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**The Use of Digital Media as a Teaching Tool to Improve Sixth-Grade Students' Speaking
Abilities and Pronunciation at Escuela Dulce Nombre de Coronado during the First Period
of 2025**

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Abstract

This paper investigates the usefulness of digital media tools (Quizizz and Youtube) in the classrooms of sixth-grade students. With the rapid development of technology and how this one becomes more of a core part of the human life with each day, teachers still continue to battle with students in the use of technology, instead of asking how this one should be used to benefit learning.

By providing digital media tools to a group of students and utilizing traditional methods in another, as well as through the research of peer-reviewed investigations and official documents, this research shows that digital media is an effective and engaging teaching tool that can help students develop their speaking skills, confidence, and fluency. It claims that these tools should be investigated further and taken into consideration for more modern classrooms, as they provide variety, accommodations, useful tools, and provide students with motivation and a desire to learn more; this allows teachers to have more control over the classes as well as help them reduce distractions.

Chapter 1

Introductory Framework

1.1 Problem Statement

Teaching is an ever-evolving field, one in which previous information might be deemed false after years, where history is constantly updated and needs to be shared with students, and where people never stop learning. This is especially true for technology. Technological advancements have been developing at incredible speeds, humanity has gone from a world where computers did not even exist to a world that runs mostly on computers, all in less than 50 years. It is clear that technological growth is not going to stop, and younger generations are going to be more acquainted with it than ever. That being said, what happens when a generation that is incredibly tech-savvy has to be taught by teachers who have only just upgraded from using chalk to using acrylic markers? It creates that large breach, one that gets in the way of teaching.

According to research performed by Dr. Rolando Pérez Sánchez in association with the Universidad de Costa Rica (2024), in a scale of 0 to 10, only 2.53 percent of teachers actively use internet in class. This means that teachers are not exploiting all their available tools. These tools have been proven to improve cognitive development, language growth, and vocabulary. Moreover, according to Dore et al. (2020), children who consume a moderate amount of media under the supervision of their parents, have the largest language gains out of the group. This is due to the fact that children, especially in the age of technology and the internet, are more prone to be engaged and pay attention to things they find entertaining, rather than the simple methods of listening and writing. They also specified the use of proper media under supervision. This is where the teacher comes in as a guiding force, assigning homework to watch certain videos or look for vocabulary in songs or movies the students might like. Looking for interesting

educational videos to watch in the classroom and providing further information and feedback on it. A better way to teach the modern generations. Therefore, the purpose of this research is to analyze the effectiveness of digital media in improving sixth-grade students' speaking and pronunciation skills.

1.2 Objectives

1.2.1 General Objective

- To analyze the effectiveness of digital media in improving sixth-grade students' speaking and pronunciation skills at Escuela Dulce Nombre de Coronado during the first period of 2025.

1.2.2 Specific Objectives

- To identify sixth-grade students' current level of speaking and pronunciation skills before using digital media tools.
- To implement digital media tools, such as Youtube and Quizizz, to enhance students' speaking and pronunciation skills.
- To evaluate the effectiveness of digital media tools such as Youtube and Quizizz in improving students' speaking and pronunciation skills.

1.3 Justification

This research is being conducted in response to concerns that have been primarily driven by the results published in 2022 regarding the 2021 linguistic domain tests performed by the Ministerio de Educación Pública (MEP), which revealed an 8% increase in the students with an A1 English level in public schools. This information, coupled with the findings of Attia et al. (2017), which revealed that 68% of students report being distracted by mobile phones, proves that it is becoming increasingly difficult to teach students another language in public institutions, especially with the ever-evolving technological world becoming increasingly accessible to younger generations. Therefore, instead of depriving the students of their electronics, it is better to use them to teach them.

According to Bazen & Schmitt (2024), 95% of teens between the ages of 13 and 17 have a cellphone. Additionally, studies show that “Up to 95% of youth ages 13–17 report using a social media platform, with more than a third saying they use social media ‘almost constantly.’” (Social Media and Youth Mental Health, 2023). With this information, it is clear that trying to take away mobile phones or social media from kids and teens would be an almost impossible task for any teacher. This is without even taking into account other technological advancements like smartwatches, portable gaming consoles, tablets, and others. This all circles back to the purpose of this research: to prove that instead of fighting against electronics, teachers would have an easier time using them for their advantage.

Research like the one carried out by Salam et al. (2023) states that there has already been a growing tendency toward incorporating digital media in the teaching area. Kids and teens are more susceptible to learning when things are made interesting and entertaining, rather than only

reading and writing. This is particularly clear when social media platforms such as Tiktok and Youtube adopt short content to attract a younger demographic. By utilizing digital media, teachers can relate to younger generations, making them feel seen and understood, as well as making them passionate about learning a new skill in ways that they enjoy, whether it be watching movies, playing video games, watching videos online, watching series, or another form of digital entertainment. It broadens the possibilities to teach while eliminating an obstacle many teachers struggle with. Turning a disadvantage into an advantage.

A study performed by Alfi et al. (2024) demonstrates the effectiveness of this method in Indonesia. Simply with the use of videos, the researchers not only were able to see an increase in the understanding of the students, but also they found an increase in their self-confidence and motivation. The latter, as many teachers know by heart, is one of the biggest obstacles to overcome when it comes to teaching students a new skill, especially when it comes to young students, and even more so another language. Learning a new language is a matter of dedication, it is a task that requires time, effort, and passion; no matter how good a teacher is, if the students do not pay attention and do not put any effort into learning the skill, they will not be able to master it. This is why the research conducted by Alfi et al. is a great indicator of the effectiveness of using digital media as a teaching tool, as it makes the students feel better about their progress each time they understand more of what they are watching. This creates in them an urge to keep learning and mastering this new ability. This, however, is not perfect, as it comes with a few challenges, as the aforementioned research also mentions, unstable internet and some students feeling uncomfortable. While it is true that most Costa Ricans have access to an internet connection, averaging an 82.6% of the population in 2023 (INEC, 2023), not everyone counts with a high-speed and high-quality network.

Alongside this issue, not every student will engage in the same way with the same type of video; some might prefer a more serious and analytic one, while others might have an easier time understanding and learning through the use of comedy or more light-hearted demonstrations. However, these are the challenges that this research aims to overcome. The U.S Department of Energy defines digital media as “On-demand mass communication distributed digitally, typically through the internet. Examples of digital media can include, but are not limited to, blogs, wikis, online newspapers, video games, podcasts, and social media” (U.S Department of Energy, 2024). This definition shows that digital media not only applies to videos, but rather all types of digital methods, such as video games and even podcasts. This way, the aim is to overcome the challenges faced by the digital video format, allowing the students to use different platforms in order to develop their speaking skills and pronunciation.

While one student might not be interested in movies, they might be interested in series, and another might not like series, but they might prefer video games, and so on. There are different types of learning methods (visual, auditory, kinesthetic) and some students respond better to some more than others. The same happens with digital media, as it offers different venues for students to explore. Satriani et al. (2024) speak about the different types of learning styles each student has. Some students have an easier time learning when information is spoken, others by watching it being done, and others by actively performing exercises or moving around while studying.

One of the many benefits of digital media is that it can help all three different types of groups. As an audiovisual platform, digital media combines spoken explanations with visual elements. Moreover, when it comes to the kinetic part, this one is also covered, as many forms of educational media come with practices the students can do on their own or even with fun

activities they can perform to learn further. The following research also aims to help students who might not have a stable internet connection. Some social media platforms were designed with low requirements to attract as many people as possible, such is the case of “X” (formerly known as “Twitter”), as many teenagers report to utilize this social media due to their internet performance, as stated by Liang et al. (2023).

1.4 Antecedents

This investigation utilizes published documents to validate the claims made through the research process. The research conducted by Renata Hernández, “*Challenges and Opportunities Developing Original Digital English Teaching Material in Pandemic Times*” (2021) from the Universidad Nacional de Costa Rica (UNA), was used as inspiration. It highlights that digital media is not only what is already published on the internet, but rather a form of entertaining material which can be developed by the teachers themselves. This research helps to highlight some of the major benefits of digital media, that is its versatility. While it is true that the researcher found many complications when it came to teachers creating their own content, it shows that it is possible; even in cases where there is not an existing video on a topic, or if a teacher finds one that they do not think is appropriate for their students, they can make their own. This is a lot more helpful than a book with outdated information that many teachers are forced to use.

This research looks to prove that the use of digital media can be helpful, while also being entertaining and motivating. Investigations like the one of Saborío Taylor from the Universidad Nacional de Costa Rica, “*Influencia Educativa en la Era Digital: Puntos Clave desde la*

Perspectiva de la Docencia 5.0” (2024), were used as motivation and inspiration, as they aimed to show that teachers can use technology, even social media, to create content and motivate, not only their students, but also their colleagues. Saborío Taylor aimed to prove that just because a tool is normally used for entertainment, it does not mean that it cannot be used for teaching and learning, and more importantly, that learning can be engaging and entertaining. This research helps to support one of the primary aspects of learning in general and how digital media can be a great source of motivation, as it is one of the driving forces behind a person’s ability and desire to learn a new skill, and it is much easier to be motivated and willing to learn when the topic is engaging and when it is fun.

Moreover, Chacón-Prado from the Universidad Estatal a Distancia (UNED) in their paper, “*La integración de la tecnología en el aula: una revisión de literatura*” (2023), state that teachers should be taught how to properly use technology and that the hardware provided to schools, colleges, universities, and any other institutional place of education should be of better quality and efficiency. This to be able to provide students with the best opportunities and learning abilities possible. This research was selected since it helps to understand that digital media is a tool much like any other. It is not intended to replace teachers or to eliminate their responsibilities. Teachers, rather, should be taught how to use it, and in that way, it can also help with creativity, as each teacher would have their own way of using it.

The research performed by Alfi, et al titled, “*THE USE OF VIDEOS AND ITS EFFECTIVENESS IN ELT: A SYSTEMATIC REVIEW*” (2019), was also selected due to the shared belief that technology, being an ever-evolving force that keeps becoming a core part of most people’s lives, is easier to incorporate than it is to fight. This document helps to prove that digital media and technology can help students with different learning styles; as this one provides

visual, kinetic, and auditory practices, lessons, and examples. Not to mention the ability to be played more than once, helping students that were sick and could not attend class, or those that did not understand the explanation the first time.

The investigation of Duraipandi & Murugan titled, “*Role of Digital Communication in Learning the English language*” (2024) was a great inspiration when creating the document, as their take on social media and online forums as helpful platforms for learners to visit in order to improve their English skills, was very thoughtful and well executed. Their document is a great example of how sometimes platforms that are used on a daily basis can become tools for learning. When learning a new language, it is important that the students also take time to continue their studies outside of classes, and it is more likely for them to be engaged when watching a video on a social media platform than reading a fragment of a book.

The investigation carried out by Shahwan & Shahwan titled “*Digital Media and How it Affects English Language Learning*” (2024), proved of great importance, as the authors looked into the transition between traditional and digital tools and how this change could be made in a natural and smooth way. This investigation was selected due to the fact that they demonstrate that traditional and digital media can coexist, and that one is not trying to eliminate the other. Some students still prefer using books and pens, and some institutions do not have the funds to afford electronic devices; however, they also show that when used, digital media can be a very powerful compliment to these traditional methods and a great way to help students in their studies.

1.5 Scope

This project aims to be used as evidence of the positive effects of digital media in children and teens when supervised and guided by a professional teacher or tutor, hoping that institutions start to implement it as a natural part of the teaching program, as well as providing teachers with the proper training to be able to execute the teaching methods properly.

The project aims to change the perception of teaching from a strict set of repetitive tasks that constantly get reused to a more creative expression that allows to motivate students and to enjoy the process of learning. Moreover, it also allows teachers to provide feedback and guide students to be disciplined enough to continue their study at home.

The research also has the purpose of breaking the standing stigma that online entertainment is simply a way for people to waste their time, but rather to show that online entertainment can be a medium to target younger audiences and teach them useful information and skills in an entertaining and motivational fashion, one that they are more likely to remember and be excited about.

Chapter II

Theoretical Framework

2.1 Literary Review

It is important to understand the theory behind digital media as a teaching tool. When people talk about digital media, most of the time it is done simply to talk about entertainment, but not as something that can help with learning. However, these two can overlap in many different ways, especially when dealing with younger generations, as sometimes it can be even better than regular methods. Nevertheless, like any kind of teaching method, the use of digital media is also subjected to many challenges; some are not exclusive to digital media, but to teaching a new language. This is why it is important to understand these topics first, to get a better view of the issues and flaws to overcome, as well as the many advantages this new technology can offer in the classrooms.

