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## **Digitality and Intermediality's Impact on English learning in Contemporary Education.**

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### **ABSTRACT :**

The Digital revolution is the outcome of swift advancements in information technology, significantly impacting the lives of individuals. The need for novel careers arises, as does the requirement for new life skills that may not have been developed previously. These individuals connect on a global platform, commercial enterprises are established and operated in this virtual environment, but exposure to knowledge is also part of the digitalized benefits. The digital age resulted in the establishment of social media, which was primarily established for entertainment purposes. However, the study suggests that learners' level of improvement in developing English language acquisition and cultural exchange are important issues. The study also found that Digitalism and Intermediary can be used as an educational tool that supports learner's technology-based approach by facilitating more independent learning and giving an opportunity to learn language in the means of more entertaining, exciting, encouraging, and engaging the Foreign language rapidly and productively.

**Keywords:** Digitalism- Intermediate—language Acquisition-educational tool-independent learning

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### **Introduction:**

The use of textbooks and blackboards in the classroom has been replaced by dull time frames that do not aid in learning or test success due to the rapid development of digital technologies over the past 20 years. Digital technology advancements have changed the behaviours, leisure activities, lives, and particularly the learning methods of youngsters who were born in 1980 and later in comparison to earlier generations. Due to their excessive use of digital technologies, this new generation dubbed into digital world and has altered their thinking ability making visual representations an essential part of learning for success.

These days, social media is taking over people's lives. Twitter, WhatsApp, Snapchat, YouTube, Facebook and Instagram have grown very popular among young people. As social media has led to the emergence of digital slang, specialised terminology, and abbreviated forms, it has an impact on how the younger generation learns languages. "Socialization is key to the development of language skills, and language is a tool to enable socialization. Studying online, however, can be a very solitary experience" (Ali & Smith, 2015). (P.144) owing to this, digitalism may be a useful tool for language acquisition. Technology that empowers participants to engage in discussions, collaborate with one another, and get involved in communal activity. The rise of digitalism has a significant impact on learners' ability to communicate and their written communication efficiency. Young people are increasingly using digital devices, and social media has emerged as a common way for them to connect and communicate with their peers. Building rapport and establishing relationships are critical to the success of an online course" (Academic Partnerships, 2013). (P.145).

Academies can only attract learners and deliver education in the continuously evolving technological environment by bridging the distance between persons within as well as outside of the classroom with digital technologies. In this twenty-first century, when society has emerged into an international community, the most essential requirements for individuals is the ability to communicate in both their native as well as world languages. Designing and implementing online language teacher education that is equity-centered requires consideration of the curricula and course content (Cochran-Smith et al., 2016). In our rapidly interconnected world, it is crucial for all humans to learn languages, and there are research indicates that digital resources make language learning easier.

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### **Digital resources are revolutionising language learning.**

"The Next Billion: A New Digital Generation" (Pepper, 2015) (P. 8). Digital devices for language learning interact with students one-on-one, functioning as a facilitator who assesses their answers, monitors their progress, highlights their errors, and provides clarifications. "Experienced classroom teachers can find the move to the online environment very challenging. Teaching online demands, a new and extended skill set" (Comas-Quinn, 2011). (P.144). When accompanied by educational applications, Web 2.0 resources can give classroom instruction and language acquisition activities an entirely novel perspective.

In a practical resource book for EFL teachers, Dudeney (2000) describes how to use the internet as a language learning resource. Using digital resources to learn basics of grammatical structure, oral and written communication in both vernacular and foreign languages is considerably simpler and more stimulating than relying solely on textbooks and teachers "Communicating with students through a computer can be challenging" (Sixl- Daniell &

