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Print ISSN: [3006-2497](https://doi.org/10.5281/zenodo.20920042) Online ISSN: [3006-2500](https://doi.org/10.5281/zenodo.20920042)Platform & Workflow by: [Open Journal Systems](https://doi.org/10.5281/zenodo.20920042)<https://doi.org/10.5281/zenodo.20920042>**The Impact of Digital Media on English Language Learning among University Students: A Quantitative Study****Eisha Tanvir**

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[aliahmadau7@gmail.com](mailto:aliahmadau7@gmail.com)**ABSTRACT**

*The aim of the present study was to explore the influence of digital media on the learning of English language for university students studying at University of Okara. This study utilized a quantitative research approach and used a questionnaire to gather data from 375 undergraduate and postgraduate students. Data was analyzed with SPSS Version 26, descriptive statistics, Pearson correlation and simple linear regression analyses. The results of the analysis showed that digital media has positive impacts on vocabulary development, reading skill, writing skills, listening skill, speaking ability, motivation, and achievement in English language learning. Moreover, there was also a positive relationship between the use of digital media and the results of English language learning. The results of regression analysis showed that digital media significantly predicted students' language learning success. These results suggest that digital media is a good educational medium for enhancing English language learning and fostering students' participation in higher education.*

**Keywords:** Digital Media, English Language Learning, University Students, Language Learning Outcomes

**1. Introduction**

Digital technologies have rapidly developed and revolutionized educational practices around the globe, especially in language learning. Digital media, such as social networking sites, video-sharing sites, mobile applications, learning management systems, podcasts, and interactive learning software, have become a part of the academic and social lives of students. Digital media in higher education helps learners access authentic language materials at all times, communicate with native speakers, and learn in an interactive environment that fosters independent learning. As a result, the learning environment for English language learning has converted from a traditional classroom learning environment to a more flexible and technology-driven learning environment that students can use to learn English and develop their language skills (Wang, Yasmin, & Akbar, 2023).

Digital learning is intertwined with the concept of digital-native learners who have developed in technology-rich environments. These learners often use their cell phone, tablet, laptop, and social media to access educational content and communicate with their peers. It was found that digital technologies support learner-centred approaches as they allow students to be in control of the pace, time and place of learning. This flexibility has boosted students' enthusiasm

and interest in learning the English language, especially students in university who spend most of their time using digital media both in their studies and daily life (Alruthaya, Nguyen, & Lokuge, 2021). Jabeen, Ahmad, and Abbas (2026) found that social and emotional learning significantly enhances student engagement in ESL classrooms.

Digital media have dramatically increased the opportunities to build English language competence, such as listening, speaking, reading and writing. Authentic language input and interactive communication are made possible in the online world (for example, via YouTube, Facebook, Instagram, WhatsApp and on educational websites), which are not possible in the traditional classroom setting. Learners are exposed to a wide range of digital content, enhancing their vocabulary knowledge, pronunciation, understanding, and intercultural communication skills. Research has shown that the use of digital media has been effective in supporting student learning in the English language, which makes students feel more interested, interactive and easy to learn English (Nguyen, 2023).

With the rise in popularity of social media, it has become even more powerful in language learning. Social networking applications enable learners to converse with peers, join English speaking communities, join discussion forums, and access education in real time. These interactions provide genuine contexts for language use and are related to communicative competence. They have found that social media is a positive predictor of student's vocabulary development, reading comprehension, writing, and motivation to learn English in the past. Moreover, social media can also be used for collaborative learning, where students can share their ideas and get instant feedback from others (Muftah, 2024).

The educational potential of digital media has also been increasingly apparent during and after the COVID-19 pandemic, when universities worldwide have adopted the use of online and blended learning. At this time, digital platforms were the main methods used to provide teaching, communication and academic support. Consequently, students became more familiar with digital tools, and used them more and more in the process of language learning. A study among university students found that the digital environment offers many opportunities for self-learning and skill development, enabling students to gain access to learning resources that are not available in the classroom (Muftah, 2024; Wang et al., 2023). This aligns with research by Ahmad, Shakir, and Siddique (2019), who found that effective interaction and management practices in classrooms significantly influence language learning outcomes.

Digital media also makes it possible to teach and support students self-directed learning, allowing them to independently access information, practise their language skills and review their own progress. Learners can align their learning with their individual needs and preferences through language learning applications, dictionaries, educational videos, and exercises. Research has confirmed that university students who frequently use digital English-learning resources tend to have a more effective English-learning strategy and a higher degree of confidence in applying English in academic and social situations (Kim & Bae, 2020).

Although there are many advantages, there are several challenges in using digital media for learning English. Too much screen time on social media can cause distractions, poor focus and lowered productivity in the classroom. It is not easy for students to tell the difference between education content and entertainment content, and they use digital resources inefficiently. Furthermore, problems like information overload, unreliable internet connection, digital divide and digital literacy can hinder the use of digital media in education. In recent years, research has focused on how digital technologies can improve opportunities for learning, but also pose potential distractions that have an adverse impact on learning outcomes, when not managed properly (Pérez-Juárez, González-Ortega, & Aguiar-Pérez, 2023).

The issue of quality and reliability of online information is another concern. Non-explicit content may be accessed by students, which can have a negative impact on language development and academic success. In addition, some students are not equipped with the appropriate critical digital literacy skills to assess online resources. The current issues raise questions about the value of digital media in education and the importance of structuring and supporting students digital learning practices. These issues indicate that the value of digital media for education is significantly related to how the students use technology and whether institutions have provisions for structuring and supporting their digital learning practices (Nguyen 2023).

The use of digital media has gained momentum in higher education in the Pakistani context, with the introduction of internet services, the smartphones, and digital learning platforms. YouTube, Facebook, WhatsApp, Google Classroom and different mobile apps are commonly used by students at university for educational purposes such as learning English. But there is not much empirical research addressing the effect of digital media on English language learning of university students in Pakistan. The majority of the studies conducted are on the international context and there is a need to conduct studies which are specific to the local context and educational practices, technological infrastructure and learning behaviours of Pakistani students. Thus, the role of digital media in the learning of English in the universities in Pakistan can be a source of valuable information in order to make fruitful use of digital media in higher education and formulating effective learning strategy through digital media.

