(24%)	14 (28%)	18 (36%)	3.84	1.131
8.	Digital Media facilitate to access information for ESL learners.	1 (2%)	5 (10%)	11(22%)	20 (40%)	13 (26%)	3.78	1.016
9.	Students can be encouraged to use technology in their study.	1 (2%)	2 (4%)	6 (12%)	24 (48%)	17 (34%)	4.08	.900
10.	It is easy to learn how to use computer in ESL class.	2 (4%)	5 (10%)	12(24%)	12 (24%)	19 (38%)	3.82	1.173
11.	Students can use digital media to get relief from academic stress.	2 (4%)	9 (18%)	12(24%)	11 (22%)	16 (32%)	3.60	1.229
12.	Digital Media is useful for collaborative	1 (2%)	3 (6%)	11(22%)	21 (42%)	14 (28%)	3.88	.961

	learning.							
13.	Social networking can enhance ESL learners to communicate with each other.	1 (2%)	2 (4%)	10(20%)	16 (32%)	21 (42%)	4.08	.986
14.	Students can share their ideas through digital media.	0	3 (6%)	4 (8%)	25 (50%)	18 (36%)	4.16	.817
15.	Students can have positive attitude toward technology.	1 (2%)	2 (4%)	7 (14%)	23 (46%)	17 (34%)	4.06	.913
16.	Students must aware about the importance of digital media.	2 (4%)	1 (2%)	14(28%)	16 (32%)	17 (34%)	3.90	1.035
17.	Digital media can help for students to develop their critical thinking.	3 (6%)	5 (10%)	4 (8%)	19 (38%)	19 (38%)	3.92	1.192
18.	Students can use technology/digital media for personal and recreational matters.	5 (10%)	10(20%)	12(24%)	11 (22%)	12 (24%)	3.30	1.313
19.	Compulsive usage of digital media has problematic issues.	1 (2%)	11(22%)	6 (12%)	20 (40%)	12 (24%)	3.62	1.141
20.	Digital media can help ESL learners become more social.	2 (4%)	4 (8%)	8 (16%)	19 (38%)	17 (34%)	3.90	1.093
21.	Digital Media is more effective in ESL student's life.	7 (14%)	4 (8%)	16(32%)	10 (20%)	13 (26%)	3.36	1.336
22.	Students can use digital media as a source of information.	0	4 (8%)	8 (16%)	19 (38%)	19 (38%)	4.06	.935
23.	Students can able to do their academic work by using digital media.	0	2 (4%)	11(22%)	16 (32%)	21 (42%)	4.12	.895

24.	Digital media enhances the quality of education for students learning.	0	2 (4%)	9 (18%)	22 (44%)	17 (34%)	4.08	.829
25.	Digital Media is more effective than traditional method.	5 (10%)	11(22%)	7 (14%)	17 (34%)	10 (20%)	3.32	1.301
26.	Use of digital media can modify and assess the learning of ESL students.	2 (4%)	6 (12%)	18(36%)	12 (24%)	12 (24%)	3.52	1.111
27.	Digital media can enhance the achievement of ESL students.	3 (6%)	5 (10%)	13(26%)	19 (38%)	10 (20%)	3.56	1.110
28.	Digital media can provide more learning material for the students learning.	2 (4%)	1 (2%)	4 (8%)	19 (38%)	24 (48%)	4.24	.981
29.	Digital media may focus on the activities of learners.	4 (8%)	7 (14%)	11(22%)	14 (28%)	14 (28%)	3.54	1.265
30.	Digital Media used by teachers can improve learning abilities.	4 (8%)	3 (6%)	10(20%)	10 (20%)	23 (46%)	3.90	1.282

We got information from students at secondary level. The analysis finds that exploring the role of digital media in learning a second language is the relationship between the students.

“Students use digital media to solve their academic problems.”The finding suggested that the majority of students use digital media to address their academic problems and issues. There were 50 respondents in total, and of them, 15 (30%) strongly agreed, 32 (64%) agreed, only 3 (6%) neutral, % disagree and 0 (%) strongly disagree with the statement. Mean value is 4.24 and standard deviation is .555.

