

Is Traditional Media Still Relevant in English Language Teaching?: Perceptions and Challenges

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Received: March 2024; Revised: May 2024; Published: June 2024

Abstract

The relevance of traditional media in English Language Teaching (ELT) has come under increasing scrutiny due to the proliferation of digital technologies. This study aims to investigate whether traditional media still hold relevance in the modern ELT classroom, amidst widespread adoption of digital tools. Employing a mixed-methods approach, the research integrates quantitative surveys of 100 students and qualitative interviews with five English lecturers at Padang State Polytechnic, Indonesia. The survey results indicate varied perceptions: while traditional media are valued for their structured and reliable content, they lack the interactivity and engagement offered by digital media. Findings reveal that 65% of students find digital media easier to understand, and 70% prefer digital tools over traditional resources. Interviews with lecturers highlight the necessity of a balanced, blended approach that integrates both traditional and digital media to enhance learning outcomes and cater to diverse student needs. The study concludes that a blended approach is optimal, combining the stability and reliability of traditional resources with the dynamic, engaging capabilities of digital tools. The implications of this study underscore the importance of digital literacy training for educators and suggest future research should focus on the long-term effects of blended learning, addressing accessibility and equity issues in digital media use.

Keywords: Traditional media; Digital media; English language teaching; Blended learning

How to Cite: Febriansyah, G., Zaim, M., & Thahar, H.E. (2024). Is Traditional Media Still Relevant in English Language Teaching?: Perceptions and Challenges. *Journal of Language and Literature Studies*, 4(2), 459-471. doi: <https://doi.org/10.36312/jolls.v4i2.1929>



<https://doi.org/10.36312/jolls.v4i2.1929>

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INTRODUCTION

In the rapidly evolving landscape of English Language Teaching (ELT), the relevance of traditional media such as textbooks, printed materials, and audio cassettes has come under scrutiny. Experts like Smith and Ragan (2005) highlight that instructional media encompass all materials and means used to implement instruction and facilitate students' achievement of instructional objectives, including traditional materials like chalkboards and handouts. However, they also acknowledge the increasing need for incorporating newer media such as computers and the Internet to meet the evolving demands of modern education. Similarly, Babalola (2013) emphasizes that educational media, whether traditional or modern, play a crucial role in promoting effective teaching and learning activities. This study aims to explore the perceptions and challenges associated with the use of traditional media in ELT, supported by expert opinions and recent research findings, to provide a balanced perspective on its continued utility amidst the rise of digital tools.

Traditional media have long been foundational in ELT, providing structured and reliable content for learners. According to Tomlinson (2011) textbooks have been indispensable in delivering a consistent curriculum and ensuring standardization in language instruction. These resources often contain meticulously curated content that aligns with educational standards and learning outcomes. For example, textbooks are usually designed following a systematic pedagogical framework, including exercises, activities, and assessments that progressively build language skills (Harmer, 2007). The comprehensiveness and reliability of traditional media have made them a staple in classrooms worldwide. One significant advantage of traditional media is its stability and lack of dependency on technological infrastructure. Harmer (2007) emphasizes that in regions with limited access to the internet and digital devices, traditional media remain crucial. They provide an equitable learning opportunity, ensuring that all students, regardless of their socio-economic status, can access quality educational materials. Moreover, traditional resources such as printed books do not suffer from technical issues such as software malfunctions or connectivity problems, which can disrupt learning processes (Grabe, 2019)

Despite these benefits, the static nature of traditional media poses challenges in meeting the diverse and dynamic needs of modern learners. (Brown, 2007) argues that digital media offer interactive and engaging content that can be tailored to individual learning styles and preferences. The interactivity and multimedia capabilities of digital platforms provide immersive experiences that can enhance language acquisition. For instance, digital applications and online platforms can offer instant feedback, diverse language exercises, and access to authentic materials, which are less feasible with traditional media (Richards, 2015) This adaptability makes digital resources particularly effective in maintaining student engagement and motivation. Furthermore, the integration of digital media into ELT supports the development of 21st-century skills such as digital literacy, critical thinking, and collaboration. As (Prensky, 2001) notes, today's learners are digital natives who are more comfortable and motivated when using technology in their studies. The use of digital media aligns with their everyday experiences and prepares them for the technological demands of the modern world. Digital platforms also facilitate collaborative learning, allowing students to interact with peers and educators in real-time, thus fostering a more interactive and participatory learning environment (Dudeney & Hockly, 2012)