### **1.1 Problem Statement**

Due to the broad adoption of digital media, the use of digital media in the field of English language learning (ELL) has revolutionized ELT in the higher education sector. However, the impact of digital media on the English language learning outcomes of university students in Pakistan has not been fully explored. While students frequently use social media sites, educational websites, mobile applications and online resources, there are very few empirical studies that examine the effect on English language proficiency, motivation and effectiveness of learning in the context of Pakistani universities. In University of Okara, students are more and more dependent upon digital technologies for the purpose of their academic and personal life and it remains unclear whether the use of digital technologies has a positive impact on the English language learning or it poses challenges for students' academic performance. So, this study aims to explore the influence of digital media in English language learning at the University of Okara, Pakistan among the students of university with quantitative research method.

### **1.2 Research Questions**

- a) What is the impact of digital media usage on English language learning among university students at the University of Okara, Pakistan?
- b) Is there a significant relationship between the frequency of digital media use and students perceived English language learning outcomes?

### **1.3 Significance of the Study**

This study is important because it helps build up the body of literature on technology enhanced language learning in the context of higher education in Pakistan. The results will offer some insights into the impact of digital media on ELL for university students and the advantages and difficulties of using digital media. This research will support teachers to use digital tools for English language learning and support university administrators to establish policies to support productive digital learning practices. Moreover, the results can lead the students to the use of

digital media in a more strategic manner for language learning and could serve as a stepping stone for future research on digital learning in Pakistan.

### **1.5 Limitations and Delimitations of the Study**

The study is conducted only among the students of University of Okara, Okara, Pakistan and hence, data cannot be generalized to other universities in Pakistan. The research is quantitative in nature and therefore, does not allow for the collection of in-depth qualitative views on student's experiences with digital media. In addition, the study is self-reported, meaning that the results could be subject to perception and response bias by the respondents. The study is confined to students of the University of Okara with a specific consideration of the effect of digital media on the improvement of English language learning. Other factors that influence language learning (such as the methodology used, socioeconomic status, previous language proficiency, and so on) are not considered in the present study.

## **2. Literature Review**

### **2.1 Digital Media and English Language Learning**

Digital media is one of the most significant technological advancements of modern learning, affecting how students find, interpret and apply information. In the context of language learning, digital media refers to social networking sites, learning management systems, mobile applications, video sharing sites, podcasts, online dictionaries, virtual communication tools, and more. The application of these technologies in English language learning has changed the way the language is being taught from teacher-centered approaches to more learner-centered and interactive. Digital media offers authentic language, instant access to learning materials, and the possibility of communication outside the classroom, which promotes language learning and learner autonomy (Benson, 2017; Godwin-Jones, 2018). Ahmad, Qasim, and Khushi (2019) emphasized the importance of specifying clear criteria for language skill assessment, which digital media can facilitate through authentic, real-world tasks.

The expansion and availability of smartphones and internet connection have also contributed to the growing use of digital media by university students. Digital platforms can help learners access English content via videos, blogs, online discussions, and education apps. This exposure provides opportunities for ongoing, authentic language learning. Kukulska-Hulme (2020) states that mobile and digital technologies have created opportunities for studying a language outside classroom, giving students the opportunity to learn, and study it, anytime and anywhere. This is especially significant for university students, who are looking for customized and individualized learning opportunities.

### **2.2 Social Media as a Language Learning Environment**

Social media has been one of the important parts of the digital media consumption of university students. Learners have opportunities to interact, collaborate and access English language content from platforms such as Facebook, Instagram, WhatsApp, YouTube, TikTok, and X (formerly Twitter). Barrot (2022) has carried out a thorough bibliometric study of social media research in L2 learning which revealed that the interest in social media in language learning had grown significantly in the ten years prior to its publication. The study concluded that the role of social media in language learning environments is effective, which has the ability to support authentic communication, collaborative learning and engagement of learners (Barrot, 2022).

Studies have shown that social media helps to develop several language skills. Students practice writing and reading through online discussions and listening and speaking skills through video sharing. In addition, the learners are presented with a variety of linguistic and cultural backgrounds, which help to develop communicative competence. According to Muftah

(2022), university students had a high perception of the positive influence of SML in English language learning in online education, which included motivation, interaction, and language exposure. The results indicated that social media platforms supported language learning as a means to access and engage in language learning environments. Ahmad, Farukh, and Ismail (2018) further confirmed that both cognitive and social factors significantly affect English language learning, which implies that digital platforms can address these factors through interactive and socially engaging environments.

In the same way, Al Arif (2019) concluded that university students in their opinion social media is a significant tool in increasing their English language proficiency. Instagram was the most common platform used, and students mentioned using it to learn vocabulary, practice language, and access authentic English content. Based on the results of the present study, it can be concluded that social media has become a part of the modern language learning process for the university students.

### **2.3 Digital Media and Language Skill Development**

Much research has explored the connection between digital media and the learning of targeted language skills. Research consistently shows that there are positive correlations between technology use and vocabulary development. In the digital environment, students can access lexical elements repeatedly via multiple media, interactive activities and contextual communication. Digital technologies can improve vocabulary development by engaging learners and giving them real-time feedback while they are using the language (Stockwell & Reinders, 2019).

The use of digital media has also helped to improve listening skills. Video sharing sites, like YouTube, offer first-hand audio-visual information and thus present learners with different accents, pronunciation patterns and communication situations. Studies reveal that students who watch English-language videos on a regular basis benefit in terms of listening comprehension and pronunciation accuracy (Kukulska-Hulme, 2020). In addition, podcasts and lectures online provide more opportunities for intensive listening outside of the classroom.