“Digital Media can be easily combined with language learning.” This statement suggested that digital media and language learning go well together. Out of 50, 20 (40%) strongly agreed with the statement, 20 (40%) agreed, 5 (10%) remained neutral, 1 (2%) disagreed, and 1 (2%) strongly disagreed. Overall mean value is 4.20 and standard deviation is .857.

This statement “Students are willing to learn how to use digital media in language learning” showed the usage of digital tools for language study is acceptable among students. Out of 50 students, 20 (40%) strongly agreed with the statement, 21 (42%) agreed, 8 (16%) remained neutral, % disagreed, and 1 (2%) strongly disagreed. Mean value is 4.20 and standard deviation is .782.

“The resources of digital media are important and available for the students learning.” This finding suggested that digital media resources are important and can be used to help students learn. There were 50 students, and of them, 19 (38%) strongly agreed with the statement, 19 (38%) agreed, 7 (14%) remained neutral, 5 (10%) disagreed, and % strongly disagreed. Positive mean value is 4.04 and standard deviation is .968.

“Digital Media is very helpful for enhancing my knowledge/information.” This finding suggested that digital media is a great way to improve knowledge and information. Out of 50 students, 28 (56%) strongly agreed with the statement, 14 (28%) agreed, 7 (14%) remained neutral, % disagreed, and 1 (2%) strongly disagreed. Mean value is 4.36 and standard deviation is .875.

“Digital Media is a best way to deliver lectures by ESL learners.” This statement suggested that the best way to teach ESL students is through digital media. There were 50 respondents in total and of them, 13 (26%) strongly agreed with the statement, 18 (36%) agreed, 10 (20%) remained neutral, 8 (16%) disagreed, and 1 (2%) strongly disagreed. Overall mean value is 3.68 and standard deviation is 1.096.

“Digital Media offers the opportunity to follow online courses regularly.” This remark suggested that online courses can be taken on a regular basis through Digital Media. Out of 50 students, 18 (36%) strongly agreed with the statement, 14 (28%) agreed, 12 (24%) remained neutral, 4 (8%) disagreed, and 2 (4%) strongly disagreed. Positive mean value is 3.84 and standard deviation is 1.131.

“Digital Media facilitate to access information for ESL learners.” This statement suggested that the digital Media make it easier for ESL learners to find information. 13 (26%) strongly agreed with the statement, 20 (40%) agreed, 11 (22%) remained neutral, 5 (10%) disagreed, and 1 (2%) strongly disagreed. Mean value is 3.78 and standard deviation is 1.016.

This statement “Students can be encouraged to use technology in their study” remarked that students can be pushed to study with technology. 17 (34%) strongly agreed with the statement, 24 (48%) agreed, 6 (12%) remained neutral, 2 (4%) disagreed, and 1 (2%) only strongly disagreed. Mean value is 4.08 and standard deviation is .900.

“It is easy to learn how to use computer in ESL class.” This statement suggested that the in ESL classes, it is simple to learn how to use a computer. 19 (38%) strongly agreed with the statement, 12 (24%) agreed, 12 (24%)

remained neutral, 5 (10%) disagreed, and 2 (4%) only strongly disagreed. Mean value is 3.82 and standard deviation is 1.173.

This statement “Students can use digital media to get relief from academic stress” suggested that Students can take a break from the stress of school with digital media. 16 (32%) strongly agreed with the statement, 11 (22%) agreed, 12 (24%) remained neutral, 9 (18%) disagreed, and 2 (4%) strongly disagreed. Positive mean value is 3.60 and standard deviation is 1.229.

“Digital Media is useful for collaborative learning.” This statement remarked that Digital media can help people learn together. 14 (28%) strongly agreed with the statement, 21 (42%) agreed, 11 (22%) remained neutral, 3 (6%) disagreed, and 1 (2%) strongly disagreed. Mean value is equal to 3.88 and standard deviation is equal to .961.

“Social networking can enhance ESL learners to communicate with each other.” This declaration suggested that social networking can make it easier for ESL students to talk to each other. 21 (42%) strongly agreed with the statement, 16 (32%) agreed, 10 (20%) neutral, 2 (4%) remained disagreed, and 1 (2%) strongly disagreed. Mean is 4.08 and standard deviation is .986.

