



MEDIA BASED TEACHING METHODS: CHALLENGES AND STRATEGIES

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ABSTRACT

The study investigates the challenges faced by English as a Foreign Language (EFL) teachers in integrating digital media into their classrooms. Official documentation and teacher interviews were used to gather data. The findings revealed that teachers faced challenges such as lack of competence, deficient teaching materials, and inadequate digital skills. Low internet speed and a shortage of devices were examples of infrastructure constraints that exacerbated these problems. Teachers were open to utilizing a variety of technological tools and apps, such as projectors, computers, smartphones, audio speakers, and software such as Google Classroom, PowerPoint, Hot Potatoes, and online dictionaries, in spite of these obstacles. The study offers insights into how to help and improve EFL teachers' efforts to adapt to digital media while highlighting their inventiveness and perseverance.

Introduction

Media-based teaching methods in the digital age enhance learning through interactive platforms, video lectures, VR simulations, and social media integration, but also present challenges for effective learning outcomes. The lives of city youth are saturated with media-from television and tablets, to social networks, mobile devices, and video game consoles. Today's youth spend the majority of their waking lives as consumers and producers of media. This interaction has both positive and potentially harmful effects. On the one hand, as the opening example demonstrates, youth are acquiring sophisticated media production and distribution skills that could be useful to transition to academic achievement, professional employment, and civic engagement in the 21st century. (E.Morrell et.al. 2015). Mainstreaming the technological media within what is called "Multimedia" is the pattern which led to infinite applications of computer technologies. The concept of this technology came into being with the appearance of sound cards, then compact disks, then came the use of digital camera, then the video which made computer an essential educational tool. Nowadays, multimedia expanded to become a field on its own.

The concept of multimedia technology is broad & it has infinite usage fields; it is a profound element as an educational technology in addition to its use in medical & statistical domains & in establishing databases. Moreover, the entertainment sector is one of the sectors that has the lion’s share in using this technology. Interaction is the main element in multimedia technology as most of its applications are characterized by interaction. Consequently, multimedia programs may provide a more effective & more influential experiment than using each technology separately.

The researcher thinks that multimedia is one of the best educational techniques because it addresses more than one sense simultaneously, as it addresses the senses of sight & hearing. Multimedia programs provide different stimuli in their presentations which include a number of elements some of which are (S.Aloraini. 2012) texts, spoken words, sound & music, graphics, animations and still pictures.

Method

The study examined the availability of facilities and infrastructure in schools, including Wi-Fi, network access, projectors, audio speakers, and computer laboratories; it collected data on the types of digital media used, frequency, confidence, challenges encountered, and support required to overcome them; it evaluated the degree to which these resources were used in teaching practices; and it evaluated the level of institutional support for professional development. The study also examined the experiences, motivation, challenges, and strategies of EFL teachers when teaching English using digital media.

Results

This table summarizes the main obstacles and solutions for teachers implementing media-based teaching methods in EFL classrooms.

Table 1.

Challenges	Strategies to Overcome Challenges
Lack of digital competence among teachers	Conducting professional development and training programs on digital tools usage.
Insufficient instructional resources	Utilizing free online resources, open educational materials, and school collaboration for resource sharing.
Limited access to technology (devices, software, internet connection)	school investment in technological infrastructure, using offline teaching methods when necessary.
Low student engagement in digital learning	Implementing interactive activities such as gamification, quizzes, and discussion forums.
Technical difficulties (software compatibility issues, system crashes, etc.)	Preparing backup plans, using multiple platforms, and ensuring familiarity with alternative tools.
Resistance to technology integration	Raising awareness of the benefits of digital teaching methods through workshops and peer support.
Assessment and feedback challenges	Utilizing digital assessment tools like Google Forms, Kahoot, and online grading systems for efficient feedback.
Time constraints for lesson	Pre-planning digital lessons, creating reusable

planning and implementation

templates, and using automated grading systems.