Digital communication channels help to improve writing skills too. Students create written English in meaningful contexts through online forums, social networking sites, blogs, and messaging applications. Students interact with each other and their writing is feedbacked as they go, which helps in writing development. Noor, Ahmad, and Ahmed (2026) demonstrated that multimodal engagement positively correlates with lexical resource and structural coherence in student writing. According to the research, learning through technology-mediated writing has a positive effect on learners' grammatical accuracy, language variety and communication effectiveness (Godwin-Jones, 2018).

Digital media use has also been related positively to speaking skills. The Zoom, Skype, Microsoft Teams, and WhatsApp voice tools allow students to participate in live conversations with their fellow learners and native speakers. The opportunities provide additional speech opportunities and decrease anxiety in communication. According to Dinsa and Taddese (2024), social media strategies greatly affected English language learners speaking achievement by facilitating repetitive speech interaction and group communication.

### **2.4 Learner Motivation and Engagement**

Motivation is one of the most well-known factors that contributes to L2 learning. Digital media helps to motivate students to learn language because it makes the process of language learning more interactive, personalized, and enjoyable. Digital content is multimedia, which has a strong appeal to students with different learning styles and boosts students' receptiveness to learning materials. Research indicates that technology-based learning environments are more

interesting and motivating for students compared to traditional learning environments (Benson, 2017).

Motivation was even more clearly seen during the Covid-19 pandemic when online learning was a need rather than a want. According to Muftah (2022), social media platforms have enabled students to communicate, cooperate, and access educational materials during online learning and helped sustain student motivation in this process. Students were found to be positive about digital learning environments and were aware of the benefits of social media for English language development in times of disruption to education.

Furthermore, digital media promotes the autonomy of students by offering students opportunities for self-directed learning. Learners are able to choose resources, keep track and practice language independently according to their needs. Positive effects of autonomous learning have been linked to increased motivation, confidence and language attainment. Digital media, therefore, can not only help with language development, but can also help to develop skills for lifelong learning that are vital for academic success.

### **2.5 Challenges Associated with Digital Media Use**

Digital media offers a variety of opportunities for English language learning, but also has a number of learning challenges. Distraction is a major problem. Social networks can present educational information along with entertainment, and it is hard to maintain focus on education. Overuse of social media can have a negative impact on concentration, time-management skills, and academic achievement. The effectiveness of digital media has been highlighted by researchers to rely on the control and purposeful use of technology by students (Barrot, 2022).

Another obstacle is information quality and digital literacy. Students often access information that is 'misinformed' or 'unreliable'. Learners will be unable to access high quality resources and may use substandard materials that cannot support their advancing language acquisition if they lack critical evaluation skills. Therefore, teachers need to help students choose credible digital resources and cultivate digital information literacy skills to facilitate their digital learning process. In this regard, teachers should be able to guide students to choose credible digital resources and master information literacy skills to facilitate the process of digital learning.

Digital inequality is also a major issue especially in the developing world. There can be disparities in access to and infrastructure supporting internet connectivity as well as in students' digital competence that may hinder them from taking full advantage of digital learning opportunities. While there is a growing trend toward using technology to enhance learning in higher education, inequities in access still exist and affect learning outcomes. It is therefore still necessary to have institutional support and investments in technology if the potential educational value of digital media is to be maximized.

### **2.6 Empirical Studies in Higher Education Contexts**

There are consistent empirical findings over the past few years to confirm the positive effects of digital media on the acquisition of English. In this regard, Alrasheedi (2020) found that the use of social networking sites in EFL classrooms facilitated interaction and communication between learners. In the same way, Ariantini et al. (2021) found that the integration of social media in the classroom helped to enhance language skills, engagement, and collaborative learning. The results of these studies indicate that digital media are not only a medium of communication that can be added to learning but is already part of language learning today.

Ningrum (2025) in another study pointed out the opportunities and challenges of social media in the field of English language learning. The results showed that digital platforms improved

vocabulary learning, communication competence, and learners' motivation while issues of distraction and information trustworthiness remained.

In addition, research has been carried out in Asian and Middle East settings, showing that positive connection between digital media and language learning performance. Besides, the studies in Asian and Middle East settings also found positive relationships between digital media and language learning performance. Studies conducted in Kuwait, Saudi Arabia, Malaysia, and Indonesia have shown that students see digital technologies as beneficial for enhancing their English proficiency, more exposure to authentic language input, and collaborative learning experiences.

## **2.7 Research Gap**

While there is significant international research on the use of digital media in the context of English language learning, there is little empirical research in the context of Pakistani universities. In the existing body of research, the major focus has been either on general educational technology adoption or on online learning in the pandemic era or social media use patterns. There are very few quantitative studies that have been devoted to the impact of digital media on the learning outcomes of the English language of university students in Pakistan. In addition, there is little data available on the students attending the University of Okara. This is an area that requires further research in order to gain insight into the relationship between digital media use and English language learning in the local higher education context. Hence the present study aims to fill this gap by quantitatively analyzing the effect of digital media on English language learning of the university students of University of Okara.

## **1. Methodology**

### **3.1 Research Design**

This study adopted quantitative research design to examine the effect of digital media on English language learning of university students. The survey approach was used because it enables the researcher to obtain numerical data from many respondents and to analyse the relationship between variables statistically. For the present study, the quantitative design was deemed appropriate because it is used to measure student's digital media use patterns and the outcomes that students perceive in learning the English language using digital media. By this way, objective and generalizable results can be obtained for the effects of digital media on university students' language acquisition.

### **3.2 Population and Sampling**

The study involved all students of undergraduate and post-graduate courses of the University of Okara (Punjab, Pakistan). The University of Okara provides students from different departments and disciplines with a varied academic backdrop where they also use digital media for academic and personal use. The university is estimated to have more than 12,000 students. The number of students sampled for the study was 375 which was obtained through stratified random sampling. This sampling method was used because of the desire to obtain representation from academic departments and various stages of study. The number of respondents was calculated from the Krejcie and Morgan (1970) sample size determination table that suggested a sample size of about 375 respondents for a population size of more than 10,000. The sample chosen was deemed sufficient for stats analysis and finding results.