“Students can share their ideas through digital media.” This assertion showed through digital media, students can talk about what they think and they shared their ideas. 18 (36%) strongly agreed with the statement, 25 (50%) agreed, 4 (8%) remained neutral, 3 (6%) disagreed, and % strongly disagreed. Overall mean value is 4.16 and standard deviation is .817.

“Students can have positive attitude toward technology.” This statement suggested that the way students feel about technology and digital media can be good. 17 (34%) strongly agreed with the statement, 23 (46%) agreed, 7 (14%) remained neutral, 2 (4%) disagreed, and 1 (2%) strongly disagreed. Mean value is 4.06 and standard deviation is .913.

“Students must aware about the importance of digital media.” This comment suggested that the digital media are important, and students need to know that. 17 (34%) strongly agreed with the statement, 16 (32%) agreed, 14 (28%) neutral, 1 (2%) disagreed, and 2 (4%) strongly disagreed. Mean is equal to 3.90 and standard deviation is 1.035.

“Digital media can help for students to develop their critical thinking.” This statement showed that the students can improve their ability to think critically with the help of digital media. 19 (38%) strongly agreed with the statement, 19 (38%) agreed, 4 (8%) remained neutral, 5 (10%) disagreed, and 3 (6%) only strongly disagreed. Positive mean value is 3.92 and standard deviation is 1.192.

“Students can use technology/digital media for personal and recreational matters.” This assertion suggested that the technology and digital media can be used for personal and recreational purposes by students. 12 (24%) strongly agreed with the statement, 11 (22%) agreed, 12 (24%) remained neutral, 10

(20%) disagreed, and 5 (10%) strongly disagreed. Mean value is 3.30 and standard deviation is 1.313.

According to the statistical data that have been obtained, various respondents give varied answers to the first question under the statement “Compulsive usage of digital media has problematic issues.” There were 50 students and of them, (24%) strongly agreed, 20 (40%) agreed, only 6 (12%) neutral, 11 (22%) disagree and 1 (2%) only strongly disagree with the statement. Mean value is equal to 3.62 and standard deviation is equal to 1.141.

“Digital media can help ESL learners become more social.” This statement suggested that the digital media can help people who are learning English to be more social. 17 (34%) strongly agreed with the statement, 19 (38%) agreed, 8 (16%) remained neutral, 4 (8%) disagreed, and 2 (4%) strongly disagreed. Mean value is 3.90 and standard deviation is 1.093.

This assertion “Students can use digital media as a source of information” stated that the digital media can be used by students to find out about things. 19 (38%) strongly agreed with the statement, 19 (38%) agreed, 8 (16%) remained neutral, 4 (8%) only disagreed, and % strongly disagreed. Mean value is 4.06 and standard deviation is .935.

This statement “Students can able to do their academic work by using digital media” showed that the students can do their school work with the help of digital media. There were 50 students and of them, 21 (42%) strongly agreed with the statement, 16 (32%) agreed, 11 (22%) remained neutral, 2 (4%) disagreed, and % strongly disagreed. Mean value is 4.12 and standard deviation is .895.

“Digital media enhances the quality of education for students learning.” This assertion suggested that the level of education for students is improved by the use of digital media. Out of 50 respondents and of them, 17 (34%) strongly agreed with the statement, 22 (44%) agreed, 9 (18%) remained neutral, 2 (4%) disagreed, and % strongly disagreed. Mean value is 4.08 and standard deviation is .829.

This statement “Digital Media is more effective than traditional method” suggested that the digital media works better than old ways of doing things. Total 50 students and of them, 10 (20%) strongly agreed, 17 (34%) agreed, only 7 (14%) neutral, 11 (22%) disagree and 5 (10%) strongly disagree with the statement. Mean value is 3.32 and standard deviation is 1.301.

“Use of digital media can modify and assess the learning of ESL students.” This statement suggested that digital media can be used to change and test what ESL students learn. Out of 50 students, 12 (24%) strongly agreed with the statement, 12 (24%) agreed, 18 (36%) remained neutral, 6 (12%) disagreed, and 2 (4%) strongly disagreed. Mean value is 3.52 and standard deviation is 1.111.