2.2 Theories of Language Learning and Speaking Skills

Learning a new language can be a difficult endeavor. Shaira Turaeva from Jizzakh State Pedagogical University (2024) states that learning a new language can be extremely difficult because people need to fight against the comfort zone of their first language and cross to a new language; one that comes with a new lifestyle, a new way of questioning and feeling. This might seem like an exaggeration, but when understanding how most languages operate, it is not far from the truth. The mere fact that some languages have words for specific feelings or activities that others do not have, it is enough to require a person to change how they describe something. Not to mention, certain languages employ a scale of words, where depending on the word

highlights the gravity of the situation. A similar example in English is the use of adverbs of frequency. Ask any English teacher and they will tell you that “usual” is used for events that happen more often than “often.” However, other languages might not have this distinction. Once a second language is mastered, it can be easy to forget that learning a whole new skill might clash with your current perception and view of things, but understanding it can help teachers to connect with students a lot more and understand their struggles.

In the same report, Shoira Turaeva (2024) states that teaching and coaching cannot be properly defined, as many people have a different understanding of what it means. However, what she determined is that most people agree that teaching involves guiding someone towards knowledge, enabling them to understand and develop their learning. Nevertheless, it is the teacher’s understanding of what “teaching” means that will determine their method, their style, and their philosophy.

Many times, teachers blame their students for their lack of progress. They blame it on the students’ inattentiveness, on their failure to do their homework, or not studying at home. Teachers blame their students for using their time irresponsibly instead of using it to learn something useful, like a new language. While it is true that many times students do not put any effort into their classes; other times, it is actually the teaching methods used by the teacher that simply are not connected with the specific class.

Many of the teachers struggle with adapting their teaching methods to fit their class, so they get stuck in previous methods of teaching, relics of a time before technology had become an integrated part of society. As Czerkawski & Berti (2020), on their book “*Language Learning in*

the 21st Century: Current Status and Future Directions,” state that “Problem-solving, critical thinking, and digital literacy, which fall under the umbrella term of 21st-century skills, are only some examples of abilities necessary to succeed in today’s rapidly changing global economy” (p. 11-35). They criticize the lack of engaging activities for students beyond just the usual vocabulary and grammar that has been taught since schools were invented. Czerkowski & Berti believe that when a student gets subjected to constant periods where the only things they see are grammar and vocabulary, students lose interest and their grades drop, and if this happens in universities, they might drop their career altogether.

This shows simply how vital motivation and engaging activities are. Filgona et al. state, in their research for the “Asian Journal of Education and Social Studies” (2020), that the success of any class depends on if the teacher manages to motivate their students or not, they would even go as far as to claim that motivation is the single most important element of learning. This is because motivation makes people want to develop, it makes them want to be better than they already are. It is a driving force that looks for constant improvement, and when it comes to learning a new language, this is vital.

Every language comes with words that are quite seldom used, words that are only applied in specific jobs or very unusual situations, and when students have a limited number of classes per week to learn a new language, it is more than reasonable to understand that teachers would not have the time to teach these very occasional words; however, that is why motivation matters when it comes to teaching a language, it makes the student want to learn more, it makes them do their own personal research and thus, look for other words that could be used in different cases

and develop their vocabulary even further. In the same research, Filgonna et al. explain that a motivated student is also more prone to remember what they learned, as they no longer feel like it is an obligation that can be forgotten once completed; instead, they view it a passion project, something they want to do, and as such, knowledge stays in their mind much longer.

Motivation is not only important when it comes to learning a new language in the written part, but it is also an important part of learning how to properly speak and pronounce the language. According to the research conducted by Morales & Vaca-Cárdenas for “Revista Kronos” (2023), speaking and pronunciation are some of the most challenging skills to teach, as many students have an ingrained fear of humiliating themselves in front of their peers if they do not know how to pronounce a word, or worse, if they end up pronouncing it wrong. Speaking skills involve a different set of abilities than writing skills. Morales & Vaca-Cárdenas state that “Speaking skills are conformed by components, like accuracy and fluency. Accuracy is seen as part of grammar, the set of words, and their articulation, while fluency is the manner to express oneself with confidence to others naturally” (p. 54-70).

From this idea, it can be understood that while some students may develop accuracy more easily, thanks to English classes, exercises of repetition, and learning how words are written, fluency is something that can only be achieved through confidence, which can only be achieved with trial and error. However, a teacher has to provide reassurance and positive feedback to the students, as negative comments can make the student develop negative feelings towards the subject, instead of trying to improve.

Visual and audiovisual methods for teaching speaking skills have actually been recommended, as they help students to practice without feeling embarrassed about their

pronunciation, rather treating it more like a game or a simple exercise. In their research, Salamea-Avila & Fajardo-Dack (2023) state that “By encouraging spoken language through visual aids, students can learn more effectively and use them to communicate in authentic scenarios” (p. 338-349). This is another factor that helps with motivation. Kids, and especially teenagers are smart, they know that learning sentences like “I clean the house with a broom” is not something they will constantly use in the future. In addition, Morales & Vaca-Cárdenas also explain that motivation changes depending on the student; some are motivated by just learning, while others see job or traveling opportunities as a bigger motivator.

By using digital media and audiovisual methods, students can experience real conversations, interviews, and dialogues, situations that they can use in their day-to-day life. This benefits the learners who want to learn English for growth opportunities, as they understand how useful it can be. Speaking skills can also be helpful for looking for jobs, as many professions, going from teaching and tourist guide to managers and psychologists are sometimes required to know and properly speak English in order to work.

In the last couple of years, English is no longer considered a useful skill and now, it is an “extra” to have an upper hand in interviews, as it pretty much has become a requirement in many jobs. Wang et al. (2022) state that “...in 2020 and 2021, when the COVID-19 pandemic brought disaster to the whole world, publications on ES education increased, reflecting the increasing requirement for ES communication during this time of global cooperation.” “ES” refers to “English Speaking”, and with that in mind, we can see that the articles and publications

advertising to help or investigate English Speaking as a skill increased to 67 per year, a massive increase from 10 in 2010.

English has become a core part of operations all over the world, and part of it is due to the rise of the internet and media. The internet has made it possible that people all around the world can talk, interact, trade, and assist each other, no matter the distance. Consequently, to make sure everyone could understand each other, English became the go-to language to learn. According to Edwige Simon from the International Center for Language Studies (2024), English is the most commonly spoken tongue in the world, with 1.52 people speaking English, and most incredibly of all, only 25% of them are native speakers, meaning that the remaining 75% have English as their second language.

2.3 Challenges in ESL Speaking and Pronunciation

Despite how commonly spoken English is, there are still many challenges learners have to overcome to be able to properly master the language. This is especially true for English teachers, as previously stated, many times it is not a lack of interest from the students, rather it is hard for them to understand the topic and the way the information is presented. Yahaya et al. (2021) interviewed Malayan students about learning spoken English as a second language. In their research, they found that the biggest difficulties in the learning process were social and learning related issues.

Social-related issues include peer pressure and anxiety, as most of the students are afraid of making mistakes in front of their classmates. Students present issues related to their self-esteem, fear of being criticized, and a severe lack of confidence and motivation. This coincides with the investigation carried out by Filgona et al., as they found motivation is one of

the key factors in learning a new language. It is clear that students' fear being corrected, wrong, pointed and laughed at, it is due to their lack of knowledge or practice.

Sometimes, teachers are guilty of this, as they belittle the students' concerns, rather than reassuring them. Therefore, teachers label them as lazy or unproductive, instead of motivating them to understand the topic or making learning more entertaining for them to feel more comfortable when participating.

This brings up the second point, according to Yahaya et al.: learning related issues. In their studies, they found that while students were excited to learn a new language, they were too dependent on their teachers and wanted them to correct and guide them constantly through every single step of the process. While it is expected from a student to look for guidance, it shows a deep issue with teaching methods. Moreover, it highlights why so many students lack confidence to do speaking exercises, as they develop dependency on their teacher. Instead of their teacher allowing them to make mistakes, they are constantly pointing out failures and mistakes. This is detrimental, as students become demotivated from learning the language. Moreover, it could lead to refusing to participate and even a lack of self-esteem, which is another factor previously brought up. Teachers should guide their students and provide feedback, but they also have to cultivate their love for learning, and show their students that it is ok to fail, that even professionals make mistakes. They also have to celebrate their successes and inspire them to keep improving on their own.

A research performed by Ratnasari and published in the "*Journal of Foreign Language Teaching and Learning*" (2020), showed similar results.

However, they also noticed that many of the students identified a lack of vocabulary as one of the key factors contributing to their poor speaking abilities. This issue was not only because they did not know many words required for the tests, but also because they were trying to translate from Indonesian to English, and they could not think of the correct equivalent word. This was also mentioned by Yahaya et al., although their focus was on Malayan instead of Indonesian. This highlights another key factor in the ESL learning process: many students still construct sentences in their native language and they even try to translate them into English mentally.

Normally, this is not a bad thing for beginners, as it helps them reinforce their vocabulary and is a normal step in the process; therefore, it is not something that should be criticized or penalized. Nevertheless, it is important for teachers to help the students to stay away from this habit, as it can be fossilized and can stagnate their development. Much like dependency on teachers to fix everything can lead students to a lack of confidence in themselves, thinking of sentences and translating them mentally can lead to slower conversations, stammering, overuse of filler words, and thus, it affects negatively pronunciation, as students are dividing their attention between engaging in the conversation and processing translation in their minds. This, however, is something that can be fixed with constant practice; just like musicians can play instruments without thinking about it or drivers do not pay attention to every single change of gear they perform; speaking a new language can also become something subconscious through constant practice.

2.4 The role of Technology in Language Learning

Digital media offers many solutions to problems that traditional classes cannot address; however, this one does not look to replace conventional learning, but rather, it looks to enhance and complement it, especially for younger generations. Shahwan & Shahwan, (2024) indicate that while some students enjoy digital media and online learning, they would not replace traditional learning with it. This is due to the fact that they like having direct contact with their teacher, so they can ask questions, get different explanations of a topic in case they do not understand and get more personalized attention than they would from a pre-recorded video.

As such, digital media is not intended to replace traditional learning or teachers. However, in the same report, students agreed that they enjoy the accessibility of digital media, as they like having recordings of useful topics that they can reproduce at any time and anywhere. This is especially useful for university students who perhaps may be too busy with work to attend classes; consequently, they can now watch lessons online and look for additional videos to further understand the topic. Students also reported that digital media helped them with their personal and individual studies, as sometimes the content was so engaging that it prompted them to explore the topic in their free time and even look for different videos on their own to further develop their knowledge of the topic and their skills.

Obojska & Vaiouli published the results of their investigation in the *International Journal of Multilingualism* (2023), in which they show the effects of the positive uses of digital media, not only on children, but also on their parents. Their research showed that most children tend to use video games and online video platforms as their main source of entertainment. The survey also included their parents who agreed that the usefulness and accessibility of these platforms

have helped to develop their children's language skills. This correlates with the results presented in Shahwan & Shahwan's research, as their students also reported that one negative aspect of digital learning was that teachers would not explain the videos they were assigned or guided them through them. As such, much like any tool, when utilizing digital media, teachers should still be engaged with their students, ask questions, and build off the materials, instead of just letting the students handle it on their own.

Digital media is a double-edged sword, as it can lead to either side feeling like they lost a connection with the other; however, when handled correctly, especially when teachers supervise what their students watch and how they engage with it, it can be one of the most helpful tools in the teacher's arsenal. Duraipandi & Murugan (2024) stated that students feel generally more motivated with digital media learning than with traditional methods, especially with the use of gamification. Duraipandi & Murugan continue to mention the usefulness of social media platforms such as "X" (previously known as "Twitter"), Snapchat, Instagram, and others, as these can help learners interact with content created directly with native speakers and besides, it can give them glances into natural conversations, as well as useful tools to listen to pronunciation and cadence of speaking. However, they also warn that these same platforms can also be the cause of distractions and sometimes might spread misinformation.

Another aspect that should be taken into consideration is the constant use of "slang" in these platforms, which is part of the culture, but it can heavily confuse or misinform learners about traditional words and conversational skills. For this same reason, teachers should be aware of homework assignments, as well as how students utilize these tools in the classroom; pointing them towards useful pages, educational profiles that while entertaining also aim to help them to

improve, monitor them to make sure they do not get distracted or side-tracked into different aspects of digital media that could steer them away from learning.