Williams, 2005). (P 144) some advantages of digitally assisted language learning for instructors and learners: students can enhance their abilities through a range of speaking and listening exercises, they can revisit challenging texts and listen frequently when necessary. It promotes learners to concentrate on all language skills. It gives learners the chance to improve their skills with hectic schedules. It offers individualised application and assessment which is less expensive than conventional methods for training. The use of digital tools in the applications assists in discovering a professional setting that supports learners' speech skill development and retention of new information. Digital resources can also significantly aid in the acquisition of new vocabulary. Acquiring new phrases requires a lot of repetition, and utilising web-based tools to continuously practise vocabulary is very favourable for users. It is straightforward to learn a second language both in and out of the learning environment owing to digital tools for paying attention to listening and reading exercises, software applications that resolve learners' errors, and digital communication platforms that enable people to interact with one another in the language they want to learn. According to the Alliance for Excellent Education (2016), "Digital learning advances school reform by increasing equity and access to educational opportunities, improving effectiveness and productivity of teachers and administrators, providing student-centered learning to ensure college and career readiness for all students, and recognizing teachers as education designers." (P.3) There were requirements for using Digitalism as a teaching tool, including the following qualities: Easy to use, meaning that it may be utilised to post and subscribe to many English-language websites, as well as share, express comments, and give reviews on different social-networking platforms; The abundance of online materials that media companies and individuals have uploaded to Digital resources is exhausting thus it is essential for learners to have a clear understanding of the topic and learning objectives they hope to accomplish through Digitalism and Intermediary.

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### Digital applications for learning English languages

Educational technologies that were created to improve the four fundamental skills of speaking, listening, reading, and writing have grown rapidly during the last ten years

Several scholars have identified the advantages of programs for language learning in Learning a Second Language and CALL (Computer-Assisted Language Learning) based on the possible ability of applications to improve learners' skills in language. Digital applications and resources are now even more accessible with the increasingly more affordable digital technology devices. Low-end smartphones and laptops are now affordable by many people from low- and middle-income households opening their access to the digital world (Bonfadelli, 2002). Application development give users the chance to participate in meaningful and dynamic activities, encourage teamwork on rewarding and difficult tasks, and give them the chance to use the target language. The evaluation of apps for learning foreign languages is included in the MALL field since applications are operated on mobile devices.

Self-regulated learning (SRL) influences students' learning performance and can aid in knowledge acquisition. SRL capability has a major impact on learning performance in an autonomous learning scenario and the capacity to learn English vocabulary with mobile apps during one's leisure time, which is important to assess the effectiveness of the suggested English vocabulary learning app with a self-regulated learning mechanism (EVLAPP-SRLM). For instance, The impact of Vine vocabulary videos (VVs) on the vocabulary growth and improvement of EFL learners. The Vine program gave learners a lot of features that allowed them to produce motion pictures that demonstrated the vocabulary they were encouraged to use. There were numerous advantages to using VVs to acquire vocabulary and time management skills. The effects of peer-schema and autonomy in mobile-assisted language acquisition using the Shanbay App, showing that the Shanbay App was successful at self-governed vocabulary development and that communal frameworks helped those who take part to obtain vocabulary for a longer period. Therefore, digital apps can thereby increase students' motivation and interest in learning new words, and after using them frequently, their acquisition and retention are probably going to improve.

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### Impact of various Digitalism in Learning Foreign Language:

#### FaceBook

Facebook may be a novel teaching tool to encourage learners to learn English, since young people today lead media-rich lifestyles and use media throughout a day. The ability to comprehend and use media as a source of communication, amusement, enlightenment, self-determination is known as media literacy. Wu and Hsu (2011) conducted a study on Facebook usage by English majors at a university in Taiwan, in which the participants described their Facebook group to be "a pressure-free environment for English learning because it is a virtual community composed of closed group, which opens for limited members and makes them feel less stressful" (p. 6 as cited in Simpson, n.d., p 37) It enhances personal projects.