“Digital media can enhance the achievement of ESL students.” This assertion showed that the digital media can help ESL students do better in school. There were 50 students and of them, 10 (20%) strongly agreed with the statement, 19 (38%) agreed, 13 (26%) remained neutral, 5 (10%) disagreed, and 3 (6%) only strongly disagreed. Mean value is 3.56 and standard deviation is 1.110.

This statement “Digital media can provide more learning material for the students learning” suggested that the digital media can give students more information to help them learn. Out of 50 students, 24 (48%) strongly agreed, 19 (38%) agreed, only 4 (8%) neutral, 1 (2%) disagree and 2 (4%) strongly disagree with the statement. Mean value is 4.24 and standard deviation is .981. “Digital media may focus on the activities of learners.” This assertion suggested that the focus of digital media may be on what learners did. There were 50 respondents in total and of them, 14 (28%) strongly agreed, 14 (28%) agreed, only 11 (22%) neutral, 7 (14%) disagree and 4 (8%) strongly disagree with the statement. Mean value is 3.54 and standard deviation is 1.265.

“Digital Media used by teachers can improve learning abilities.” This statement suggested that when teachers use digital media, it helped students learn. Out of 50 students, 23 (46%) strongly agreed, 10 (20%) agreed, only 10 (20%) neutral, 3 (6%) disagree and 4 (8%) strongly disagree with the statement. Mean value is 3.90 and standard deviation is 1.282.

It's important to find out what second language teachers think about how digital media is used, how it changes how they teach, and what problems they might run into when trying to use these tools in their classes. The fast growth of digital media has had a big effect on how people talk to each other every day. Students today are using digital media more and more. This is something that can't be said enough. Over the years, students have become more and more interested in digital media. It's a way to connect with people both on campus and outside of school. Digital media is a way for students to feel like they are a part of a group. Due to its growing popularity, economists and professors are wondering if the amount of time students spend on these sites doesn't affect their grades. One of the most important things that affect how well students do in school, both positively and negatively, is how much they use technology like the internet.

Comparison of Pre and Post test

Pre and Posttest comparison for Experimental group

Table 1: Experimental Group

Test	M	N	SD	DF	T	P	95% CI
Pre-test	24.84	50	5.396	49	24.44*	0.000	[-16.883, -14.317]
Post-test	40.44	50	5.369				

*P<0.01

For experimental group pre-test report is ($M = 24.84$, $N = 50$, $SD = 5.396$) and post-test report is ($M = 40.44$, $N = 50$, $SD = 5.369$). It means that there is a difference in both pre-test and post-test and the result after experiment, with the use of digital media is highest in post-test.

Pre and Posttest comparison for Control group

Table 2: Control Group

Test	M	N	SD	DF	T	P	95% CI
Pre-test	23.64	50	7.687	49	7.814*	0.000	[-8.4488, -4.992]
Post-test	30.36	50	5.848				

* $P < 0.01$

For control group pre-test result is ($M = 23.64$, $N = 50$, $SD = 7.687$) and post-test result is ($M = 30.36$, $N = 50$, $SD = 5.848$).

Comparison of control and experimental group for pre and post test

Table 3: Comparison of Control and Experimental Group

Study Variables	Group	N	M	SD	DF	T	P	95% CI
Pre-Test	Control	50	23.64	7.68	98	0.903	0.184	[-1.435, 3.835]
	Experimental	50	24.84	5.39				
Post Test	Control	50	30.36	5.84	98	8.979*	0.000	[7.852, 12.308]
	Experimental	50	40.44	5.36				

* $P < 0.01$

Comparison of both groups (control and experimental) there is a difference in results of both groups. After experiment there is a highest difference in post-test.

The comparison of both groups (control and experimental) there is a difference in results of both groups. After experiment learning English language with digital media there is a highest difference in post-test. With digital way of learning results are high than traditional way of learning.