However, the transition from traditional to digital media is not without its challenges. The digital divide remains a significant issue, as not all students and institutions have equal access to the necessary technology and internet connectivity (Warschauer, 2003). This disparity can exacerbate educational inequalities, leaving disadvantaged students behind. Additionally, there is a need for professional development for educators to effectively integrate digital tools into their teaching practices (Kessler, 2018). Without adequate training and support, teachers may struggle to utilize digital resources effectively, potentially undermining their pedagogical impact. Moreover, the rapid pace of technological change can overwhelm educators, making it difficult to keep up with new tools and methodologies. The cost of digital infrastructure is another concern. Equipping schools with the latest technology and maintaining these systems can be financially burdensome, particularly for institutions in underfunded regions. Furthermore, there are pedagogical challenges related to the use of digital media. The over-reliance on technology can sometimes lead to superficial learning, where students are more focused on using tools rather than engaging deeply with the content (Salaberry, 2001)

Recent studies have explored various aspects of media use in English Language Teaching (ELT), but gaps remain in understanding the comprehensive relevance of traditional media in the current digital age. For instance, the study by (Muftah, 2023)

highlights the impact of social media on language learning during the COVID-19 pandemic, emphasizing the benefits and challenges associated with these platforms (Emerald Insight). Similarly, research reviewed in 2021 discusses the pedagogical advantages of social media in higher education, yet primarily focuses on digital tools rather than traditional media. The article by EFL Magazine (2021) outlines trends in EFL teaching, stressing the importance of technology and remote learning communities but lacks an in-depth comparison with traditional media approaches. The British Council (2021) identifies emerging trends in ELT, including the use of innovative tools to enhance learner engagement, but does not address how these tools compare to traditional media in contemporary settings. Additionally, the book "Global Englishes for Language Teaching" by (Rose & Galloway, 2019) consolidates the impact of global English spread on TESOL, with ongoing implications up to 2023, yet it predominantly focuses on global perspectives rather than a detailed evaluation of traditional media's role.

The gap between my research on the relevance and challenges of traditional media in ELT and previous studies is evident in the focus and methodologies applied. Previous studies have extensively explored digital and interactive media in language teaching, such as TikTok for improving pronunciation (Sukma Suwanda et al., 2024), Google Classroom for enhancing reading comprehension (Susanti & Junining, 2021), Quizlet for vocabulary learning (Bayaksud et al., 2024), and OpenAI ChatGPT for improving writing skills (Zebua & Katemba, 2024). Additionally, research by (Rahaman et al., 2024) has demonstrated the effectiveness of picture-based materials for vocabulary acquisition in elementary schools. These studies highlight the benefits and challenges of modern digital tools, emphasizing their role in promoting student engagement and language proficiency. Novasyari and Fauziah (2021) focus on the general role of various media in English Language Teaching (ELT), emphasizing the need for creative integration of both traditional and digital media to engage students and improve learning outcomes. However, they do not extensively address the specific challenges and perceptions associated with traditional media in contemporary settings. Kurniati et al. (2021) explore the effectiveness of audio media, particularly scripted songs, in enhancing English learning for elementary students, demonstrating significant improvements in listening and speaking skills. Despite their focus on innovative media, they do not examine the broader implications of traditional media in ELT.

This research is crucial in understanding the ongoing role of traditional media amidst the digital revolution in education. It addresses a significant gap in the current literature, which predominantly focuses on the benefits and challenges of digital media. By investigating the relevance of traditional media, this study contributes to a balanced understanding of effective teaching methodologies in ELT. The findings have the potential to influence educational policies and practices, ensuring that both traditional and digital media are utilized optimally to enhance language learning.

The implications of this research extend beyond theoretical insights, offering practical recommendations for educators, policymakers, and curriculum developers. By identifying the strengths and limitations of both media types, the study provides a foundation for developing blended learning approaches that cater to diverse student needs. This research also highlights the importance of digital literacy training for educators, ensuring that they can effectively integrate digital tools into their teaching practices. Furthermore, it addresses issues of accessibility and equity, advocating for strategies that ensure all students have access to quality educational resources, regardless of their technological capabilities.

However, there is a noticeable gap in the literature regarding current perceptions and challenges associated with traditional media in ELT. My research aims to fill this gap by investigating whether traditional media still holds relevance in the modern ELT classroom.

amidst the widespread adoption of digital tools. This focus on traditional media and its contemporary role is largely unexplored in recent studies, which predominantly emphasize digital and interactive media platforms. Therefore, this research will provide a fresh perspective on the ongoing debate about the efficacy and relevance of traditional media in the ever-evolving landscape of language education.