### **3.3 Research Instrument**

Structured questionnaire (Appendix-1) was applied to the data collection, which was designed referring to the research from the previous studies on digital media and English language learning. The questionnaire was composed of two sections. The first section collected

information about the demographic characteristics such as gender, age, academic level and department. The second section consisted of items on a Likert scale assessing how often students used the digital media and their attitudes toward the use of digital media in the learning of English.

A five-point Likert scale (Strongly Disagree to Strongly Agree) was used in the questionnaire (Appendix-1). The instrument was made up of statements on vocabulary development, reading skills, writing skills, listening comprehension, speaking skills, motivation, and the effectiveness of digital media in language learning. The questionnaire was pretested by applied linguistics and educational research experts for content validity before data collection.

### **3.4 Data Collection Procedure**

The data collection process was carried out with the proper permission of the respective authorities of the University of Okara. Participants were told what the study was about and that their answers would be confidential, and only for academic research. All respondents were asked to provide informed consent for participation, and it was voluntary.

The questionnaire (Appendix-1) was sent out both in print and via Google Forms to ensure optimum response. The students were provided enough time to fill in the questionnaire and it was collected over a four-week period. Data collection was monitored by the researcher to ensure that the data was complete and accurate.

### **3.5 Reliability and Validity**

A pilot study was done with 30 university students not included in the sample to ensure the reliability of the instrument. The collected data from the pilots were analyzed by Cronbach Alpha to determine the internal consistency. An acceptable Cronbach's Alpha value was set at 0.70 and above.

Content validity was achieved by expert review, using experts in English linguistics and educational technology. Feedback was taken into account in the final version of the questionnaire (Appendix-1) to enhance the clarity, relevance and appropriateness of the items presented.

### **3.6 Data Analysis**

The data collected were processed with the Statistical Package for Social Sciences (SPSS) 26. Demographic characteristics and responses to items on the questionnaires (Appendix-1) were summarized using descriptive statistics such as frequencies, percentages, means, and standard deviations.

To answer the first research question, descriptive statistical analysis was used to analyze students' perceptions of the impact of digital media in learning the English language. For the second research question, Pearson Product-Moment Correlation analysis was used to analyze the relationship between the frequency of digital media use to English language learning outcomes. Moreover, simple linear regression was conducted to analyze the predictive role of digital media on students' English language learning. A level of significance of 0.05 was used.

## **4. Results**

### **4.1 Introduction**

The data for this section are taken from 375 students of the University of Okara. Data was analysed by SPSS version 26. The research questions and objectives of the study were addressed through the use of descriptive statistics, reliability analysis, Pearson Product-Moment Correlation and Simple Linear Regression.

### **4.2 Demographic Profile of Respondents**

#### **4.2.1 Gender Distribution**

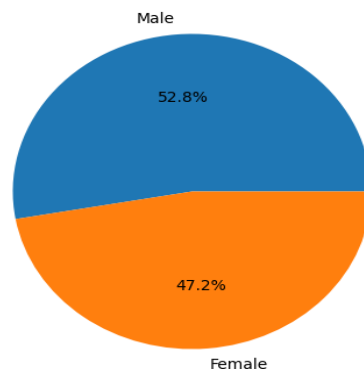
The results (Table 1, Figure 1) shows that 198 (52.8%) of respondents were males and 177 (47.2%) were female. This indicates that there was a good representation of both genders in this study.

**Table 1 Gender Distribution of Respondents (N = 375)**

Gender	Frequency	Percentage
Male	198	52.8
Female	177	47.2
Total	375	100

**Figure 1. Gender Distribution**

Gender Distribution of Respondents (N=375)



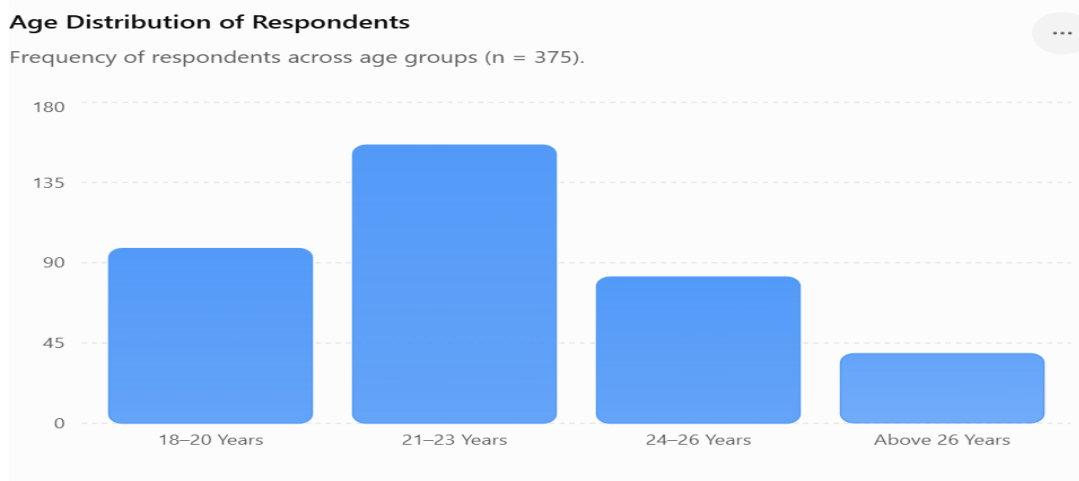
**4.2.2 Age Distribution**

The majority of respondents (41.6%) belonged to the 21–23 years age category (Table 2, Figure 2).