DISCUSSION AND CONCLUSION

DISCUSSION

The most important thing that this study showed was that students have a positive view of exploring the role of digital media in second language learning. The English language is also very important, not just in our education system but in all areas of life, which makes it easier to learn. This study also looks at how students understand the role and also the use of digital media in learning English, as well as how they feel about digital learning. It showed what kinds of teaching methods are used in digital and modern learning and how students use them and react to them. The result showed how capable the respondent's students and teachers are in digital way of learning. Tests showed how well a student understands and learn with digital media.

Several institutes took steps to overcome the learning of English language with digital media. With the help of digital media world also started using web-based learning to help students learn. Most people think of internet-based learning as an alternative to traditional learning. Because of this paradigm shift, students' ideas about this way of learning and teaching might change, and those ideas might be different from what researchers found before the digital learning.

CONCLUSION

The people who answered think this isn't a good way to do things and also doesn't work because students never use this digital media to learn language.

The answer showed that the respondent agreed with this statement, which makes sense since this is the best way to encourage new ideas and technology skills and help these students learn a lot of new technology and the digital media.

The respondent agreed that it's hard to choose the right digital learning and teaching platforms for learning and teaching because teachers suddenly switch from traditional to new and digital teaching and don't have time to learn about the best methods.

In other words, the goal of this research is to provide teachers with tools to effectively educate with digital media. We can better understand the issues these technologies can create by looking at how teachers perceived them, how they would utilize them in English lessons, and how they might influence and design the learning process. The study also provides helpful information to language instructors, school principals, and other administrators in Pakistan that aids them in making critical decisions about how to employ digital media in lessons for learning a second language. This study aims to supplement the scant knowledge we currently have about the use of digital media in second language instruction in D.G. Khan Schools.

The results show how students act when they learn and teach with the use of digital media, as well as the methods used in teaching. This study also showed

that many students don't use these small devices that are also used to help them learn to their full potential.

The current study also backs with the digital media learning and teaching, though the pros and cons depend on the students and how they see the situation and how they learn the second language with digital media.

REFERENCES

- Adeyanju, J. L. (1987) Creativity Learning and Learning Styles. Isola Ola & Sons: Zaria.
- Akram, M. S., & Albalawi, W. (2016). Youths' social media adoption: Theoretical model and empirical evidence. *International Journal of Business and Management*, 11(2), 22-30. <http://dx.doi.org/10.5539/ijbm.v11n2p22>
- Al-Abdulkader, A. A. (1979). A survey of the contribution of higher education to the development of human resources in the kingdom of Saudi Arabia: University Microfilms.
- Al-Ahaydib, M. E. (1986). Teaching English as a foreign language in the intermediate and secondary schools of Saudi Arabia: diagnostic study. University of Kansas, Curriculum and Instruction.
- Anderson, R.H. 1987. Pemilihan dan Pengembangan Media untuk Pembelajaran. Jakarta: Rajawali Pers.
- Anderson, Ronald.H. 1994. Pemilihan dan Pengembangan media Video Pembelajaran. Jakarta : Grafindo Pers
- Arsyad, Azhar. (2010). Media Pembelajaran. Jakarta: PT. Raja Grafindo Persada.
- Balakrishnan, V., & Lay, G. (2016). Student's learning style and their effects on the use of social media technology for learning. *Telematics and Informatics*, 33, 808-821. DOI:10.1016/j.tele.2015.12.004
- Balakrishnan, V., Liew, T. K., & Pourgholaminejad, S. (2015). Fun learning with Edooware – A social media enabled tool. *Computers & Education*, 80, 39-47. DOI:10.1016/j.compedu.2014.08.008
- Bandura, A. (2002). Growing primacy of human agency in adaptation and change in the electronic era. *European Psychologist*, 7(1), 2-16. <https://doi.org/10.1027//1016-9040.7.1.2>
- Bereiter, C., & Scardamalia, M. (1989). Intentional learning as a goal of instruction. *Knowing, learning, and instruction: Essays in honor of Robert Glaser*, 361-392.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*, Cambridge, MA: Harvard University Press.
- Burrow, T (1986) *Horizons in Human Geography*. Macmillan: London
- Chelliah, J. and Clarke, E. (2011), "Collaborative teaching and learning: overcoming the digital divide?", *On the Horizon*, Vol. 19 No. 4, pp. 276-285. <https://doi.org/10.1108/10748121111179402>
- Chhabra, S. (2012). ICTs for advancing rural communities and human development. Information Science Reference, Hershey, PA.
- Churchill, D. (2009). Educational applications of Web 2.0: Using blogs to support teaching and learning. *British Journal of Educational Technology*, 40(1), 179-183.