This could seem like more work than traditional learning; however, research by Walters et al. (2021) highlights that, comparing both in class and online classes, electronic devices are not the biggest distraction for students. In online settings, 51.4% of students reported that they get distracted by electronic devices; nevertheless, this could be related to the fact that teachers are not there to guide them and monitor what they use their devices for. This is heavily supported by the fact that only 14.4% of students reported being distracted by electronic devices in the classroom. The same report also mentions how “distracting thoughts” are the most common type of distraction both in classrooms and in online learning environments, as 59.2% and 54%, of students, respectively, reported being distracted by them. This leads to the idea of helping students, making them feel inspired and motivated, capturing their attention in a way where they enjoy learning, and they actively look forward to learning more.

Technology and digital media not only help to improve speaking skills and pronunciation, but it also helps teachers and students with the learning process in general. Haleem et al. (2022) claim that technology can help teachers with lesson planning, since they can be more creative with their activities and make their own videos and games thanks to multiple online tools, even small things like online presentations can be done thanks to improvements in technology.

On the student’s side, digital media does not only help to develop their learning, motivation, and inspiration, but it can also help students with special needs, for example those students who might have a hard time holding a pen, can now write on their tablets or digital notebooks; students with hearing impairments greatly benefit from close-captions in videos;

students with poor eyesight would be greatly benefited from having information in online pages where they can zoom in as much as they need to; and even students who might have complications with their motor skills can be benefited with online courses, as they do not have to move to a classroom if they are unable to. Moreover, Dr. Kalyani (2024) states that “ICT gives students the fundamental skills they need to succeed in the modern world, like digital literacy and problem-solving techniques” (p. 05-10) with ICT standing for “Information and Communication Technology.” This helps students to feel more engaged and actively look forward to learning, as they know they will be learning skills that actively help them in the real world, and not just topics for an exam.

Many people are quick to dismiss technological advances as tools that make people lazier, reduce the need for teachers, or distract or destroy the attention span of people. While it is true that in some cases people end up abusing these technologies, it can also be life-changing for others that actually need them; for instance, people that always wanted to attend a school but could not because they were unable to write on a notebook or read from a book. A study conducted by Jung et al. (2022) highlights that people with disabilities tend to have lower self-esteem. Even most of them stated that their disability makes it difficult for them to interact with others.

Technology has been constantly changing and adapting throughout the years to assist in the education process. Arridho et al. (2023) highlight how classes changed from students having to be in the same room, to connecting multiple classrooms, and now online classes that can be accessed from anywhere and sometimes, at any time. They also stated that paper was replaced by online documents, benefiting the environment as well, as the reduction of paper means less trees

chopped; and how physical objects like pens and erasers were substituted by their digital counterparts.

Technology has always accompanied teaching, and while it is true that these changes have been fast compared to previous ones, they do not look to replace teacher or human connection; the complete opposite, now people can talk to anyone anywhere, and thus, students are more connected than ever to their teacher, classmates, and parents, as well. Whether it is to supervise what they are watching, or sharing helpful videos or websites, conversations are happening and nothing can help learning speaking skills better than conversations.

2.5 Digital Media Tools and Techniques

When talking about digital media, it is easy to be confused about what this entails. According to Mantulenko (2020), digital media has created a type of culture around it, particularly among younger generations who grew up with the internet and everything that it entails, a space where they can communicate with anyone around the world, interact, create, watch, and listen on the internet. This is where the definition of digital media comes into play; it includes entertainment, social media, videogames, videos, audio, and platforms, among others, as long as it comes from the internet it can be defined as digital media.

This opens up a large number of possibilities, as there are many pre-existing platforms that focus on providing teachers and students with creative ways of giving classes. Some even come with tests and several options as to what kind of questions the teachers can ask, and also allow the teacher to determine how the students did and provide feedback, if necessary.

Some platforms are:

- Quizizz: A platform which not only provides the previously stated characteristics, but also provides teachers with all the data collected, such as the percentage of students who failed a specific question, how long they took to answer it, and the ability to provide students with hints or to skip questions if they are too hard.
- Blooket: Offers more customization and allows the use of images and a variety of “gamified” quizzes and tests to assist students and make them feel more engaged and attracted to reduce distractions from the activity.
- Kahoot: One of the most popular learning platforms that has been adopted by schools all over the world. With very easy-to-use quizzes mechanics, the ability to use pictures, create questions with multiple answers, and a “competition” setting to motivate students to study hard, so they can achieve the best score.

Murawski et al. (2019) stated that while still early at the time of the study, schools were already providing positive feedback towards learning online platforms like Kahoot, as they claimed it was engaging for the students, and they saw a positive reaction as well. On the other hand, one of the biggest downsides to these teaching platforms is that they have features that teachers have to pay to unlock. While this is true, it is not necessary to pay to use these resources, and the free content they provide is equivalent to a normal practice. However, this allows data that can be stored, studied, and utilized to provide more personalized attention.

Furthermore, digital media offers another solution: the ability to create content. While it is true that these are some of the most popular and recognized platforms for using digital media as a teaching tool, they are not the only ones. In fact, teachers are capable and even encouraged

to create their quizzes or practices. With the rampant growth of the internet, there is a plethora of possibilities, like pages that allow free use to create crosswords, word soups, hangman, and much more. Creativity becomes the only limiting factor.

Quizizz is another platform that has gained a lot of traction through the years. First created in 2015, this platform has been used in more than 150 countries according to its official website (Quizizz, 2025). This platform has several different options:

- Create multiple practices, utilizing formats such as “multiple choice” and “fill-in-the-blanks”.
- Add spaces for students to give feedback or breaks between the questions to do things such as brainstorm and draw.
- Create presentations within the platform, either to accompany practices or to explain a topic afterwards, incorporating the topics the students seem to struggle with the most.
- Provide live data to the teacher about how the students are performing. This includes how long it takes them to answer questions, which questions they spend the most time on, and the percentage rate of how many students failed and passed each specific question.

The latter are some of the most used tools the platform provides; however, this one offers a large number of options, even ones directed at less skillful teachers when it comes to technology. They offer lessons and videos explaining how to best utilize the app, quizzes, a support center, and many others. Recently, they have also added an AI function to import tests without having to redo them from scratch. All the teacher has to do is drop the file containing all the questions into the website, and this one transforms it into a full quiz, making the digitization process faster. One of the biggest downsides of the website is its paid function. The platform

offers membership for 10\$ or 96\$ if paid annually. While the price is not as big as those of streaming platforms like Netflix, whose memberships are between 12 and 15 dollars a month, even for those that do not wish to pay, Quizizz still offers most of its tools to free users.

Furthermore, the platform also includes assistance for one of the biggest issues teachers face in today's classrooms: inclusion. According to the legal document "*Ley 7600, igualdad de oportunidades para las personas con discapacidad*" title II, chapter 1 "Acceso a la educación", people with disabilities can participate in the educational services that better assist their conditions and growth, without being excluded (Ministerio de Educación Pública & Centro Nacional de Recursos para la Inclusión Educativa, 1996). With this law, students with disabilities have been able to grow and develop alongside their classmates even if they do not share the same disability. However, this has always caused issues for the teachers, as it can still be hurtful for these students to see that their practices and tests are different, many times even easier, than those of their classmates. Quizizz provides assistance with this, as their program counts with accessibility and inclusion functions. These range from extra time for questions, multiple attempts, less options for multiple choice questions, dyslexia fonts, and many more. All these options are personalized depending on the student's profile, while they are still able to join the lesson the same way as all their classmates.

Adding an online platform to most classes might seem like something new and strange; however, many other schools have already incorporated them. One example is the research conducted by Mohd Azman et al. (2022), which concluded that the use of Quizizz as well as other educational platforms, such as Kahoot, highlighted an increase in student participation in the classroom and especially, in online classes. At the end of their research, Mohd et al.

suggested most teachers should adapt these learning platforms to improve student participation and motivation.

Furthermore, online teaching platforms are quite useful; nevertheless, digital media goes beyond that. Other platforms, which were not designed with education in mind, have been constantly adding content aimed towards English learners. Such is the case of Youtube, which nowadays features many videos explaining topics that go from how to properly pronounce words and etymology to pronunciation and writing practice. Some videos involve people saying the names and asking viewers to write them down before they show the correct spelling, as well as videos of people showing words on the screen and asking viewers to pronounce them before giving them their correct pronunciation.

YouTube, however, is only one of the many platforms that have adopted this method, as there are now accounts on social media that aim to educate viewers, while also entertaining them. One example is the Youtube channel “Game Theorist,” which utilizes video games to illustrate to younger audiences about science, biology, history, physics, and many others. They are far from being the only channels, as there are others such as the channel “Nerdist”, which employs media such as movies, TV shows, and games to explain scientific concepts in a way that is easier to digest and understand for most people, especially those that are still in school and high school.

There are many other channels that adopt this method to great success; nonetheless, there are also those that simply provide aid to people who might be confused about something they might have seen in class. For instance, there are videos on how to solve equations, utilize the Pythagorean theorem, what are the different parts of a cell, and who are the most famous writers

when it comes to English novels. This also applies to the topic at hand, learning English. Many channels upload videos explaining how to conjugate words in English, lists of irregular verbs, recording conversations of native speakers to train non-native students in their listening skills, repetition exercises, as well as proper intonation.

All of these are tools that students can utilize in their free time to better develop their speaking and listening skills. Additionally, these are tools that teachers can use to assist students directly in their classrooms. They can play videos of native speakers talking and then ask their students to imitate them, giving them advice and helping them understand how certain sounds are made or the correct position of the tongue.

Anggraini (2021), in the article "*Improving Student's Speaking Skill Using Youtube Video as Media: An Action Research*," that students can improve when YouTube is used as an added tool to teaching. Their research concluded that most students get bored when the normal method of teaching is utilized, especially when it comes to online classes. During their field test, they assigned the students a score of 65 points when it came to speaking assignments. After they applied YouTube as a teaching tool, this score went up to 85 points, an increase of 20 points. Much like any other tool, this depends on the use the teacher gives to it rather than the tool itself. Nevertheless, it highlights that it should not be dismissed as a powerful method to assist many students, especially considering the number of videos in the platform. Even YouTube themselves added a tab exclusive to teaching called the "learning" tab, where teachers are free to browse through all the videos until they can find one that they like and feel like they can build upon. While YouTube is the most prevalent of these platforms and the one that the research will focus on, it is also important to mention that many other social media platforms have also seen an increase in content aimed to teach and help people learn new skills, English being one of them.

Profiles on “X” (formerly known as “Twitter”) post new words each day to help expand people’s vocabulary and in accounts on Instagram and TikTok content creators posting short-form videos explaining topics of common misinformation about the English language. Moreover, this does not have to be exclusively outside sources. Since these platforms make it to create and upload content, teachers themselves can follow in these footsteps and create their own. Anikina & Yakimenko (2015) called this type of education “Edutainment,” which they define as “...education (education) + entertainment (entertainment)... Edutainment is a feature of the technology implementation of modern forms of entertainment in traditional lectures, lessons, classes, workshops and master classes” (p. 475-479). This word, though rather new, shows that the concept has been explored and has piqued the curiosity of many to make it its own word and term, and since the release of this research, the edutainment research has only expanded.

In their research, Feiyue (2022) shows how effective flexible edutainment can be. Since the objective is simply to make the lessons entertaining, edutainment can be applied to establish teaching methods. Moreover, it can be helpful as homework by assigning students to watch their favorite movie in English and looking for words related to the topic seen in class or look for online videos and catch if they use the words seen that day. Another key aspect that Feiyue mentioned is humor. Much like anything that aims to entertain, humor is a very important and powerful tool that teachers can utilize; not only it can break the tension and allow students to relax and enjoy the class more, but it can also be encouraging and help students feel more at ease with the idea of making mistakes; after all, if it is all in good fun, it is ok if not everything goes perfectly.

However, this is something that teachers have to be very careful with, as balance is the most important thing in edutainment. While the objective is to have students relax, have fun, and

learn, if things get too carried away, students might stop taking the class seriously, they might think they are able to do and say anything they want, and this could lead to not paying attention or even escalate to bullying. It is the teacher's job to step in if they feel like things are escalating and remind the class how they should act and behave.