This research seeks to explore several critical questions to address the gap in understanding the role of traditional media in modern English Language Teaching (ELT). Firstly, it aims to investigate the current perceptions of educators and students regarding the use of traditional media in ELT, exploring whether these resources are still valued in contemporary classrooms. Secondly, the study examines the specific challenges associated with using traditional media compared to digital tools, identifying the obstacles that educators and students face. Additionally, the research aims to compare the impact of traditional media and digital tools on language learning outcomes and student engagement, assessing which medium proves more effective in enhancing educational experiences. Finally, the study considers whether a blended approach that integrates both traditional and digital media can provide a more effective and comprehensive learning experience in ELT. By addressing these questions, the research seeks to offer a balanced perspective on the efficacy and relevance of traditional media in the evolving landscape of language education.

RESEARCH METHOD

Research Design

This research used a mixed-methods approach, integrating both qualitative and quantitative methodologies, to provide a comprehensive analysis of the perceptions and challenges associated with traditional media use. The quantitative analysis of perception data allows for a broad understanding of how widely and to what extent traditional media is valued or critiqued by different stakeholders, offering statistically significant insights that enhance the generalizability of the findings (Creswell and Clark, 2018). Meanwhile, the qualitative analysis of the challenges provides an in-depth exploration of nuanced issues and contextual factors that cannot be captured through quantitative measures alone, allowing for a richer, more detailed understanding of the complexities involved (Denzin & Lincoln, 2018). This combination ensures a more holistic approach, addressing both the breadth and depth of the research questions, thereby enhancing the robustness and validity of the study's conclusions (Tashakkori, 2008)

Research Participants

The participants for this study will comprise two distinct groups to provide comprehensive insights into the relevance of traditional media in English Language Teaching (ELT). The participants were 100 students majoring in English at Polytechnic Negeri Padang who were in their 3rd year of study, the survey was conducted to see their perceptions of the use of media in teaching all English subjects during their study. This will allow for a broad and statistically significant understanding of student perspectives. The second group will consist of five English language lecturers from the same institution, who will participate in qualitative investigations and interviews. These in-depth interviews will explore the challenges and contextual factors associated with the use of traditional media in ELT, providing detailed, nuanced insights from experienced educators. This combination of student surveys and faculty interviews ensures a balanced and comprehensive exploration of the research questions, capturing both the breadth of student experiences and the depth of teacher insights.

Data Collection

The data collection for this study was conducted at Padang State Polytechnic, Indonesia. The study involved 100 third-year students majoring in English and five English language lecturers from the same institution. The data collection spanned over a period of two months, from March to April 2024. Quantitative data was collected through a structured questionnaire distributed to the students via Google Forms. The questionnaire was designed to gauge their perceptions of traditional and digital media in ELT. Questions covered the types of media used by instructors, ease of understanding, media preferences, and reasons for their preferences. The survey was conducted over two weeks, allowing ample time for students to respond.

Qualitative data was collected through in-depth interviews and classroom observations with the five English language lecturers. The interviews aimed to explore the challenges and contextual factors related to traditional media use in ELT. Each interview lasted approximately one hour and was conducted in a private setting within the campus to ensure confidentiality. Classroom observations were conducted during regular teaching sessions to systematically record the use of traditional media and any associated issues. Each observation session lasted one hour and covered a variety of classes using different traditional media forms.

Ethical considerations were carefully addressed throughout the data collection process. Prior to participation, all participants were provided with an informed consent form detailing the study's purpose, procedures, potential risks, and benefits. Participants were assured that their responses would remain confidential and that they could withdraw from the study at any time without any consequences. To maintain confidentiality, unique identification codes were assigned to each participant, and any identifying information was removed from the data set before analysis. All data was securely stored and accessible only to the research team.

Data Analysis

Quantitative Data Analysis

The quantitative data from the student surveys were analyzed using descriptive and inferential statistics. The responses were coded and entered into a statistical software program (SPSS) for analysis. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarize the data and provide an overview of the students' perceptions and preferences.

Qualitative Data Analysis

The qualitative data from the interviews and classroom observations were analyzed using thematic analysis. The audio recordings of the interviews were transcribed verbatim, and the transcripts were reviewed multiple times to ensure accuracy. The data were then coded inductively, allowing themes and patterns to emerge naturally. Thematic analysis involved identifying, analyzing, and reporting patterns within the data. The initial coding was followed by the development of themes that captured the essence of the participants' experiences and perceptions. The themes were then reviewed and refined to ensure they accurately represented the data.