For a considerable amount of time, multimedia has been asserted as an essential component of the process of teaching and learning in the classroom. The goal of the new teaching approach is to help students visualize the lesson by preventing them from creating images in their minds while they listen to and produce a text's pictorial description. According to the argument that multimedia-enabled instruction gives students numerous opportunities to "organize, synthesize, and develop" an engaging experience of visible contents that they perceived audibly, a learner can visualize, making a lesson more understandable and long-lasting.

The Role of Technology-Based Education

The progress of technology has provided teachers with extensive access to learning and professional development without having time and space boundaries. Indeed, using technology for educator improvement builds affinity spaces that vary from conventional environments confined by bureaucracies and hierarchies. Technology provides many advantages such as making education fascinating and more effective regarding improvements. Using technology facilitates students' engagement and learning based on their favorites. This issue is widely admitted to English education in the modern world. Technology meets the student's audiovisual feelings. Technology has become a part of our normal life; therefore, it turns to reconsider the notion of merging technology into the educational program and focusing on its integration into education to help the learning procedure. That is, technology turns into an essential component of the learning experience and an important issue for educators, from the start of making the learning experience ready to the process of learning and instruction. Technology merging in education enhances academic settings by allowing students to complete tasks on computers instead of traditional paper and pen. This is especially important in EFL settings where students have limited opportunities to practice and evaluate their language competencies. Technology-based English language education tasks enhance collaborative learning and allow proficient application of language in communication. Computer tasks provide rapid access to data and valid content, while consistent internet use encourages more learning. According to [Freeman and Anderson \(2011\)](#), technology makes education easy and offers educators proper education resources, presenting language learning experiences to the students' world. Technology can provide students with valid knowledge. Technology is employed as a crucial and vital part of education and learning experience; it maintains important matters for the educators since the start of the final stage of education and learning procedure. The approaches to language education have been modified because of the technology development and educator need to have proper information about the technology with the language education attitude. Language education and learning approaches are altered due to signs of progress in technology.

Teachers' challenges and strategies in using digital media in teaching English

The study analyzed EFL teachers' experiences, motivation, struggles, and strategies in teaching English using digital media. It examined the availability of facilities and infrastructure in schools, such as Wi-Fi, network access, projectors, audio-speakers, and computer laboratories. The study analyzed the use of digital media in teaching, revealing challenges such as lack of competence, inadequate teaching materials, and inadequate digital skills. It also highlighted the limitations of infrastructures like low internet bandwidth and

device scarcity. However, digital media presents opportunities for educators to make learning more engaging and effective, especially in teaching English as a foreign language. Technology plays a critical role in both physical and virtual environments. In today's world, technology plays a critical role in both physical and virtual environments, and mobile phones provide access to a vast array of resources and communities beyond communication. The rise of social media has created a digital culture, transforming the way teachers and students interact. EFL teachers are encouraged to incorporate digital media as instructional tools in their teaching and learning processes. Ardıç and Çiftçi (2019) found that professional development programs should involve the use of ICT, identifying future opportunities and providing ideas for educational policymaking. The use of technology in teaching English as a foreign language (EFL) has grown extensively, but teachers face challenges in incorporating digital literacy into teaching-learning activities. The generation gap and digital divide have become significant issues, and teachers struggle to embrace digital technology. Interviews revealed that teachers faced different phases of adaptation, such as creating digital teaching materials, feeling overwhelmed, relying on self-directed learning, and implementing digital media in the classroom. Despite these challenges, EFL teachers demonstrated creativity and initiative in addressing these challenges, improving their knowledge and abilities, and enhancing the quality and engagement of their lessons.

Different Types of Media and Its Importance

The goal of media is to convey an advertising message to the audience through the most appropriate media channel for their product. In general, you can classify media in three main categories.