2.6 The importance of Speaking and Pronunciation in Communicative Competence

Learning a new language can be a difficult task. It is not enough to simply learn the words of a language, it is also necessary to know how to use them in different contexts. Many languages would have different versions of the same word depending on whether is singular or plural, whether it is a gendered word, and how it is conjugated in the past, present, and future, as well as many other rules that could change the word completely, as is the case for irregular verbs in the English language. This is why communicative competence is a necessary skill and something that digital media can heavily assist with. One of the best ways to learn how a language is spoken is by listening to native speakers, and digital media platforms, such as YouTube, have a sizable amount of videos with that exact premise.

Some feature interviews on the streets, where students can listen to people who have average conversations, preparing them for what they are likely to encounter if they speak with someone who has English as their native tongue. While others speak in a way that makes it easier to understand for those who are not used to the language yet and might need someone to explain it or to talk slower to get an idea of how they should pronounce the words. In their research, Martins Antunes (2022) speaks about the situation that the world is in, where learning a second language, especially English, is no longer a benefit, rather a requirement. In a world that is more connected than ever before, where companies from other countries outsource their workforce,

and where most services provide support for multiple countries, to know how to communicate in other languages can be the distinction between getting a job or not.

This is where the distinction between communicative competence and just knowing the language becomes most obvious. Companies utilize tests to measure how proficient a person is in a given language. Normally, these tests conclude with an interview, during which the recruiter has a conversation with the person. If in these cases, the individual struggles to form proper sentences, lacks confidence while speaking, or even has issues using the correct verb tenses, it is unlikely that they will get the job.

One of the big areas that must be tackled in order to achieve proper communicative competence is pronunciation. Srakaew (2021) highlights that, for most schools, grammar gets a major focus, meanwhile, pronunciation gets scarce attention. Srakaew mentions that pronunciation can become an endless cycle of misinformation, where teachers with bad pronunciation will teach their students bad habits, and these will also teach bad habits to others, especially if they become teachers themselves. As such, digital media proposes the solution of aiding students with videos and audios of native speakers having conversations; this way, not only will it help the students better understand what they need to change or how they are supposed to pronounce certain words, it also helps to stop some teachers from giving students bad advice or habits that could end up being detrimental for them in the future.

Furthermore, the ability to provide real-life and spontaneous conversations in the classrooms also opens the door for teachers to assist their students with phonetics. While digital media can make the job easier, it is imperative to remember that the goal of this tool is not to replace teachers, but rather help them connect with their students in a way that helps them understand the topic better, while also helping the teacher resonate with a generation that is accustomed to technology. This is why teachers can take the opportunity to identify students who are still struggling with the pronunciation of certain words and give them advice on where they need to place their tongue, if they need to open their mouth more or less, if they need to breathe through the mouth or nose, and many other lessons in phonetics. While it is true that many videos will have explanations about this, different students might have different necessities, which are easier to overcome with a professional guiding them step by step in case they need it to.

Novillo Sarmiento et al (2024) shows in their research that providing a reinforcement to speaking skills in the form of phonetics can provide an improvement in the students' abilities. They reported that the group who had the reinforcement not only showed an improvement in pronunciation clarity, but also in the areas of listening, comprehension, and fluency. Thanks to these results, it is clear that one of the biggest issues that teaching faces is complacency. Complacency in the sense that many teachers are satisfied simply with their students knowing how to write words in English, barely even acknowledging the speaking area. However, speaking is one of the most important parts of learning a new language. It is the tool that will help students the most once they graduate and start looking for job opportunities or even for leisure activities in other countries. Neglecting this skill can be detrimental to the future of the students, and while it is a difficult skill to teach, digital media provides a way to make it easier for students to

understand and for teachers to explain and guide.

2.7 Digital media and Learner Autonomy in ESL Classrooms

Learning a new language can be a difficult task for both teachers and students. Like any new skill, it requires focus, commitment, and effort from both parts. Most people think of this as students paying attention in their classroom, while the teachers give their class; however, commitment and effort also mean that the students should take time when they are out of classes to continue practicing. Many artists and musicians suggest that, to learn their skill, it is better to practice one hour a day than practice seven hours in one day. This same concept is applied to learner autonomy in English; students are encouraged to study on their own and bring to the teacher any questions they had while they were studying at home. One example is the research conducted by Begum (2019), highlights the importance of learner autonomy and how teachers are acquainted with the concept. Despite knowing how important it is to ensure further development in the vocabulary of the students, there are many challenges to developing these habits in a classroom. They mention that some of the most prominent challenges were “teacher’s preparation, students’ reluctant attitude, suitability for different disciplined students and class timing” (p. 12-21).

What most of these challenges have in common is a lack of commitment from both the the teachers and the students. This is where digital media can become a helpful tool for teachers and students. It is easier to provide a video or an online questionnaire to the students than to assign pages of a book or a physical questionnaire that could be lost or damaged. Not to mention, many times the reluctant attitude of a student can be due to a lack of motivation. When they find

their assignments to be boring or monotonous, it is more likely to forget about it, ignore it, or even refuse to complete it. That is where the creative nature of digital media can make the difference, as it is easier for students to engage and pursue learning if it is presented in a fun and engaging manner.

Raman (2023) states that digital media is a way to help learners engage in the content. Learning English is not simply a skill, it is a key that unlocks different cultures, forms of entertainment, conversations, and opportunities. By letting the students see and understand what they can get if they learn a new language, it inspires them to keep learning, to look beyond what they already know, and to improve, so they engage in more ways. Even the concept of using videos is an example of this. If the students like what they see in a video, if they find it informative, fun, and something they enjoy, they will want to watch more, and whether on purpose or not, they will start to associate words, learn new vocabulary, and it will stick with them longer.

This is the importance of developing learner's autonomy. Teachers are not able to teach every single word or every exception to a grammatical rule, especially since there are a lot of technical words and phrases that are not included in most lesson plans; nevertheless, if the students take it on themselves to look for them in their time, start investigating, and acquire that knowledge, they will be one step closer to mastering the language. It is true that most classes already apply a method to promote autonomy. Assigning readings and traditional homework is a method that has been used for many years, and while it is still a valid method that can be more impactful to certain students, it is not the best method overall.

In their research, Hermagustiana & Anggriyani (2019) state that out-of-class activities enhance learners' autonomy, since these tasks require levels of self-responsibility. These tasks, as well as the ability to evaluate their own progress, were found to be key for learners to develop autonomy in the best way possible. However, they also report that most participants stated that readings had a dominant role in most classrooms, and ended up making the students less autonomous both, in the classroom and outside. This point is important to explore, as many people believe that autonomy should be exclusive to out-of-class activities. Nevertheless, this is not true, as if a teacher does not let their students handle tasks by themselves, they might develop a dependency, as highlighted by Yahaya et al (2021).

Students need a level of independence even in their classroom. This helps them develop confidence and prevents them from relying on their teacher for everything, to the point that many teachers end up giving their students the answer directly, and thus, students do not even bother trying to understand the reason behind the answer or remembering it later. Furthermore, independence also goes hand-in-hand with some of the key elements mentioned by Hermagustiana & Anggriyani: responsibility and self-evaluation. Of course, most students struggle with the latter more than with the former, as it is hard to evaluate themselves for things they might not even know. Digital media can also help with this, as with online tests and studying platforms, students can perform the task and the system will let them know if their answer was correct or incorrect, as well as the reason why. In case the teacher wants to make sure the student was paying attention and not just selecting all the options, most of these platforms can limit the number of attempts, as well as open-ended questions that the teacher can later review and discuss with the student if necessary. Digital media does not look to replace the

connection between teacher and student; it helps to boost it. It gives a level of separation between the two so that the students can do things on their own and can learn to self-evaluate, while also keeping the teacher close and thus, can assist them and teach them how to best develop these skills.

2.8 Teacher's Role in Integrating Digital Media Effectively

Teachers have always been a key part of learning any kind of skill or a new topic. Most people tell anecdotes of teachers that ruined the learning process for them, as well as many people who tell stories about teachers that helped and motivated them to keep studying, teachers that they hold near and dear to their hearts. This is one of the key factors in teaching, the impact that they have on their students. A bad teacher can cause the most passionate of the students to hate the topic they once loved; much like a good teacher can make any student see the beauty in a subject that they might have previously hated.

Digital media is no different. While the tool itself can be infinitely useful, this depends on how the teacher uses it. Mantulenko (2020) states that one of the biggest challenges in implementing digital media in most classrooms is the unwillingness of some teachers to learn new skills or use any kind of technology in their class. For a teacher to properly utilize digital media, they would need to have a basic understanding of how online quizzes work, internet safety, how to play videos, which videos to play, how to implement it in a class in a way that feels natural and as a benefit instead of a detriment, and analyze how the students respond to it so they can adapt accordingly. All of these are skills that can be learned, since most online test and practice platforms come with instructions directed towards the teachers who use them. All it

takes is effort on the teacher's part to understand the tools they are using. In this way, they can help their students to use them with responsibility, while also helping them to have fun in a safe way.

Many teachers are quick to criticize technology and its impact on students. Claims such as students becoming lazy, or their attention span worsens because of short videos are common, especially from people who were born and raised without this technology. Nevertheless, they refuse to make an attempt to understand and implement it in a good way.

As stated previously, digital media can prove to be a powerful tool in the hands of a good teacher, someone who leverages its full potential, and instead of criticizing students and their interests, tries to understand and adapt to them. Mardiana (2020) argues that digital media has positive benefits for most students. They found an improvement in students' interest and motivation, and their willingness to participate, as they become more active in the classroom and even show better vocabulary and reading skills.

Not only this, but they also found that, despite there still big prodigious between teachers and technology, once they started using digital media they found a major improvement in the class participation, to the point that even the research suggested that teachers should continue learning more about digital media and utilizing it more often in their classes.

This highlights another key aspect of digital media as a tool, the connection between the teacher and their students. While the main objective is to help students learn a new language, by making an active effort to understand what their students are interested in, their sense of humor,

what they engage most with and they seem to dislike, the teachers not only can make classes and activities more suitable for their students but also create a stronger bond.

Having a good relationship with the students is a major element of being a good teacher. It is easier for students to pay attention, trust what the teacher says, and feel more motivated to participate. Additionally, students can often see the effort a teacher puts into their classes, which also serves as a form of motivation.

In their research, Gholami & Salahshour (2025) explored how digital media can also be useful to combat anxiety when learning English. They found that by utilizing digital media, not only did the students' grades go up, but they also found a decrease in the levels of anxiety previously reported. As a teacher, it is important to recognize that many students do not participate, not because they do not want to or because they do not know, but rather because of nerves and anxiety. As previously stated, digital media can help diminish these feelings, but only when guided by a supportive teacher.

It is the teacher who needs to find the proper way to use digital media, whether it is would be more beneficial for the student to do more written practices to build confidence before they can finally do a speaking practice, or if it would be better to encourage them to do the speaking practices so they can become aware of their skill and potential. These are not foreign thoughts for a teacher, anxious and nervous students are quite common in classrooms, especially when it comes to learning a new language. Henceforth, teachers should not be afraid of these new technological tools, they do not look to make students "lazier," but rather make it easier for them to learn, overcome challenges, and improve and become better. Nonetheless, this is only

possible if teachers decide to overcome challenges, become better, adapt, and learn; especially when it refers to a tool that can benefit both them and their students.

Chapter III

Methodological framework

Based on the information listed in previous chapters, the following investigation will be performed using the qualitative and quantitative research methods, in hopes to show the effectiveness of digital media as a teaching tool to enhance students' speaking and pronunciation skills. As such, the following information will provide insight into the investigation process.

3.1 Research Approach

The following investigation employs a mixed type of investigation using both qualitative and quantitative types of investigation. According to the Office for Health Improvement and Disparities from the United Kingdom (2020), the mixed investigation type is defined as:

A mixed methods study combines quantitative and qualitative data collection and analysis in one study. Individually, these approaches can answer different questions, so combining them can provide you with more in-depth findings. In general, quantitative data is better at answering questions like 'What is the effect of your digital product?' and qualitative data can show how and why you got these results.

This method is used since the research aims not only to conduct interviews and gathered information provided by the teacher, but also to understand the behavior of the students, their opinion towards digital media and its effects on students, as well as how they feel when putting it

into practice. Moreover, this investigation seeks to corroborate this information, analyze if their vocabulary, speaking skills, and pronunciation have improved through tests, surveys, and analysis. There will be a comparison between the results of group 6-1, which will be taught utilizing traditional methods, and group 6-5, which will be taught using digital media. This will be done in order to compare and analyze the results to find the impact that digital media has as a teaching method in contrast to traditional methods.