Integration of Quantitative and Qualitative Data

The final stage of analysis involved integrating the quantitative and qualitative data to provide a comprehensive understanding of the research questions. The findings from the surveys were compared and contrasted with the insights from the interviews and observations, allowing for a deeper exploration of the similarities and differences in perceptions and experiences. This triangulation of data sources enhanced the validity and reliability of the study's conclusions.

RESULTS AND DISCUSSION

Research Findings

Student Perceptions

The survey data presented here offer valuable insights into the perceptions and preferences of 100 students at Padang State of Polytechnic regarding the use of traditional and digital media in their English language courses. By examining the types of media used by instructors, the ease of understanding these media, and the students' media preferences, the survey highlights current trends and student attitudes toward educational resources. This data is crucial in understanding how different media impact student learning and engagement. It aims to bridge the gap between traditional teaching methods and modern digital tools, providing a basis for developing innovative strategies that cater to the diverse needs of today's learners. The results reflect the experiences and opinions of a diverse student population, offering a comprehensive overview that can inform more effective and engaging teaching practices.

Table 1. Students' Perception of the Use of Traditional Media vs. Digital Media

Question	Response Options	Percentage
<i>Media Used by Instructors in English Language Teaching</i>		
<i>Ease of Understanding: Traditional vs. Digital Media</i>		
✓ Textbooks	Traditional	50%
✓ Printed handouts	Traditional	40%
✓ Audio cassettes/CDs	Traditional	5%
✓ PowerPoint presentations	Digital	75%
✓ Online articles	Digital	65%
✓ Educational videos	Digital	80%
✓ Language learning apps	Digital	60%
✓ Virtual classrooms (e.g., Zoom)	Digital	55%
<i>Traditional Media Considered Easy to Understand</i>		
✓ Textbooks		45%
✓ Printed handouts		40%
✓ Audio cassettes/CDs		10%
<i>Digital Media Considered Easy to Understand</i>		
✓ Educational videos		75%
✓ PowerPoint presentations		60%
✓ Language learning apps		55%
✓ Online articles		50%
<i>Preferred Media Type</i>		
✓ Traditional Media		30%
✓ Digital Media		70%
<i>Reasons for Media Preference</i>		
Preference for Traditional Media		
✓ Structured and Reliable		45%
✓ Less Eye Strain		30%
✓ No Internet Required		25%
Preference for Digital Media		
✓ Interactivity and Engagement		60%
✓ Accessibility and Convenience		55%
✓ Visual and Audio Aids		40%
✓ Instant Feedback		30%

The survey results indicate that students have varied perceptions of traditional media in ELT. Approximately 50% of instructors reported using textbooks, 40% used printed handouts, and 5% used audio cassettes or CDs. Despite the prevalence of traditional media, only 35% of students found these media easier to understand compared to digital media. Students appreciated the structured and reliable nature of traditional media, with 45% noting its stability and 30% mentioning less eye strain as a benefit. However, many students expressed concerns about the static nature and lack of interactivity associated with traditional media.

Lecturer Perceptions

The following table presents a summary of the key challenges associated with traditional and digital media in English Language Teaching (ELT) as observed and reported by five English lecturers at Padang State of Polytechnic. These findings are based on detailed observations and interviews, providing a comprehensive view of the practical issues faced by educators in balancing the use of both media types. The table highlights the advantages and limitations of each media type, offering insights into their impact on teaching effectiveness and student engagement in the context of modern educational environments.