**Table 2. Age Distribution**

Age Group	Frequency	Percentage
18–20 Years	98	26.1
21–23 Years	156	41.6
24–26 Years	82	21.9
Above 26 Years	39	10.4

**Figure 2. Age Distribution**



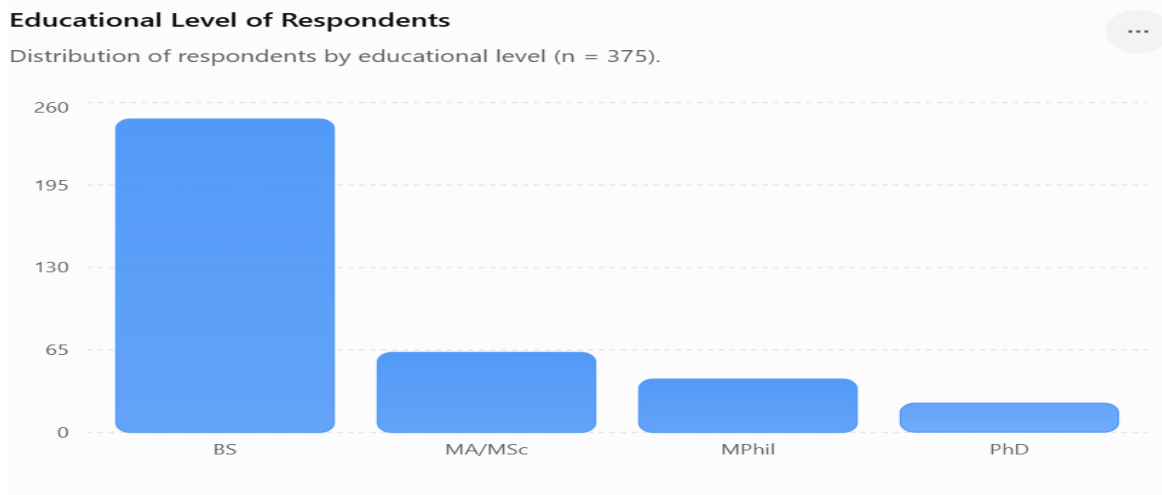
**4.2.3 Academic Level**

Table 3 and Figure 3 indicate that BS students constituted the largest proportion of respondents.

**Table 3. Academic Level**

Level	Frequency	Percentage
BS	247	65.9
MA/MSc	63	16.8
MPhil	42	11.2
PhD	23	6.1

**Figure 3. Academic Level**



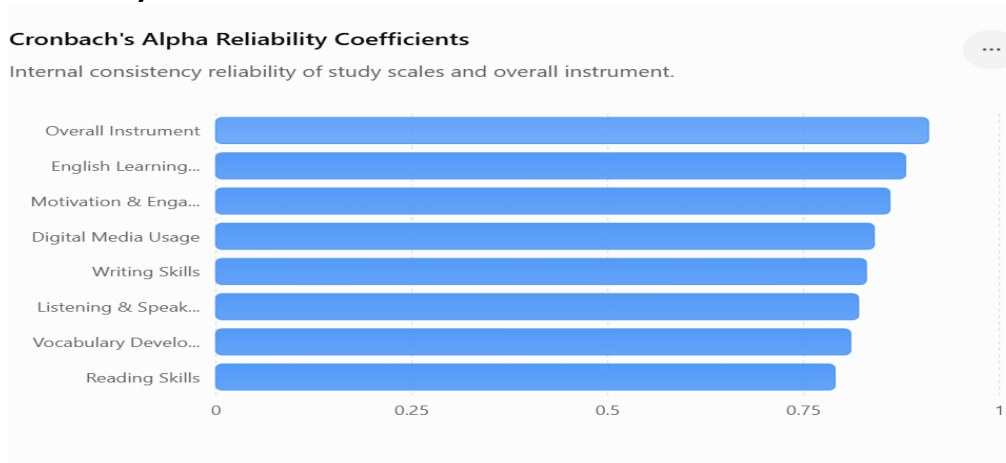
**4.3 Reliability Analysis**

Cronbach's Alpha was used to assess the internal consistency of the instrument. The overall Cronbach's Alpha value (Table 4, Figure 4) of .91 indicates excellent internal consistency of the questionnaire. All subscales exceeded the acceptable threshold of .70.

**Table 4. Reliability Statistics**

Scale	Items	Cronbach's Alpha
Digital Media Usage	5	.84
Vocabulary Development	4	.81
Reading Skills	4	.79
Writing Skills	4	.83
Listening & Speaking Skills	4	.82
Motivation & Engagement	4	.86
English Learning Outcomes	4	.88
Overall Instrument	29	.91