3.2 Research Design

Saka et al. (2023) define exploratory research “as research conducted to investigate an undefined problem. It is carried out to gain a better understanding of the current problem” (p. 1384-1395). As this research follows an exploratory-descriptive research design, the exploratory method is used to gain understanding on the digital media, its implementation in a public school, how the teachers and students adapt to this method, and gain a better understanding of its strengths, weaknesses, and applications.

Furthermore, Aggarwal & Ranganathan, (2019) define descriptive research as “one that is designed to describe the distribution of one or more variables, without regard to any causal or other hypothesis” (p. 34-36). The research follows this design to further assist with data, especially before the digital media format is applied, and after it is applied to find characteristics and variables that affect the students and the teachers.

3.3 Information Sources

3.3.1 Primary Sources

The primary sources of this investigation will be gathered from the information recollected from the students during the research. These cover surveys and tests performed by the students in both groups. For instance, the students will carry out tests during the research through the platform of Quizizz, as well as surveys via Google Forms with the objective of gathering feedback about the effectiveness of digital media from the students directly.

3.3.2 Secondary Sources

Secondary sources include documents from official journals, as well as documents submitted by governmental entities, focused on teaching English to students with a great emphasis on the areas of speaking and fluency. These sources will be used with the objective of providing the best practices and explanations to improve the students' skills.

3.4 Analysis Categories

The University of Bath from the United Kingdom (n.d.) defines a sample as, "In research, a sample is a group of people, items or objects taken from a larger population." For this research, the sample will consist of the 6th grade groups assigned to teacher María José Castillo Jiménez, one of the English teachers at Escuela Dulce Nombre de Coronado. All participants are regular students enrolled during the first academic period of the year 2025. The sample consists of 6 groups of 25 students each, which represent a sample of the larger population of 6th grade students at Escuela Dulce Nombre de Coronado.

The research will analyze the following parameters to determine if digital media can provide an improvement for the students:

- Intonation: The Cambridge Dictionary (n.d.) describes intonation as “the sound changes produced by the rise and fall of the voice when speaking, especially when this has an effect on the meaning of what is said.”
- Confidence: The definition of confidence as per the Cambridge Dictionary (n.d.) states “the quality of being certain of your own ability to do things well.”
- Fluency: Fluency is defined by the Cambridge Dictionary (n.d.) as “the ability to speak or write a language easily, well, and quickly.”

3.5 Data Collection Instruments

The following research applies the following data collection techniques:

3.5.1 Pretest

3.5.1.1 Observation checklist:

This technique is utilized with the consent of the home-room teacher. The researcher observes how the teacher gives their class regularly, how the students behave, if they participate, how much attention they pay, and if they finish their assignments. An observation checklist will be used to measure the level of speaking and fluency that the students have.

3.5.1.2 Surveys:

The researcher will use surveys to measure how the students feel before the research. These surveys will consider both close-ended and open-ended questions to find out if they know about digital media, if they dislike or like the current teaching method and why (with the “why” being the open-ended questions of the survey), and if they would prefer classes to be more entertaining and engaging.

3.5.2 Intervention

3.5.2.1 Speaking Test

The researcher called the students one by one and showed them a series of pictures; he then asked them to say the name of the object in the pictures.

3.5.2.2 Presentation

A presentation was used with both groups; this one explaining the current topic they are learning in class. One using YouTube videos, while the other considered only the teacher’s explanation and a book.

3.5.2.3 Quizizz Test

The 6-5 group took a test using Quizizz. This one involved a series of audios, as well as possible answers. The audio used a word that could be mistaken for another, and the students had to choose which word the audio was saying. They were encouraged to listen to the audio multiple times.

3.5.2.4 Written Text

The 6-1 took a test using pen and paper. The researcher stood in front of the class and wrote possible answers on the board. The words were all written similarly to the original word, and he then said the word out loud 3 times. Students were then asked to select the word they heard.

3.5.2.5 Speaking Test

Both groups were given a text that they had to read out loud. For group 6-5, the researcher played a YouTube video of a native speaker reciting the text, while for group 6-1, it was the researcher who recited the text. Students were then called one by one and asked to read the text out loud.

3.5.3 Post Test

Self-evaluation: The researcher gave a self-evaluation sheet to the students. In this one, they were asked how they felt with their activities, if they were comfortable, if they felt their confidence improved, if they would like to continue learning with those methods or to switch to the other one (if they would prefer to go back to traditional methods for 6-6 and if they would prefer digital media for 6-1), and if they felt their speaking and pronunciation improved thanks to the test.

3.6 Collecting Data and Data Analysis

This research looks to analyze the data using a mixed approach, with the use of both qualitative and quantitative methods. Creswell & Inoue (2024) stated that “We view quantitative data as closed-ended data collection, while qualitative data represents open-ended information... In mixed methods research, we find both close-ended and open-ended data gathered by the investigator” (p. 4-11). Both of these are seen as important, as close-ended information can be used to validate the data gathered, how useful the methods were in terms of scores and grades; however, open-ended data is also important to the research, as when dealing with students, it is important to know how they feel, what they think, how they react to such changes. Both are necessary to determine if the method is valid or not.

Pat Bazeley from the University of Alberta in Canada also mentioned that “effectively combining more than one source or type of data and/or more than one approach to analysis will deliver a gain over using a single source, type of data, or approach to analysis” (n.d.). As with only one source of data, it is easy to lose useful information, especially when dealing with challenges such as motivation, which cannot be quantifiable; teaching methods need to be proven useful, as many times students enjoy things that are not the best for their learning experience. As such, this research aims to utilize both to provide greater result analysis.

Chapter IV

Data Analysis

After applying the instruments, the researcher aims to analyze the collected data and compare the results to determine which method proves most effective in improving speaking skills, fluency, and intonation. The researcher began the analysis by observing the class, and afterwards, remained stayed for the rest of the class, taking notes on the behavior and skills the students displayed during the lesson. The results were recorded for each group with the intention of testing the students' abilities before the intervention.

Figure #1: Observation checklist

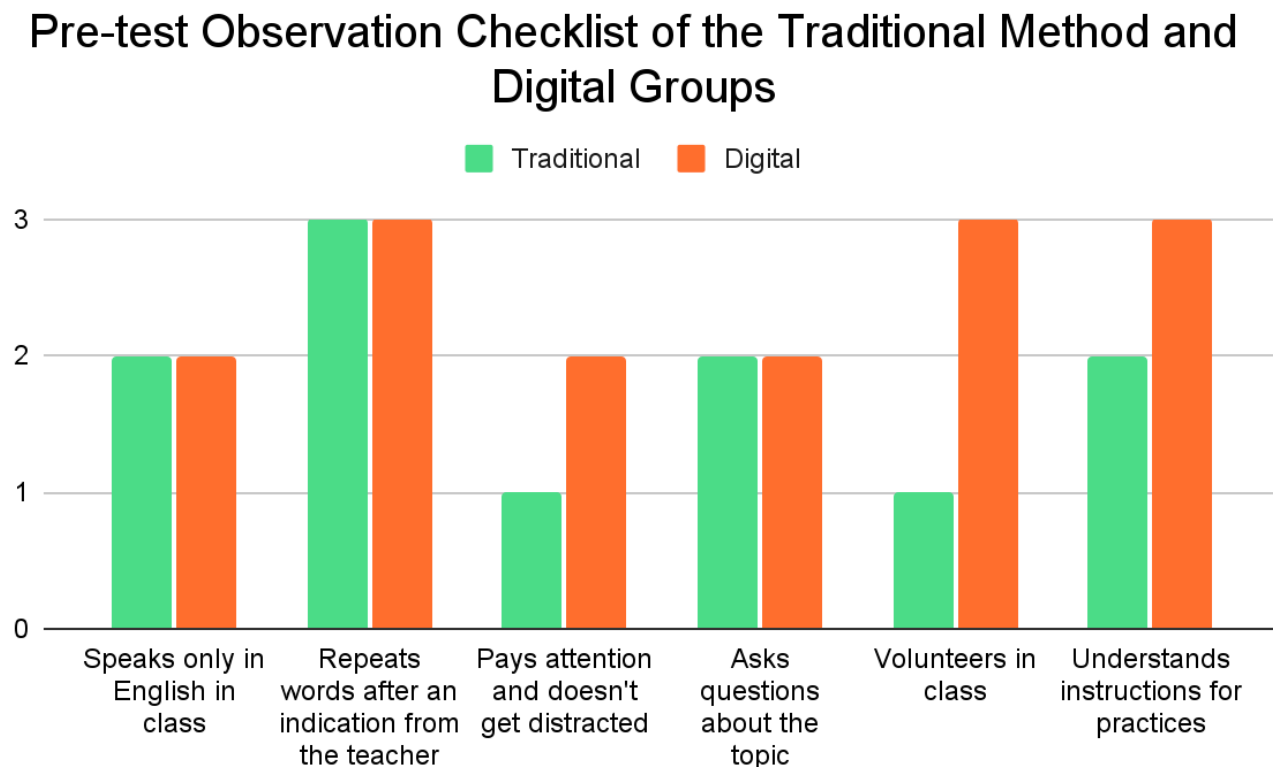


Figure 1 shows the results of the observation checklist and how the students of the traditional method behaved compared to the students of the digital method. Researcher's creation.

The results highlight how, despite both groups were rather similar in terms of behavior, the digital media group showed to be more participative and more willing to pay attention and respond to the teacher's questions. They were less likely to get distracted; however, if distracted the teacher was easily able to get them to pay attention again. During the observation, some students even approached the researcher when the teacher was busy. They asked for help with practice or to check if they had done the practice properly. One student in particular had an

advanced vocabulary, going as far as to have a long conversation with the researcher in full English.

In contrast, the traditional method group appeared to be more disorganized. They were constantly speaking with each other, even if the teacher was explaining the topic or the practice. The teacher had a hard time getting their attention, and even when she did, it only lasted for a few minutes before they started talking loudly and refusing to stay in their seats. During the lessons, some kids even started throwing things at each other, disturbing the class to the point that they had to be taken out and thus, the school principal had to contact their parents due to their behavior. According to the teacher, this was not an unusual occurrence. Nevertheless, when it came to participating in the class, they still repeated after the teacher and answered questions, although the teacher oftent had to call on them by name, as there were few volunteers. Additionally, the teacher had to constantly repeat the instructions for the practice for them to understand it.

Once the initial observation concluded, the researcher continued with both classes, applying the pre-test to group 6-1, which was assigned the traditional method. During the speaking test, a series of 5 questions were asked to the 16 students. During this test, students of the traditional method displayed a great capacity to name objects and introduce themselves. However, they showed a lack of confidence in themselves, constantly second-guessing themselves, retracting their words, stuttering, and sometimes deciding they did not want to answer the questions.

Figure #2: Traditional group speaking test results

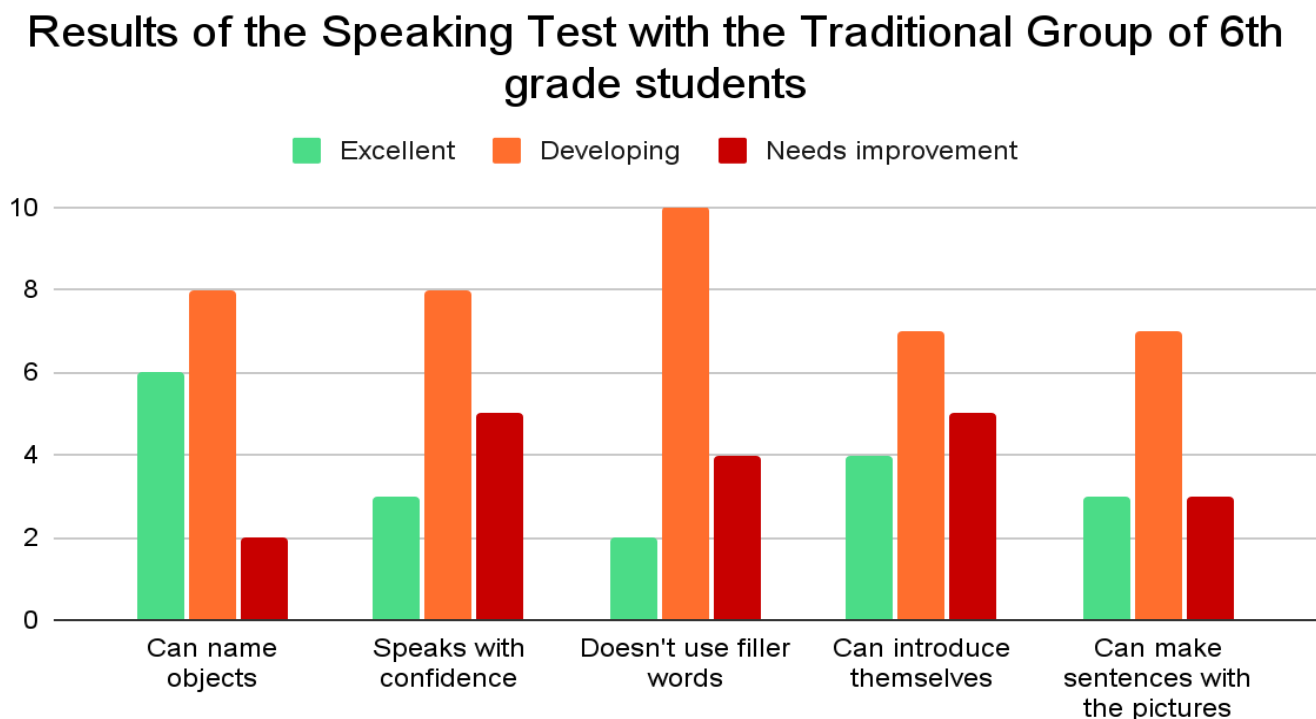


Figure 2 shows the results of the speaking test applied to group 6-1 which used the traditional method. Researcher's creation.