**Wats App** growth, boosts student achievement, helps both instructors and learners when employed as teaching aids, facilitates information sharing among colleagues, allows learning to be more fun, assists professionals and learners become familiar with one another successfully through personal profiles, boosts learners curiosity by facilitating communication, inspires peers to learn more, by sharing additional resources for their assignments, helps learners learn about the world through current affairs, and allows them to exchange knowledge about innovative

WhatsApp, one of the innovations in mobile communication technology, is frequently used as a teaching aid in a variety of academic disciplines. Wats app was first launched in 2009 as an instant messaging and gained around two billion monthly active users (Statista, 2022) The use of WhatsApp enhances learners' involvement, independent motivation, and vocabulary acquisition and retention in the context of teaching English language. Making use of WhatsApp turns out to be advantageous for language instructors' professional growth and for personal development. It helps instructors create instruction plans, provides a forum for exchanging and debating certain topics, and advances their proficiency in the English language. Furthermore, it has been suggested that using the Wats app into language instruction has encouraged students to practise their foreign language outside of the classroom. It might serve as an effective teaching tool that promotes student participation and second-language learning. Shadiev et al. (2020) have argued that MALL can provide authentic environments capable of enhancing daily language learning and reducing cognitive loads.

More advanced types of inclusion are also made possible by WhatsApp learners: Some suffer from visually impairments or hearing deficiencies. Regardless, WhatsApp makes it easier for more reserved learners to get involved, boosts confidence for those who express themselves more effectively in writing, enables those with impaired vision to derive the content through voice communications, and enables those with hearing impairments to obtain the entire content and submit a video which can be transformed through a sign interpreting service. Learners with autism spectrum disorders gain advantage from this form of digitalism since it allows them to read or listen the content, pause or continue, and resume as often as they choose. Alshammari et al. (2017), for example, identified three main uses of WhatsApp in L2 settings: to exchange information, to support informal language learning, and to provide more opportunities for language practice. WhatsApp groups can be used by the instructor or moderator to measure student involvement. Additionally, WhatsApp is perfect for inspiring and motivating learners.

#### **You Tube :**

"The English Language Teaching process has been energized with the emergence of new Internet technologies and now the Web tools. Also using videos for language teaching has been one of the most effective ways to achieve success in the classroom. The ELT classes have been using the videos for teaching English language skills since many years now. The organizations like BBC and CNN have even made billions of dollars selling the video content for teaching purposes. Money and Time are two things which have been creating so many hurdles in accessing the authentic video content in the past time" Stoks, G. (1993). YouTube has gained popularity, especially among young people. YouTube is a platform for sharing media that lets users search for, view, and upload videos. With the ability to access instructional films that have been published by individuals or media companies, it can be a great learning and instruction tool. YouTube has become well-known in language learning, particularly for improving English language proficiency. Recent advances in industry and information; login information networks and the emergence of local, national, regional and international, and especially the internet: multimedia; communication technologies, new tools and techniques facing designers, planners and managers and executives has educational programs Moore, Z. (1999) A study done at Jagannath University was to investigate the opinions of students regarding the use of YouTube as an aid to improve language learning. Because YouTube is regarded as a source of digital material that offers a variety of videos in a variety of situations and gives learners the opportunity to explore beyond the classroom, it may also be utilised to improve comprehension of the world language, due to the fact that it is regarded as an authentic source of digital material that offers a variety of films in a variety of settings and allows students to learn outside of the classroom. Additionally, YouTube made it simple for learners to connect with channels run by vernacular speakers, which helps them to acquire the ability to speak, observe, and pronounce English spontaneously and utilise it in the right contexts. Additionally, YouTube has shown that it can facilitate self-determined or autonomous learning by allowing learners to choose their own choice of videos and learning materials they want to view.