Print Media

This type of news media used to be the only way of delivering information to the public. For the generations of the 80s and 90s, print media was the only media of entertain. People relied on newspapers and magazines to learn everything, from recipes and entertainment news to important information about the country or the world. Print media includes:

- **Newspapers** – printed and distributed on a daily or weekly basis. They include news related to sports, politics, technology, science, local news, national news, international news, birth notices, as well as entertainment news related to fashion, celebrities, and movies. Today's parents grew up with this type of printed media.
- **Magazines** – printed on a weekly, monthly, quarterly, or annual basis. It contains information about finance, food, lifestyle, fashion, sports, etc.
- **Books** – focused on a particular topic or subject, giving the reader a chance to spread their knowledge about their favorite topic.
- **Banners** – used to advertise a company's services and products, hung on easily-noticed sights to attract people's attention.
- **Billboards** – huge advertisements created with the help of computers. Their goal is to attract people passing by.
- **Brochures** – a type of booklet that includes everything about one company – its products, services, terms and conditions, contact details, address, etc. These online brochures are either distributed with the newspapers or hand over to people.

- **Flyers** – used mostly by small companies due to the low cost of advertising. They contain the basic information about a company, their name, logo, service or product, and contact information, and they are distributed in public areas.

Broadcasting Media

Broadcasting media includes videos, audios, or written content that provides important or entertaining information shared by different methods:

- **Television** – in the past, there were a few channels sharing various types of content, whereas now we have hundreds of TV channels to choose from. Each channel delivers a different type of content, so you have a separate channel for news, drama, movies, sports, animation, nature, travel, politics, cartoon, and religion. It's the number one broadcasting media due to its reach to the audience.

- **Radio** – uses radio waves to transmit entertaining, informative, and educative content to the public. Due to its high reach to the audience, radio is widely used for advertising products and services. Radio is one of the oldest means of entertainment, and today people often hear it to find out the weather and traffic while commuting.

- **Movies** – film, motion picture, screenplay, moving picture, or movie has world-wide reachability. It's the best type of mass media to promote cultures and spread social awareness. Movies have always played a huge part in the entertainment world.

Internet Media

Nowadays, we are relying on the Internet to get the news a lot more often than traditional news sources. Websites provide information in the form of video, text, and audio. We can even choose the way we want to receive the news. Types of Internet media includes:

- **Social networks or websites** – including Facebook, Instagram, Twitter, YouTube, Tumblr, LinkedIn, Snapchat, Quora, Reddit, Pinterest, etc. They are user-friendly and widely used by people around the world. Although we can find any news here, they may be misleading because of the lack of regulations on the content shared.

- **Online forums** - an online place where we can comment, message, or discuss a particular topic. Forums allow us to share knowledge with other people with the same interest. That's why it's regarded as the best platform to seek support and assistance.

- **Podcast** – a series of audios focused on a particular topic or theme. We can listen to them on a computer or a mobile phone. It's a platform that allows anyone to share their knowledge and communicate with the world. You can browse some podcast hosting sites to see what fits your needs best.

- **AI content** – the rise of AI-generated content has disrupted the content creation and online media landscape. Plenty of blogs, videos, and more have been relying on different AI tools like ChatGPT, text to speech generators, AI art generators, content writers, and more.

The lack of coverage of media literacy in learning materials

A conspicuous challenge in the integration of digital literacy into English Language Teaching (ELT) lies in the insufficient coverage of essential components such as global awareness, economic literacy, and media literacy within learning materials. Many existing curricula and learning resources may not adequately address the critical intersections between language proficiency and these vital literacy skills for the digital age. Global awareness is crucial for fostering cross-cultural communication and understanding, economic literacy equips learners with the skills to navigate the complexities of the global economy, and

media literacy is essential for deciphering the vast array of digital information. The oversight in incorporating these elements into ELT materials hinders students from developing a comprehensive set of digital literacy skills necessary for active and informed participation in today's interconnected world. Addressing this gap requires a concerted effort to reevaluate and update learning materials, ensuring they align with the multifaceted demands of 21st-century digital literacy education. Rinekso (2021) consider the inclusion of 21st century skills especially global awareness, ICT, media and economic literacy. The 4Cs (creativity, critical thinking, communication and collaboration skills) were also recommended to be integrated as it is the most prevalent skills of 21st century learning. This is intended to prepare our students surviving in a digital-competitive and disruptive era. Likewise, materials developers have to keep up to date in designing textbooks by following the dynamic changes of world due to the impact of technology development and globalization. Thus, infusing 21st century skills to secondary school textbooks will be a strategic way to prepare students early facing the multifaceted and complex life situation.