Most of the students in the traditional method group showed a decent understanding of the English language. 8 out of the 16 students were able to identify up to 3 objects, 6 were able to name all 4 objects, and only 2 named one object or were not able to name any of the objects. The area in which the group seemed to struggle the most was with sentences and their fluency. Only two students managed to speak without using filler words, and only 3 spoke without stammering or taking pauses between words; 5 of them took long pauses between words and needed reminders to be able to continue.

Some students refused to answer questions about themselves, such as “where do you live?” stating that either they did not know how to answer or that they were too embarrassed to try. Confidence seemed to be a major issue with the group, as this also applied to the observation checklist and their lack of volunteering to answer questions. Other students not only refused to answer but decided to answer in a sarcastic and mocking tone. They spoke in Spanish, answering “in my house” to the “where do you live?” question, and talking with other students while in the middle of the pre-test. Even the teacher was not able to get them to concentrate until she said she would call their parents.

The researcher continued with group 6-6, who was assigned the digital method. Much like with group 6-1, the researcher called each of the students individually to ask them a series of questions as part of the pre-test. Even before starting the test, many of the students appeared to be eager to begin, asking the researcher if there were going to be prizes for the students that answered all the questions properly, or if they were going to ask their teacher the same questions and reveal her score to the rest of the class.

Figure #3: Digital Media group speaking test results

Results of the Speaking Test with the Digital Media Group of 6th grade students

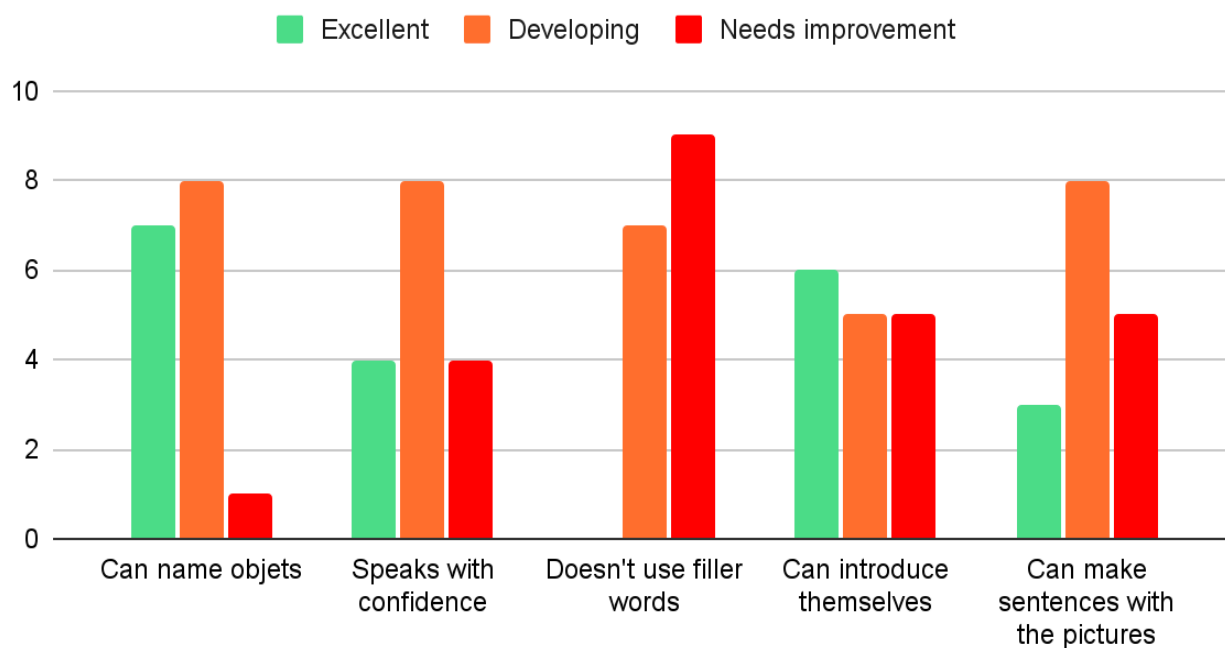


Figure 3 highlights the results of the speaking test applied to group 6-6 which used the digital media method. Researcher's creation.

The results of the test showed that, while the students in the digital media group were organized, paid attention, and were willing to participate. However, they still struggled with confidence and fluency while speaking. 7 out of the 16 students were able to name all 4 objects, 8 were able to name 2 or more objects, and only 1 refused to participate and name any of the objects. Much like with group 6-1, the area that they seemed to struggle the most was with making and speaking sentences out loud. The digital media group showed more confidence and did not take as many pauses or stammer as much; however, all of them used at least 2 filler words in their sentences. Just like with the traditional group, some students in the digital media

group refused to answer questions; nevertheless, only one student stated they did not know, and the others claimed they were embarrassed and did not want to say it in case someone would hear it, even after being encouraged by the researcher.

These results were used as a baseline to test the improvement of the student, especially their confidence, fluency, and how many filler words they would use afterwards. The results were shared with the home-room teacher, who stated that these were issues that most of the kids had only in English, since in other classes like Spanish and Science, the students did not show any problems speaking in front of others. After the pre-test was applied to both groups, the researcher gave a presentation to refresh their memory on the last topic covered by their English Teacher. The presentation consisted of an explanation on how to form sentences, including the correct structure to form one, as well as a small list of regular and irregular verbs. Alongside this presentation, examples were shown and spaces for questions were opened for those that did not understand the explanation the first time.

The students following the traditional method had the aid of a book and photocopies that featured different types of electronics and vocabulary related to being safe while browsing the internet. For an added presentation, the researcher asked the teacher to perform a dialogue in front of the class to illustrate how these words could be used in a normal conversation and what their uses were. During this lesson, the results of the observation checklist were reaffirmed, as while students started the lesson paying attention and they had to listen to more examples of pronunciation by both the researcher and the teacher, they started to get distracted and talk with each other. The teacher tried to get their attention again, but it only worked momentarily.

After the presentation, the researcher provided them with photocopies of a practice. The test consisted of 20 questions, each worth 1 point. The first part of the test consisted of the students listening to a list of words pronounced by the researcher. Students had to listen carefully and select the correct homophone or sequence of homophones based on the pronunciation. The second half of the practice was verbal. The researcher approached each student individually and asked them to read out loud a series of sentences to evaluate their pronunciation and speaking skills.

Figure #4: Traditional method group Quizizz test results

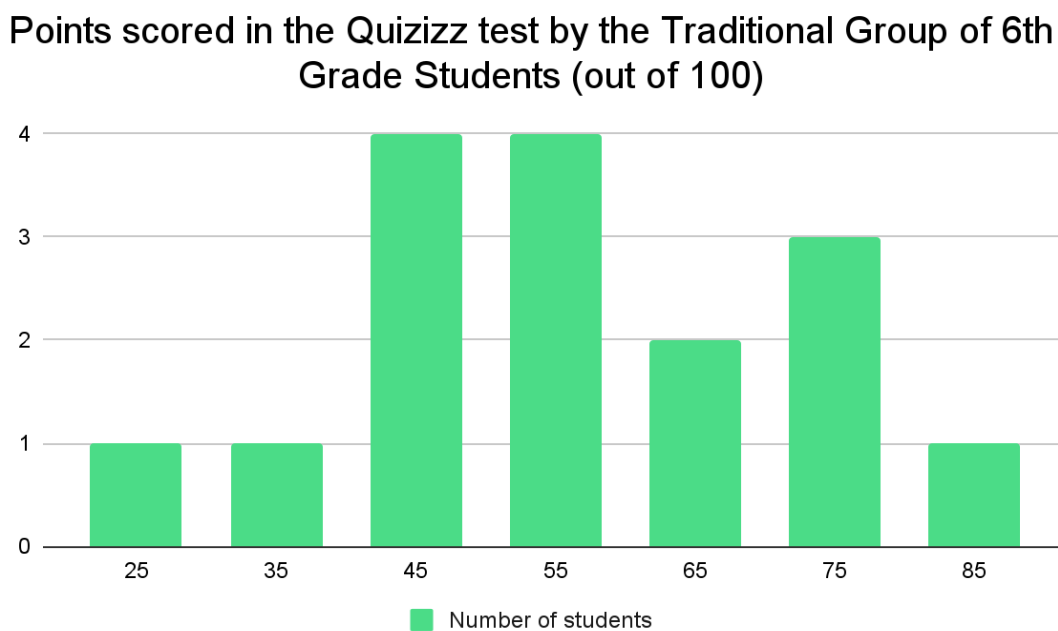


Figure 4 shows the results of the Quizizz test applied to group 6-1 which used the traditional method, the scores are a reflection of the amount of points each student got. Researcher's creation.

As shown in the figure, most of the students scored between 45 and 55 in total, as per the number of points obtained going from 8 to 10 out of 20. While the students showed promising results during the dictation, the scores fell during the spoken section of the test. Repeating the behavior during the speaking skill in the pre-test, some students refused to attempt the exercise, claiming that they did not know how to say the sentence, while others needed slight encouragement to attempt it. Moreover, during the dictation of the first part of the test, the students showed an increase in the attention they paid to the researcher; however, since the sentences were repeated three times, the students who were able to understand them the first or second time started talking and thus distracted others who had not achieved it. This not only caused some of the students to mishear the word and choose an answer randomly, but it also made the students making noise not to realize when the researcher changed the question, leading them to miss hearing the sentence.

The students who needed encouragement during the speaking portion of the test showed good pronunciation for the most part; however, they would often pause between words, sometimes stuttering, asking if they could stop before completing the sentence. Some students left answers blank, as they did not remember how the words in the presentation were spelled or pronounced, leading to lower scores.

The group 6-6 was assigned the same presentation and test but utilizing Digital Media. The presentation was done through Quizizz platform; students were asked to join the virtual room through their phones. It is important to mention that not all the students owned a phone,

and for those that did, despite letting them know in the previous class that it would be necessary for the test, some students forgot to bring them. The students who were not able to bring their phones to class were asked to sit next to another student, so they could do it together.

During the presentation, the students were initially distracted by the online platform, looking at the avatar and drawings assigned to them; however, once the class began, they started to pay more attention, especially once YouTube videos were shown to illustrate the vocabulary. The students appeared to enjoy the presentation, frequently laughing during the videos, and once the presentation concluded, they were eager to see more. Once the presentation was completed, the researcher continued with the test. This consisted of the same 20 questions as with the traditional group, all of which were worth 1 point per answer. The entirety of the test was done through Quizizz platform, utilizing its audio feature.

During the first part of the test, students were asked to play an audio file and select the correct word or sequence of words according to the audio; this one could be played as many times as they wanted, but they only counted with 1 minute to complete the question. The second part of the test required the students to record themselves repeating sentences that appeared on their screens, as well as translating words and utilizing them in a sentence. While Quizizz has an AI function that can allow the platform to review these audios automatically, the researcher listened to all the audios, scoring them based on pronunciation, fluency, how many filler words they used, and how well structured the sentences were.