#### **Instagram**

Instagram was first introduced in 2010 as a rudimentary application for sharing photographs, but it has since undergone significant expansion to include other features like as chat, video sharing, and the incorporation of stories (Chen, 2021). Instagram is a visually social media platform, which suggests that exquisite is important. Instagram facilitates individuals to communicate with themselves, such as by creating descriptive captions beneath video or pictures, to exchange data, get along with others, utilise their leisure time, and of course, for amusement. This development appears to have drawn a large number of users globally, connecting the gap between educational and recreational activities. Lee's findings (2023) enhance the comprehension of how online informal language acquisition is adjusting to technical advancements inside emerging image-based social media platforms. Additionally, Instagram was updated and included contented videos, yet at present the most prevalent types are brief videos, also known as shorts or short form videos. Through recreational activities and improvisation, this forum unintentionally unites people while educating them. Even though Instagram is a network for social media, certain profiles have a very meticulous tone. The "live" feature on Instagram, where an organiser asks another person to respond to a certain topic, is one of the popularly used options. Those who follow can directly join in the discussion or receive comprehensive answers to their queries, and they are notified of the live event time. Instagram is mostly useful for sending and receiving private direct messages. As a result, the confidence to demand more information or an explanation grows. Undoubtedly, Instagram benefits learners as well as educators. Accounts are made in the way that highlights the services provided and offers important details in the context of an overview of biographical note. These guidelines make it easier to choose the instructor and the subject matter. Usually, the followers are able to leave comments on the assigned topic, which leads to a spontaneous conversation or association between the instructor and other participants. Regular interaction leads to advancement. At the same time that learners' anxieties fade, confidence increases. Instagram not only helps with education but also promotes global connections. Users can improve their interpersonal intelligence and develop friendships.

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### **X's application in language learning**

Social networking platform X, previously known as Twitter, that is widely regarded as one of a blog services that enables instant communication between users via text messages, smartphone programs, and digital online platforms. To register, users simply require an active email accounts. On the author's personal page, X viewers can send out tweets up to two hundred eighty characters (previously one hundred and forty characters) that are visible to and interactive with other X viewers. They can also contribute information using images or videos. A hashtag is a branding mechanism that permits users to include a phrase or word with using the symbol of hash (#) to a given tweet which it enables users bring about primarily concentrated information with particular concepts or information. X fosters community development, widens topic learning, boosts student independence, improves engagement, and encourages favourable outcomes from learning. Veletsianos et al. (2013) indicated that Twitter is used in higher education to help both students and lecturers in teaching and learning. The use of Twitter in university aimed to determine undergraduate students were choosing Twitter as their social networking when they tried to share a moment and post any information on Twitter accounts. West et al. (2015)) suggested that Twitter positively impacts students' performance and perception of their learning experience from their overall result of using Twitter. Additionally, it has a lot

of potential for stimulating language acquisition. But in the subject of acquiring English, very few research has evaluated its pedagogical efficacy for targeted language acquisition.

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### The limitations of using intermediality and digitalism in language learning:

Digital media offers opportunities for language learning, and the most pressing issues is the type of language people pick up online. This digital platforms messaging practice also have a negative impact on their language acquisition. Ashraf (2012) said that social networking is lack of humanitarian aspect described it as a teaching lack of spirit. Some of the negative aspects of online networking that are affecting their audiences these days include offensive conversations, repulsive content, and exclamations. Language learners will generally pick these phrases in their verbal expression and written languages. Social networking sites, "can be a potential hazard for teachers as some applications allows users to communicate" and "the content can lead to discrediting or defamatory messages" (Jose Picardo, 2011). Though it also helps learners think more creatively and improve their reflections, the brevity of tweets has also been regarded a barrier to improving students' thinking and a source of growing misinterpretation among learners. Both instructors and learners find it challenging to write compact tweets. To put it another way, instructors may create and distribute tweets to learners more quickly and easily to alert them of deadlines for projects, examinations, or upcoming campus activities. Learners may additionally monitor course-related exchanges which reduces the stress of becoming exhausted. In order to facilitate English language learning hardship which makes it possible only if the learners work together, interact consistently being online, and exchange ideas throughout the process is essential.

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### Conclusion:

The benefits of using these social media sites in the classroom, including enhanced writing, reading, digital literacy, information gathering, parent and student communication. This article was created to address number of roles involved in Digitality and Intermediality effects on language learning, particularly we are currently living in the "Digital Age." Students are at ease using electronic devices and visual expression to express themselves. Educators are therefore attempting to channel this energy by encouraging learners to think critically about what they see through visual media (broadcasts, pictures, digital games, the art of photography, surfing the web, etc.) the inclusion of modern technology into language learning, which calls for a more effective strategy. This study demonstrates how digital technology and education are inextricably linked in today's world. Even advances in technology can be utilised to assist guarantee that the learning process is successful.

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