**Figure 4. Reliability Value of the Coefficients**



**4.4 Descriptive Statistics**

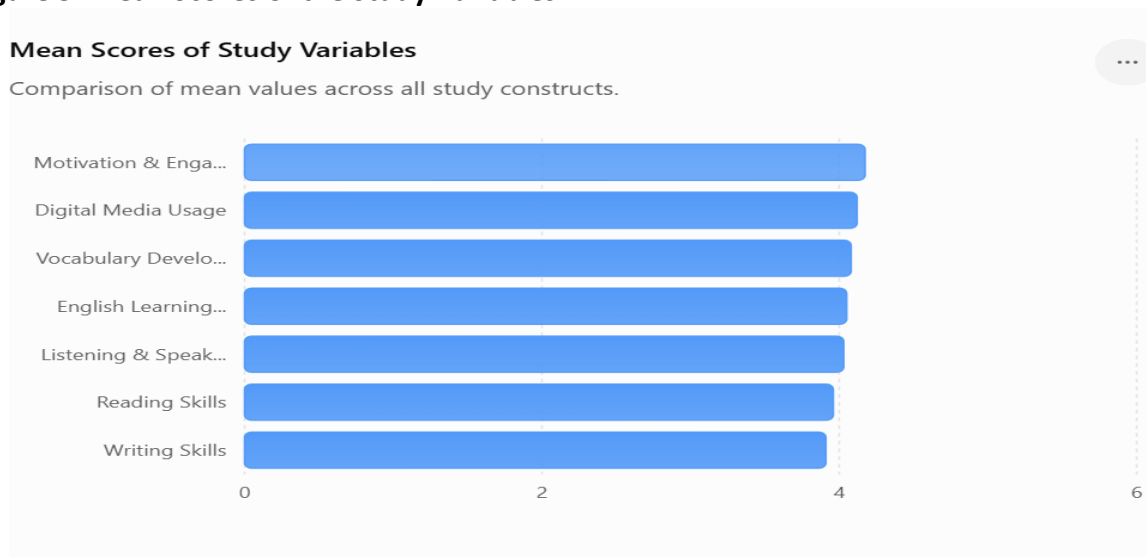
**Research Question 1**

The findings indicate that the mean scores (Table 5, Figure 5) are high for all constructs. The highest mean score (M = 4.18, SD = 0.61) was found for Motivation and Engagement followed by digital media usage (M = 4.12, SD = 0.63). Based on these results, it could be concluded that students have a high level of benefit on digital media with regard to English language learning. The overall mean score (M = 4.05, SD = 0.65) shows that respondents have a positive attitude towards the influence of digital media on English language skills.

**Table 5. Descriptive Statistics of the Study Variables**

Variable	Mean	SD
Digital Media Usage	4.12	0.63
Vocabulary Development	4.08	0.67
Reading Skills	3.96	0.71
Writing Skills	3.91	0.74
Listening & Speaking Skills	4.03	0.69
Motivation & Engagement	4.18	0.61
English Learning Outcomes	4.05	0.65

**Figure 5. Mean Scores of the Study Variables**



#### 4.5 Pearson Correlation Analysis

##### Research Question 2

Results of Pearson correlation analysis (Table 6) showed a high positive correlation between the use of the digital media and the results of English language learning ( $r = .724$ ,  $p < .001$ ).

The results of the correlation analysis obtained are as follows. The correlation value obtained is 0.558 or 55.8 percent which means that the students who often use digital media to learn English have English language learning outcomes that are higher than the students who seldom use digital media to learn English. The relationship is statistically significant as the  $p$  value is  $< .05$ .

Thus, Research Question 2 is answered: Yes, there is a significant association between the use of digital media and English language learning.

**Table 6. Pearson Correlation Matrix**

Variables	r	p-value
Digital Media Usage & English Learning Outcomes	.724**	.000

$p < .01$

#### 4.6 Regression Analysis

A simple linear regression was performed to see if there was a relationship between using digital media and the English language learning outcomes.

##### 4.6.1 Model Summary

The coefficient of determination ( $R^2 = .524$ ) indicates that digital media use explains approximately 52.4% (Table 7) of the variance in English language learning outcomes.

**Table 7. Model Summary**

R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error
.724	.524	.523	.447

##### 4.6.2 ANOVA Results

The regression model was statistically significant (Table 8),  $F(1,373) = 410.62$ ,  $p < .001$ , indicating that digital media use significantly predicts English language learning outcomes.

**Table 8. ANOVA Results**

Source	F	Sig.
Regression	410.62	.000

##### 4.6.3 Regression Coefficients

The regression coefficient (Table 9) indicates that the use of digital media in English language learning has a positive and significant influence with the value of  $\beta = .724$ ,  $p < .001$ . For every unit gain in digital media use, there is a .684-unit gain in English language learning outcomes.

**Table 9. Regression Coefficients**

Predictor	B	$\beta$	t	Sig.
Constant	1.237	—	8.91	.000
Digital Media Usage	0.684	.724	20.26	.000

#### 4.7 Findings

The results show that university students often use digital media as part of their learning activities and consider it as a valuable tool in learning English. The mean scores for all the areas of language development (i.e., vocabulary development, reading skills, writing skills, listening and speaking skills, and motivation) are high and positive, indicating that digital media has a positive effect on different aspects of language learning.

The positive relationship between the use of digital media and the English language learning outcomes is very high, which was in line with the findings of previous studies that had previously highlighted the educational value of digital media, such as social media, websites, and online learning platforms. The regression output also revealed that digital media is a good predictor of English language learning outcomes for university students.

## 5. Discussion

The main aim of this study was to explore the influence of digital media on the language learning of the students of the University of Okara. The results showed that the students' perceptions of using digital media for learning a language were generally positive. The medium scores in all dimensions from vocabulary development to reading skills, writing skills, listening and speaking skills, motivation and engagement, and overall English language learning outcomes suggest a significant contribution of digital media in the acquisition and development of the English language by university students.

The descriptive results showed that the mean score of digital media usage was high ( $M = 4.12$  and  $SD = 0.63$ ), which means that the students use digital media in their studies quite often, including using YouTube, WhatsApp, Facebook, Instagram, and language learning websites. This finding adds to the theory that digital technologies have become an integral part of today's language education. This finding agrees with Kukulska-Hulme (2020), who claimed that, with mobile and digital technologies, learning opportunities are no longer restricted to the classroom, allowing students to now learn a language anytime, anywhere. Likewise, Godwin-Jones (2018) noted that digital technologies offer genuine language exposure and interactive learning opportunities that have a great impact on language development.

The results also showed that digital media has a positive effect on vocabulary learning ( $M = 4.08$ ,  $SD = 0.67$ ). Students mentioned the presence of new words, context language, and real communication on digital platforms. This is consistent with Stockwell and Reinders (2019) who demonstrated that technology enhanced learning environments allow for immediate feedback, multimedia resources and repeated exposure to vocabulary, which all relate to vocabulary acquisition. Similarly, Al Arif (2019) found that social networking sites are often used by university students to facilitate the acquisition of vocabulary skills and to increase their vocabulary. From the present results, it may be concluded that digital media are proving to be a good vocabulary enrichment tool for ELLs.

In terms of reading skills, the results showed that digital media has a positive effect on the student's reading comprehension and reading practices ( $M = 3.96$ ,  $SD = 0.71$ ). Students recognised that access to online articles, blogs, websites and social media expands their access to English texts or improves their ability to comprehend texts. This finding is in keeping with existing studies that indicate that digital environments offer learners access to a variety of reading materials that promote reading proficiency. Ahmad, Shakir, and Siddique (2019) highlighted that the interaction management is essential for creating supportive learning environments, which digital reading platforms can complement. Online learning platforms appear to develop wide reading habits and empower learners to take charge of their own learning, which results in language improvement (Benson, 2017). Based on the results of this study, it can be concluded that digital media is a useful tool for improving reading skills in students in the university.