Figure #5: Digital Media method group Quizizz test results

Results of the Quizizz test with the Digital Media Group of 6th Grade Students

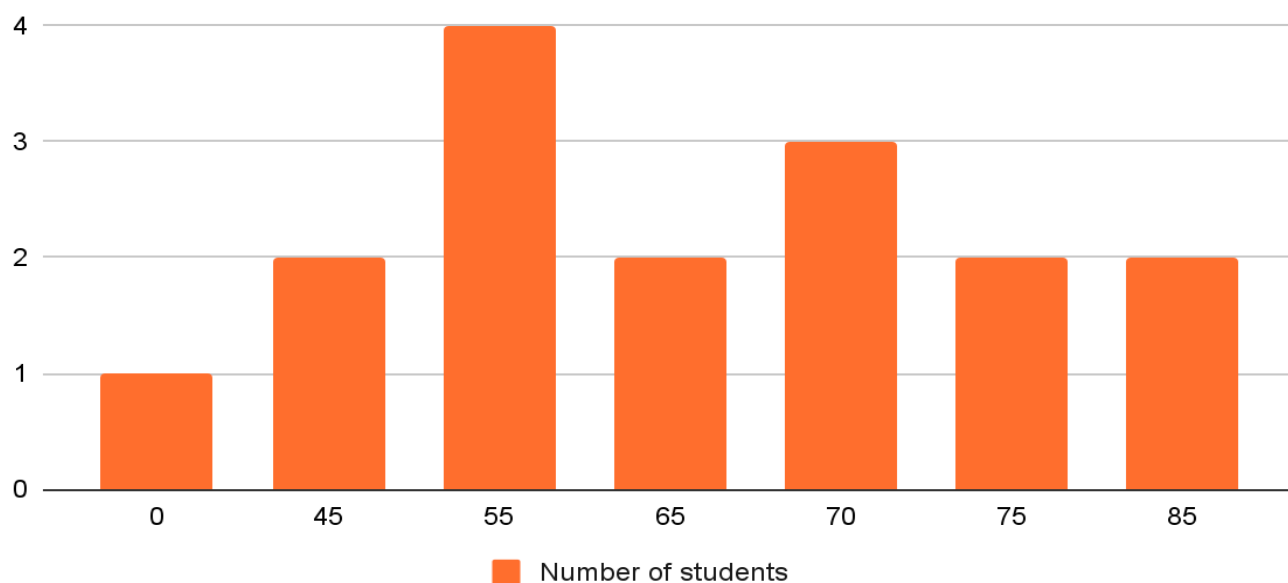


Figure 5 highlights the results of the Quizizz test applied to group 6-6 which used the Digital Media method, the scores are a reflection of the amount of points each student got.

Researcher's creation.

Students in the digital media group showed a higher average score than those in the traditional group. Most of the students' scores fluctuated between 55 and 70, scoring 10 to 14 points out of 20. The lowest score was 45, achieved by 2 students, while two others scored the highest at 85. However, it is important to mention that one student scored a 0, as they refused to participate in the activity. The student decided to use his phone to look at social media, completely ignoring any warnings from the teacher and even using the phone to watch videos

and play games. Eventually, the teacher had no choice but to send a note to the parents letting them know what happened.

During the test, the remaining students appeared to be highly focused, constantly replaying audios until they were able to understand the words and come up with the correct answer. Although their concentration dropped once they finished the test, most of them remained in their seats, exploring the app until the rest of the students had finished, as well. Much like with the traditional group, some students even needed encouragement to participate in the second part of the test, but then they were able to continue. Furthermore, it appeared that they felt more at ease speaking into their phone rather than directly to the researcher or teacher. The fact that they were doing it at the same time with their classmates, making them feel like they were not the only ones having to speak.

Their confidence and fluency also appeared to improve. Even though they were still struggling with proper pronunciation, they were able to make sentences without stammering or taking pauses, and spoke clearly. Therefore, the researcher was able to understand and evaluate them in an easier way. It is worth mentioning that some students in the digital group spoke with those of the traditional group. Therefore, they later came to the researcher and the teacher, with the intention of letting them know that they would have liked the presentation better than watching a video, as it would have been more enjoyable for them. The rest of the class shared the same feeling. While they claimed that they loved the activity, they also would have liked seeing the teacher do fun activities, even if it did not involve any kind of technology.

Figure #6: Comparison of the participation displayed by the Traditional Method students and the Digital Method students.

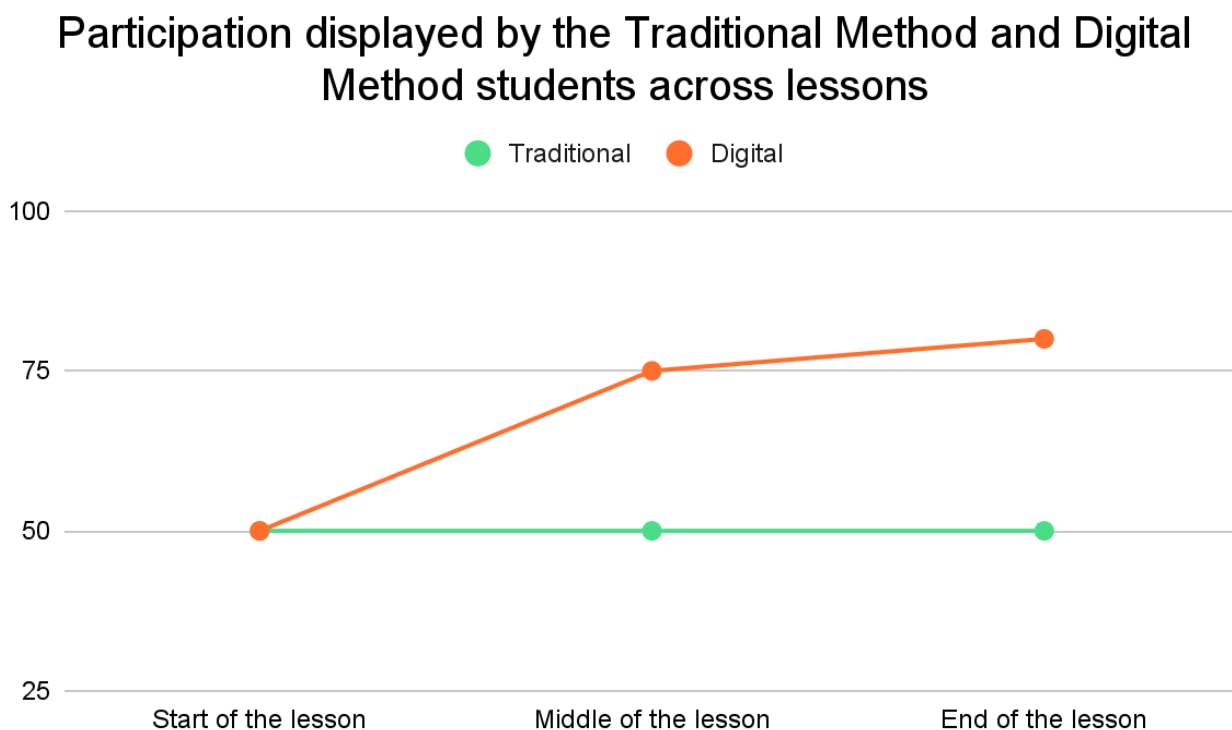


Figure 6 shows the comparison of the participation displayed by the traditional method students and the digital method students during the presentation and the test. Researcher's creation.

While the students in the traditional method group displayed a very constant level of participation, occasionally asking questions and rarely volunteering to participate when asked. On the other hand, the students in the digital method group showed an increase in participation as the class continued. They began at a similar level; however, once they started enjoying the activities and having fun with them, more students began to ask questions and offer to answer

them out loud while reviewing the test. Some students were still shy and preferred not to speak in front of the class; nevertheless, the results showed an improvement in their skills as well.

In both groups, it was necessary to separate some of the students, as they started interrupting each other. In the case of the digital media groups, some students even scroll through posts online to show each other. However, these ones were easier to control, not to mention that their distractions only affected them once they were alone. On the opposite end, the traditional group was harder to control, as even if they were not sitting together students stood up once they finished the questions or while waiting for the researcher to call them.

An advantage of the digital media group was that each of the students could take the speaking section of the test at the same time, while the traditional group had to wait until one student was done for the other to be called. Another advantage was the duration of the activities. While both groups had 80 minutes of classes, traditional students would often have to wait for their classmates to finish the activity before the teacher and researcher could move to a different topic; meanwhile, with the digital media group, each student could go at their own pace, continuing with the next activity as soon as they were done. This reduced the amount of time students had nothing to do, and as the platform tracked the progress of each of the students, it made it clearer when it was safe to move to another topic, instead of constantly having to ask who still had not finished, as it was the case in the traditional group.

Figure #7: Comparison of the attention paid by the Traditional Method students and the Digital Method students.

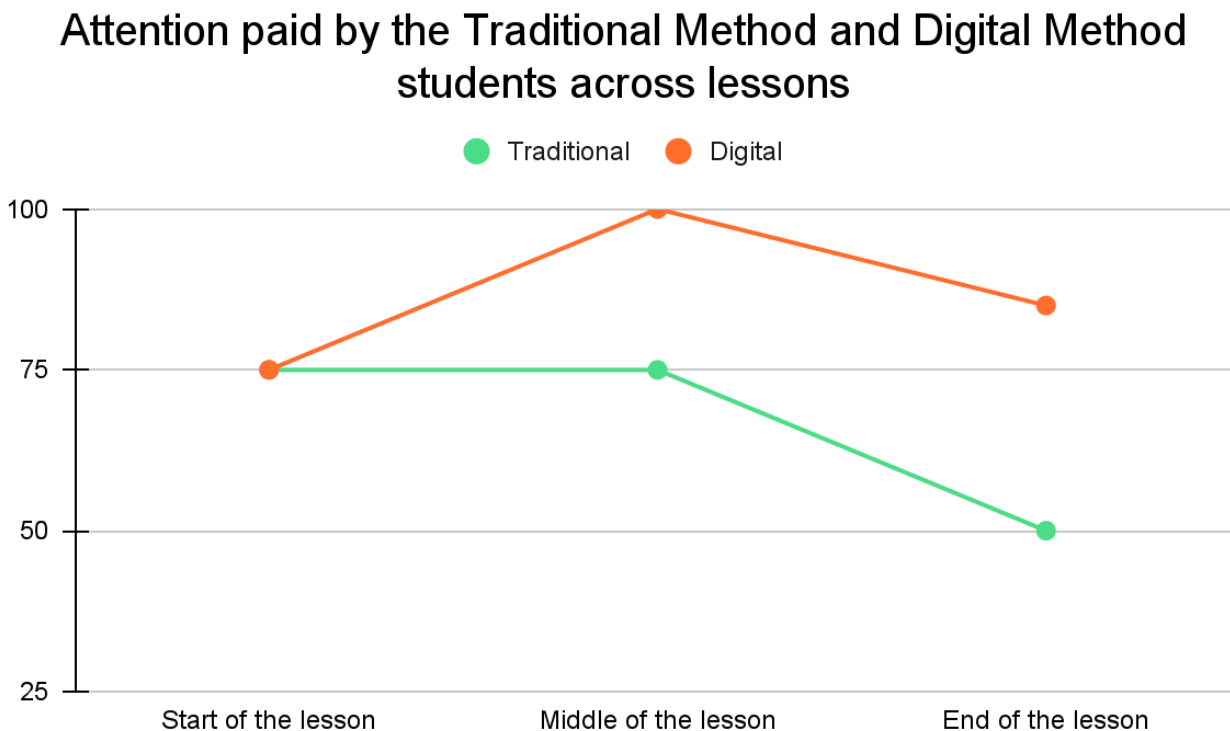


Figure 7 presents a comparison of the attention paid by the traditional method students and the digital method students during the presentation and the test. Researcher's creation.

As stated above, during the class, both groups saw an increase and a subsequent decrease as activities were started and finished. The traditional group remained constant but saw a decrease towards the end of the lesson, as students finished their test or simply refused to continue. Even with the best attempts of the teacher, students were constantly interrupting each other and even began to lose focus around the end of the presentation. On the other hand, the digital media group had a similar trend, but they showed an increase, this thanks to interactive

and dynamic explanations were accompanied by amusing videos. Consequently, students paid more attention than before.