The Digital Divide in Classroom Technology Use

The digital divide in media refers to the disparity in access to modern information and communication technologies, such as the internet, between those with access and those without, often influenced by factors like income, location, and digital literacy levels. This divide not only affects individuals' ability to access information but also exacerbates existing socioeconomic disparities, as those without access may miss out on educational opportunities, economic growth, and civic participation. The digital divide also influences how communities interact with media, with urban areas benefiting from real-time news and online services, while rural or underserved regions may face delayed or limited information flow. The "digital divide" in education is a significant issue, but the frequency of expensive technologies is not yet fully understood. Few studies evaluate how teacher beliefs about student social class and race-ethnicity, as well as institutional perceptions of technology value, influence their daily use. A study of five teachers from three elementary schools found that interactive whiteboards were used dynamically in middle-class and upper-class schools, but similarly in low-income schools. The relationship between culture and educational technology in perpetuating inequality is not well understood. Despite concerns about the digital divide, educators and researchers are becoming more cautious about technology use. This study explores how the same educational technology – the interactive whiteboard – is used across elementary schools that vary by social class. Different from other studies of classroom technology use, I examine how culture, in the form of teacher beliefs and institutional perceptions about technology reform, might structure instructional use of interactive whiteboards. Observing the differentiated use of technology across class contexts provides insights into how opportunities to acquire valuable technological competencies favor some students over others. Using data collected from interviews and observation in classrooms at three suburban elementary schools that vary by social class and race ethnicity, I compare teachers' classroom practices and use of instructional technology. Through classroom observation, I focus specifically on teachers' use of the interactive whiteboard in their everyday lessons. I tabulate counts of use of the technology to examine how often it is used in each classroom. Middle and upper-class schools have more freedom in using interactive

whiteboards, allowing frequent student interaction, while lower-class schools have limited interaction and use the technology as a traditional blackboard.

Discussion

The study shows that rather than considering technology integration as an essential component of high-quality instruction, many teachers see it as a mandate from the government. This research reveals that teaching using multimedia tools is more diverse than the lecture or traditional methods. The researcher holds the view that these changes are not solely caused by technology, teachers play a major role in the integration of ICT in pedagogy. The ability of teachers to teach effectively creates positive feedback in students' minds. Analyzing the results of this study shows that conducting classes using multimedia enables students to actively participate in lessons and ensures sustainable learning. Despite the positive effects of using multimedia tools in the classroom, several challenges have been identified. Although these challenges are very common, their impact on teaching and learning is far-reaching. In light of this lack of experience, more time is spent addressing technological problems than on the essential elements of education. Lack of expertise in digital technology is the largest obstacle faced by remote teachers. Fears and misconceptions about technology are significant barriers to effective integration. To develop their skills, educators use self-directed learning strategies and take part in online courses. The distribution of training in the area is still unequal, though. Students can still access learning resources in spite of obstacles. In order to increase student learning results, teachers must constantly improve their digital skills as media online becomes a more prevalent teaching tool. Based on prior research, multimedia equipment is believed to dramatically raise educational standards in the classroom. So, reducing the existing barriers is a timely demand.

Conclusion

The study found that EFL teachers who used digital media to teach English faced challenges such as inadequate technological expertise, difficulty in lesson planning, and insufficient technical skills. These issues led to insufficient time and student discipline in online learning activities. Despite these challenges, teachers demonstrated creativity, provided necessary resources, and sought assistance from colleagues. The inadequacy of multimedia equipment in classrooms and challenges in using it hinder sustainable student learning. Students look forward to multimedia classes, but obstacles include unsuitable classrooms, ineffective teachers, uneven teacher-student ratios, and lack of funding for digital classrooms.

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