Likewise, the study revealed that digital media also positively impacts on the skill of writing ( $M = 3.91$ ,  $SD = 0.74$ ). Students indicated that using social networking sites, messaging software and online talk led to opportunities for using written English regularly. The result confirms the results of Godwin-Jones (2018) that digital communication platforms provide authentic writing

contexts in which learners are actively involved in language production. Regular online interaction helps students to develop grammatical competence, sentence structure, and writing ability. Hence, the present study was found to be as digital media is a useful context in writing development.

The findings also indicated positive attitudes towards listening and speaking skills ( $M = 4.03$ ,  $SD = 0.69$ ). Students reported the following benefits from the use of videos, podcasts, online lectures and interactive communication tools: Enhancing pronunciation and listening skills, and building confidence in speaking English. This finding aligns with the study by Dinsa and Taddese (2024) that indicated that social media and digital communication tools play a crucial role in improving the speaking ability and offer opportunities for interaction and oral practice. Likewise, Kukulska-Hulme (2020) pointed out the significance of mobile assisted language learning for the listening and speaking abilities in the context of authentic audio-visual materials. The present study, therefore, confirms that digital media can improve the skill of oral language for university students.

Motivation and engagement were the dimensions with the highest mean ( $M = 4.18$ ,  $SD = 0.61$ ), suggesting that students think that digital media is very motivating in terms of this dimension. This finding confirms that language learning through digital learning environment is more enjoyable, interactive and learner-centred. Jabeen, Ahmad, and Abbas (2026) reported that social and emotional learning strategies contribute to increased student motivation and classroom involvement. The findings are in line with Muftah (2022) who found that social media platforms enhanced students' motivation and engagement while learning online. In the same way, Barrot (2022) noted that social media can improve the involvement of learners by providing social spaces for collaborative and communicative learning. The high motivation score in the present study shows that digital media can stimulate learners to actively participate and sustain in the learning activities of the English language.

The most important result of this study was that digital media use had a strong positive correlation with the results of the English language learning ( $r = .724$ ,  $p < .001$ ). This finding shows that the more digital media students use, the better the student's language learning results will be. This relationship is strong, so it can be concluded that digital media is not just a supporting medium in the learning process but an important factor in obtaining success in learning language. This result is in line with the research findings of Barrot (2022), Muftah (2022) and Alrasheedi (2020), who found positive relationships between technology use and language learning achievement. The present results thus confirm earlier research evidence of the significant role of digital media in language development.

The regression analysis also confirmed the significance of digital media in teaching and learning English. The results indicated that the use of digital media had a significant contribution on the English language learning outcomes ( $\beta = .724$ ,  $P < .001$ ), which explained about 52.4% of the variation in the language learning outcomes of students. This finding indicates that digital media has a strong influence in predicting the success of language learning among university students. This finding is consistent with the findings of Benson (2017) and Stockwell and Reinders (2019) that emphasized the importance of technology in promoting learner autonomy, motivation and language proficiency. The high explained variance shows that digital media is one of the main elements in modern language learning.

Looking at the results, the overall findings of this study agree with the increasing numbers of studies which have focused on the positive educational effects of using digital media in language learning environments. The positive results found in the different areas of language learning (vocabulary development, reading, writing, listening and speaking skills, motivation,

and overall learning outcomes) point to the fact that digital media can offer great opportunities for ELL. The results also show that digital technologies enable a learner-centered approach that fosters autonomy, engagement and language use in real situations. Therefore, digital media should be more systemically applied in English language teaching in order to enhance students learning opportunities and academic achievement, which should be taken into consideration by universities and language educators.

Finally, the results of the present study were largely similar to those of the previous national and international studies. The study supports the claim that digital media has a positive impact on learning English and it is a factor that can predict English learning success of university students. The findings indicate that the digital technologies use in higher education is becoming more significant, and emphasize that higher education teachers must use digital media effectively to improve their practices of English language teaching and learning.

## **6. Conclusion**

The effect of digital media on the English language learning of the students of University of Okara was a subject for the present study. Digital media has been a vital part of the world of higher education in recent years, offering learners a range of learning resources, authentic language and interactive communication opportunities. So, the study aimed to find out how much digital media is useful in learning English and whether there is a correlation between the use of digital media and the results of language learning.

The results showed that the use of digital media platforms by university students is often used to help students study, and university students view digital media platforms as useful media for learning English. The descriptive statistics showed positive perceptions in all the dimensions of language learning such as vocabulary development, reading skills, writing skills, listening and speaking skills, motivation and engagement, and English language learning outcomes. Of these, the greatest mean score in the study was obtained for 'motivation', with the result showing that digital media provides a pleasant and interaction learning environment, which makes language learning activities interesting for students and makes it easier for them to participate. Of the dimensions, 'motivation' was obtained with the greatest mean score, showing that the digital media provides a pleasant and interaction learning environment which makes language learning activities interesting for the student, so that students can participate easily in language learning activities.

The study also revealed that digital media is a media that can be used to improve students' English proficiency. Students indicated that digital platforms expose them to authentic language input, help to communicate in English and offer opportunities to independent learning. Ahmad, Mahmood, and Farukh (2020) found that modal verbs as stance markers in Pakistani English writing reflect how writers position themselves, suggesting that digital platforms exposing learners to varied stance expressions can enhance their writing confidence. The results indicate that digital media can help in developing both receptive skills (reading and listening) and productive skills (writing and speaking). Thus, digital media is used effectively as an additional teaching tool to enhance students learning from classroom to outside the classroom.