Furthermore, while they showed a decrease as they finished their test, the fact that they could still explore the app and its features allowed the teacher to get them back on track in a much easier manner, and also it was possible to reduce the distractions for other students that had not finished. An added benefit of the digital media platform is that it is customizable to the teacher's preference. This means that they can add things like sound effects, funny images between questions, customizable questions and activities for students with special needs, as well as "redemption questions", allowing students to repeat questions they got wrong while not adding to their score. All of these features allow the teacher to keep the class engaged by disguising the practice as a game. Even tasks such as repetition and having students redo their practices were easier with this method. In contrast, with the traditional method, students would often answer a question and not review it, even if they still had time to change their answer or analyze it further

The engagement of the students in the traditional method group was harder to maintain, as well. While with the digital media students, each new slide felt like a new opportunity for a new activity. Students using the traditional method often reacted to new topics with sighs or by looking at their clock, sometimes asking the teacher directly when they were going to recess or if they had to go to the cafeteria.

Figure #8: Speaking skill improvement shown by the Traditional Method students and the Digital Method students.

Speaking skill improvement by the Traditional Method and Digital Method students across lessons

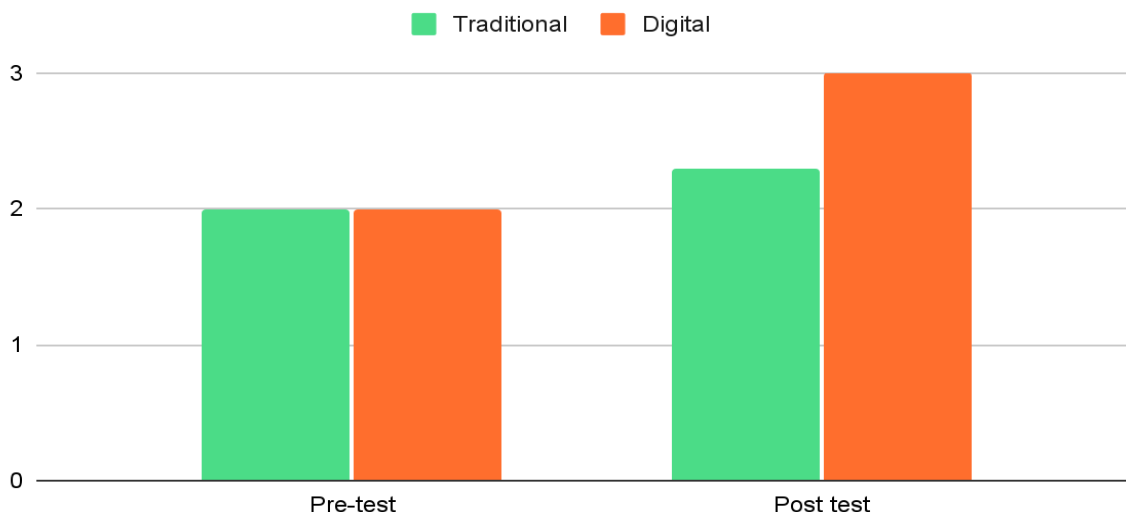


Figure 8 highlights the improvement seen during the research by both the traditional method group and the digital media group. Researcher's creation.

During the research, both the researcher and the homeroom teacher were able to appreciate an improvement in the speaking skills of both groups, as they began with an average level of pronunciation, fluency, and confidence; however, as the groups started learning the material through different means, the digital media group displayed a major improvement compared to the students who used the traditional method. While both groups improved, the digital media students were noticeably more confident after the test, as they were able to say sentences clearly without unnecessary pauses and a severe decrease in the use of filler words. While their vocabulary and pronunciation still required improvement, the digital media group

demonstrated a clear advantage in contrast to the students in the traditional method group, who still struggled with speaking in front of the teacher and relied heavily on filler words.

While some of the digital media students mentioned that they preferred keeping these digital activities sparse, and others mentioned how these activities made them look forward to future classes. Furthermore, some traditional method students also showed interest, asking both the researcher and the homeroom teacher when they were also trying the platform and the activities.

Once both groups finished the tests, the researcher provided them with a post-test self-evaluation. This instrument aimed to find out how they felt, their level of enjoyment, and if they felt an improvement in their English skills. This evaluation was handed to the homeroom teacher, who sent it to the parents of the students in both groups. This was done with the objective of helping the students that did not have a phone be able to complete it as well. Many of the parents of the students mentioned that their kids came home to tell them about their activities. Some of the parents of the digital media group were worried about allowing their kids to bring their phones to school, but once their children told them about the activities and even showed them to them, they felt more comfortable.

Some students wondered if the questionnaire was to allow the platform to be used regularly in school, stating that they would love it to be implemented in other subjects as well, like science and math. The results of the self-evaluation were kept anonymous, as only the researcher had access to the data and would not know who sent it. This was done in order to help the students feel more comfortable answering with honesty, even if they did not enjoy the activities.

Figure # 9: Self-evaluation performed by both the traditional and digital media method students

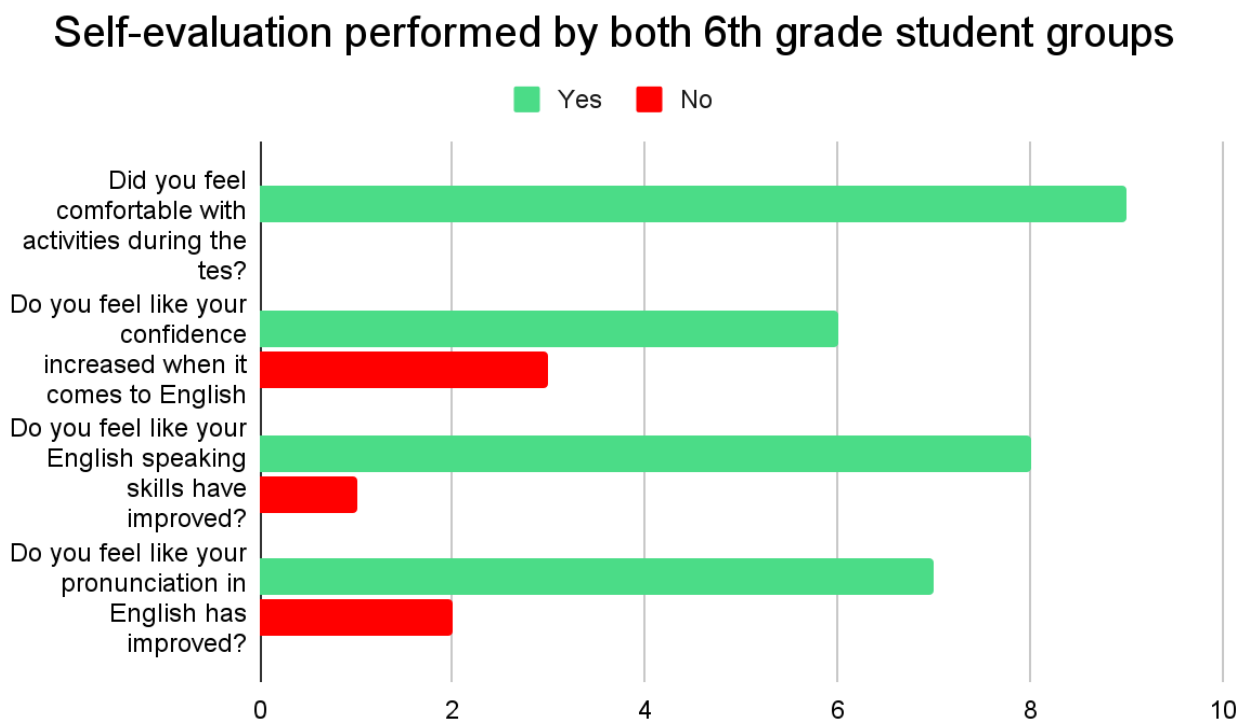


Figure 9 shows the results of the self-evaluation questionnaire provided to the students in both groups. Researcher's creation.

While not all of the students were able to answer the questionnaire, the ones who did stated that they felt really comfortable during both activities. This reinforced the idea that motivation and enjoyment are powerful teaching tools. The majority of the students also stated that they felt like their skills in both speaking and pronunciation had improved thanks to this research. While the digital media group showed a higher increase, both groups saw a growth in their abilities, something that is quite important, as digital media is not a tool to replace the traditional method, but rather to enhance it and make it more enjoyable.

The area where the greatest disagreement was observed was confidence. This correlates with the data gathered during the classes, as even in the digital media group some students still refused to speak in front of their classmates or teacher. However, the vast majority of students mentioned that they felt more confident in themselves, something that would lead them to be more proactive and skillful as their abilities improve. Motivation and confidence are important when learning a new language as vocabulary itself. If students keep practicing and this behavior keeps being encouraged, it will be easier for them to grow more comfortable speaking in front of others, having less doubts about their intelligence and talent.

Chapter V

Conclusion and recommendations

This section contains the conclusions and recommendations reached by the researcher after concluding the investigation and analyzing the gathered data. In addition, this section aims to provide recommendations for future researchers who want to target the topic of digital media.

5.1 Conclusions

These conclusions are based on the findings gathered by the researcher and are directly related to the objectives that were set out at the beginning of the study to explore how digital media can improve speaking abilities and pronunciation in English among sixth grade students. Digital media is a tool that can greatly benefit students. However, this one cannot do all the work; teachers still need to supervise and guide the students to keep their focus and explain any topic they might not understand. This is not a replacement, but rather a useful tool in the era of technology, as it can help teachers to connect with students.

5.1.1 To identify sixth-grade students' current level of speaking and pronunciation skills before using digital media tools

The researcher concludes that sixth-grade students possess great capabilities for the English language; however, their lack of confidence and motivation hinders their fluency, pronunciation, and general speaking skills. They can repeat sentences properly and can understand the language when the teacher gives instructions in English, but they tend to forget words or refuse to make sentences. During the tests, while most students failed to create

sentences on their own, their abilities to identify and repeat after the teacher showed that, with more practice, they could develop proper pronunciation and improved vocabulary.

5.1.2 To implement digital media tools, such as YouTube and Quizizz, to enhance students' speaking and pronunciation skills

It is concluded that sixth-grade students react positively to the implementation of digital media, such as Quizizz and Youtube, in their lesson plans. Students tend to engage with the content when they find it entertaining, and although not every student has the same needs and preferences, the vast quantity of content means that it is possible to find a video and activity that suits the students. These tools proved to be accessible to both the teacher and the students, as they could learn and utilize the platform easily if necessary; as well as the students expressing their desire for these activities to be done more often.

5.1.3 To evaluate the effectiveness of digital media tools such as Youtube and Quizizz in improving students' speaking and pronunciation skills

The researcher concludes that digital media is a great tool for improving speaking skills, especially fluency and pronunciation. This one provides shy students with a way to practice without having to stand in front of the class, a friendly challenge system for competitive students, built-in accommodations for students with special needs, and many other features. This allows students to practice in a way that is more comfortable, motivating them to keep learning as they see their score rising. It boosts motivation and confidence when speaking, two major pillars in learning how to properly speak a language. The results support this theory, as students

who were given practices and classes with the help of digital media tools, were able to improve their fluency, confidence, and pronunciation compared to those who used traditional methods.

5.2 Recommendations

Based on the investigation performed and the data analyzed, the following recommendations are made to highlight opportunities that could be explored in similar analysis, as well for different types of technologies that could be used to help students improve their pronunciation and speaking skills.

5.2.1 Utilizing digital media in larger groups and different grades

It is encouraged to implement digital media in larger student groups, as this research was conducted with two sixth-grade groups. However, digital media is a tool that can benefit many different students from different grades and different groups. It can be used with fourth and fifth-grade groups, where the topics are different and more activities could be developed and compared to show the best results.

5.2.2 Expand the possible tools available for digital media

In order to provide teachers with a wider range of tools for classroom use, future research should explore the effectiveness of different social media platforms and online teaching platforms. In this way, teachers can implement the ones they feel the most comfortable using in their classrooms without these becoming repetitive. Additionally, research should examine the effectiveness of different types of tools, such as “X” (formerly known as “Twitter”) and Kahoot,

a social media platform and a teaching platform that can be used to improve the student's speaking abilities.

5.2.3 Slowly incorporate digital media in classrooms

It is recommended to slowly add digital media into the classrooms to allow both students and teachers to adapt effectively. As shown during the research, some students prefer traditional methods. By slowly incorporating it, teachers can be able to get comfortable with the tool, learning all their different options, and how to make the most of them. For students, this helps them to get used to a new method of teaching while maintaining the traditional method until the teacher can identify how the students respond to online platforms.

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