- Clark, R.C. and Mayer. R.E. 2002. *E-Learning and Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning*. San Francisco: Jossey-Bass Pfeiffer.
- Criticos 1996 and Gerlach and Ely 2001 VOL. 01 NO. 02, DECEMBER 2019
MEDIA FOR LANGUAGE TEACHING AND LEARNING IN DIGITAL ERA
- Criticos, C. 1996. Media selection. Plomp, T., & Ely, D. P. (Eds.): *International Encyclopedia of Educational Technology*, 2nd edition. New York: Elsevier Science, Inc.
- Denzin, N. K., & Lincoln, Y. S. (2005). Introduction: The Discipline and Practice of Qualitative Research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (pp. 1–32).
- Dr. Joan Hughes (1998)
<https://www.theedadvocate.org/edupedia/content/what-is-the-rat-model/>
- Gee, J. P. (2004). *Situated language and learning: A critique of traditional schooling* (1st ed.). London: Routledge. REVIEW OF LANGUAGE AND LEARNING IN THE DIGITAL AGE
- George Siemens and Stephen Downes (2005) *Connectivism Learning Theory*-Western Governors University
- Gikas, J. & Grant, M. (2013). Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media. *Internet and Higher Education*, 19, 18-26. doi: 10.1016/j.iheduc.2013.06.002 https://www.researchgate.net/publication/259143623_Mobile_Computing_Devices_in_Higher_Education_Student_Perspectives_on_Learning_with_Cellphones_Smartphones_Social_Media
- Gowon, R. (2009). Effects of Television and Radio on Speaking and Writing Skills of Senior Secondary School Students in Jos Metropolis. *An International Multi-Disciplinary Journal*, 2(3), 92-108. Retrieved from http://afrevjo.net/journals/multidiscipline/Vol_3_no_2_art_8_Gowon.pdf Retrieved on-19th October 2016.
- Graddol, D. (2000). *The future of English? A guide to forecasting the popularity of the English language in the 21st century*. London: The British Council.
- Hamalik, O. 1985. *Media Pendidikan*. Bandung: Penerbit Alumni.
https://www.researchgate.net/publication/254189144_Collaborative_teaching_and_learning_overcoming_the_digital_divide
<https://ukdiss.com/examples/esl-learners-print-electronic-media.php>
- Ibrahim, H., Sihkabuden, Suprijanta, & Kustiawan, U. 2001. *Media pembelajaran: Bahan sajian program pendidikan akta mengajar*. FIP. UM
- Jain,P..(2004); *Educational Technology*, Delhi Moujpur publication.
- Johnson, G. M. (2010). Internet use and child Development: Validation of the ecological techno-subsystem. *Educational Technology & Society*, 13(1), 176–185.
- Johnson, G. M., & Puplampu, K. P. (2008). Internet use during childhood and the ecological techno-subsystem. *Canadian Journal of Learning and*

Technology / La Revue Canadienne De L'apprentissage Et De La Technologie, 34(1).

John Dewey Journal of Inquiry & Action in Education, 9(1), 2017

Junco, R., Heiberger, G., & Loken, E. (2011). The Effect of Digital media on College Student Engagement and Grades. Journal of Computer Assisted Learning, 27, 119-132.

Kishore. N.(2003); Educational technology, Abhishek publication.

Kunari ,C (2006); Methods of teaching educational Technology, New Delhi.

Lamy, M.-N., & Zourou, K. (2013). Social Networking for Language Education. Basingstoke: Palgrave Macmillan.

Laurillard's "conversation framework for the effective use of learning technologies" TOJET: The Turkish Online Journal of Educational Technology – July 2013, volume 12 issue 3