The one of the most significant findings in the study was the positive relationship between the use of digital media and English language learning outcomes that showed a high positive correlation. Pearson correlation analysis revealed that the more frequent the use of digital media, the higher the language learning achievement reported by the students. In addition, the regression analysis showed that the use of digital media significantly predicts the results of learning English, with a large percentage of variance in students English learning being

explained. The results of this study are consistent with the research conducted by previous researchers, which has shown that digital media is not only a facilitator in learning but it is also one of the factors that can assist students in learning foreign languages at university successfully.

The findings of this study align with the findings of earlier studies focusing on the positive educational outcomes of digital technologies in language learning settings. Results support the notion that digital media is conducive to the autonomy of the learner, motivation, authentic language input and continuous language practice. The study, therefore, enhances the stream of literature that highlights how technology can impact language teaching and learning in the modern world.

From the results of this study, it is concluded that the digital media has a positive and significant effect on the English language learning process among students in the university. Digital media incorporation in the education process can help improve the skills of the student's language, boost engagement, and boost learning outcomes. It is thus recommended that higher education institutes should promote the effective use of digital technologies in the teaching and learning of English and give students opportunities to use digital technologies in their academic work.

Summing up, the use of digital media in language teaching is an integral part of language learning. Technology is changing the way that learning takes place, and educators, policymakers, and institutions need to understand the potential of digital media and devise strategies to maximize its potential with ELLs. University's promotion of purposeful and responsible use of digital technologies can develop more effective, engaging and learner-centred language learning experiences for students.

### **6.1 Recommendations**

The systematic use of digital media in English language teaching and learning should be promoted at universities. Teachers of English should make use of education technology tools like learning management systems, language learning applications, web discussion forums, podcasts, and video sharing websites in addition to the classroom. Use of digital resources may afford students more access to authentic language materials, as well as more interactive learning activities which will improve vocabulary, reading, writing, listening and speaking skills. Higher education Institutes should arrange digital literacy and language learning workshops, seminars, and training courses. These should be targeted to assist students in finding credible online sources, assessing online information and in utilizing online media for learning. Training programs may also help students learn how to control on-line distractions and use technology in a productive way to gain the maximum from learning.

Universities need to promote students self-directed language learning via digital platforms. Teachers can give students technology-based assignments, collaborative projects, and self-study activities related to a language that will inspire students to be responsible for their own learning. Access to digital libraries, online language courses, educational websites and mobile learning applications can be additional assistance for autonomous study and can help to enhance English language skills continuously.

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## Appendix-1

### Questionnaire

#### The Impact of Digital Media on English Language Learning Among University Students: A Quantitative Study

##### Participant Information

Dear Participant,

You are invited to participate in a research study entitled "*The Impact of Digital Media on English Language Learning Among University Students*". The purpose of this study is to investigate how digital media influences English language learning among students of the University of Okara.

Your responses will remain confidential and will be used solely for academic research purposes.

Participation is voluntary.

Please tick (✓) the most appropriate response.

##### Section A: Demographic Information

###### 1. Gender

- Male
- Female
- Prefer not to say

###### 2. Age

- 18–20 Years
- 21–23 Years
- 24–26 Years
- Above 26 Years

###### 3. Academic Level

- BS
- MA/MSc
- MPhil
- PhD

###### 4. Faculty/Department

- English
- Education

- Management Sciences
- Social Sciences
- Natural Sciences
- Other \_\_\_\_\_

**5. Average Daily Use of Digital Media**

- Less than 1 Hour
- 1–2 Hours
- 3–4 Hours
- 5–6 Hours
- More than 6 Hours

**6. Most Frequently Used Digital Media Platform for English Learning**

- YouTube
- Facebook
- WhatsApp
- Instagram
- TikTok
- Educational Websites
- Language Learning Apps
- Other \_\_\_\_\_

**Section B: Digital Media Usage and English Language Learning**

**Instructions**

Please indicate your level of agreement with each statement using the following scale:

**Scale Response**

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

**Dimension A: Digital Media Usage**

No. Statement	1	2	3	4	5
DMU1 I use digital media regularly for educational purposes.					
DMU2 I frequently access English-language content through digital media.					
DMU3 Digital media is an important part of my daily learning activities.					
DMU4 I use social media platforms to improve my English skills.					
DMU5 I spend considerable time using digital media for English learning.					

**Dimension B: Vocabulary Development**

No. Statement	1	2	3	4	5
VD1 Digital media helps me learn new English vocabulary.					
VD2 I encounter useful English words while using digital media.					
VD3 My vocabulary has improved through digital media usage.					
VD4 Digital media helps me understand word meanings in context.					

**Dimension C: Reading Skills**

No.	Statement	1	2	3	4	5
RS1	Reading online articles improves my English reading ability.					
RS2	Digital media increases my exposure to English reading materials.					
RS3	I understand English texts better because of digital media.					
RS4	Digital media has improved my reading comprehension skills.					

**Dimension D: Writing Skills**

No.	Statement	1	2	3	4	5
WS1	Digital communication improves my English writing skills.					
WS2	Social media helps me practice writing in English.					
WS3	My grammar has improved through digital media interaction.					
WS4	I write English more confidently because of digital media.					

**Dimension E: Listening and Speaking Skills**

No.	Statement	1	2	3	4	5
LSS1	Watching English videos improves my listening skills.					
LSS2	Digital media helps me understand English pronunciation better.					
LSS3	Digital media encourages me to speak English more frequently.					
LSS4	My speaking confidence has increased through digital media use.					

**Dimension F: Motivation and Engagement**

No.	Statement	1	2	3	4	5
ME1	Digital media makes English learning more interesting.					
ME2	I feel motivated to learn English through digital platforms.					
ME3	Digital media encourages independent learning.					
ME4	Digital media increases my engagement in English learning activities.					

**Dimension G: Overall English Language Learning Outcomes**

No.	Statement	1	2	3	4	5
ELO1	Digital media has positively affected my English language learning.					
ELO2	My overall English proficiency has improved through digital media.					
ELO3	Digital media is an effective tool for learning English.					
ELO4	I would recommend digital media for English language learning.					

Thank you for your participation.