Table 2. Lecturers' Perception on the Use of Traditional Media Vs Digital Media

Theme	Traditional Media	Digital Media
Interactivity and Engagement	<ul style="list-style-type: none"> ✓ Limited interactivity ✓ Less engaging for students 	<ul style="list-style-type: none"> ✓ High interactivity potential ✓ Can engage students better
Content Updates	<ul style="list-style-type: none"> ✓ Often outdated ✓ Costly to update 	<ul style="list-style-type: none"> ✓ Easily updated ✓ Access to the latest information
Resource Constraints	<ul style="list-style-type: none"> ✓ Requires physical storage ✓ Subject to wear and tear 	<ul style="list-style-type: none"> ✓ Requires devices and internet ✓ Dependent on technology
Technical Issues	<ul style="list-style-type: none"> ✓ Minimal technical issues 	<ul style="list-style-type: none"> ✓ Frequent technical problems ✓ Internet dependency
Digital Divide	<ul style="list-style-type: none"> ✓ Generally accessible to all students 	<ul style="list-style-type: none"> ✓ Unequal access to devices and internet
Distractions	<ul style="list-style-type: none"> ✓ Less prone to non-educational distractions 	<ul style="list-style-type: none"> ✓ Potential for distractions (e.g., social media)
Learning Curve	<ul style="list-style-type: none"> ✓ Familiar and easy to use for both students and lecturers 	<ul style="list-style-type: none"> ✓ Requires technological proficiency ✓ Steep learning curve
Environmental Concerns	<ul style="list-style-type: none"> ✓ Higher use of paper and resources 	<ul style="list-style-type: none"> ✓ Lower physical resource usage
Pedagogical Integration	<ul style="list-style-type: none"> ✓ Provides structured learning ✓ Reliable framework 	<ul style="list-style-type: none"> ✓ Adds dynamic and current content ✓ Enhances learning
Training and Support	<ul style="list-style-type: none"> ✓ Less need for ongoing training 	<ul style="list-style-type: none"> ✓ Requires continuous training and support
Policy and Infrastructure	<ul style="list-style-type: none"> ✓ Less need for infrastructure investments 	<ul style="list-style-type: none"> ✓ Requires investment in infrastructure ✓ Access policies

Interviews with the lecturers revealed a nuanced view of traditional media. While lecturers acknowledged the reliability and comprehensive nature of traditional resources, they also highlighted significant challenges. One lecturer stated, "Traditional media provide a solid foundation, but they often fail to engage students in the same way digital tools do." Another noted, "Updating traditional materials is costly and time-consuming, which can lead to outdated content." The lecturers at Padang State of Polytechnic advocate for a balanced approach, integrating both traditional and digital media to

leverage their respective strengths. This blended method aims to create a more comprehensive and effective learning environment, combining the structured reliability of traditional media with the engaging, interactive capabilities of digital tools. Investing in infrastructure improvements and providing adequate training can help mitigate the challenges associated with digital media, ensuring that all students have equitable access to quality education.

Challenges Associated with Traditional Media

Limited Interactivity

Both students and lecturers identified limited interactivity as a significant drawback of traditional media. Traditional resources such as textbooks and printed handouts do not offer the same level of engagement as digital tools. This lack of interactivity was seen as a barrier to maintaining student interest and participation. As one lecturer pointed out, "Students today are accustomed to interactive and multimedia content. Traditional media simply can't compete in terms of engagement."

Accessibility and Update Issues

While traditional media are accessible to all students, regardless of technological access, they are often seen as outdated and less adaptable to the changing educational landscape. Updating textbooks and printed materials is not only costly but also time-consuming. Lecturers mentioned that the physical wear and tear of traditional media also pose challenges, necessitating frequent replacements.

Environmental Impact

Lecturers also expressed concerns about the environmental impact of traditional media. The high paper consumption associated with textbooks and printed handouts contributes to environmental degradation. One lecturer commented, "We need to consider the sustainability of our teaching resources. Traditional media have a significant environmental footprint."

Comparison with Digital Media

Ease of Understanding and Engagement

The data shows a clear preference for digital media among students, with 65% finding digital media easier to understand and 70% preferring them over traditional media. Digital tools such as educational videos, PowerPoint presentations, and language learning apps offer interactive and engaging content that caters to diverse learning styles. Students highlighted the benefits of visual and audio aids in digital media, which enhance their understanding and retention of information.

Challenges of Digital Media

Despite the advantages, digital media are not without challenges. The dependence on technology can be a barrier, particularly in regions with limited access to devices and reliable internet. Technical issues, such as software malfunctions and connectivity problems, were frequently mentioned by students and lecturers. Additionally, digital devices can be a source of distraction, with students potentially using them for non-educational purposes during lessons.

The Blended Approach

Integration of Traditional and Digital Media

Both students and lecturers advocated for a blended approach that integrates traditional and digital media. This approach leverages the strengths of both types of media to create a comprehensive and effective learning environment. Traditional media provide

a stable and structured framework for foundational knowledge, while digital tools enhance engagement and interactivity.

Benefits of Blended Learning

The blended approach was seen as optimal for catering to diverse learning preferences and ensuring that all students have access to quality educational resources. One student remarked, "Combining traditional and digital media gives us the best of both worlds. We get the reliability of textbooks and the engagement of digital tools." Lecturers also supported this approach, noting that it allows for flexibility and adaptability in teaching methods.

The findings of this study highlight the continued relevance of traditional media in ELT, particularly in providing a structured and reliable framework for learning. However, the challenges associated with limited interactivity, accessibility issues, and environmental impact cannot be overlooked. Digital media offer significant advantages in terms of engagement and up-to-date content, but they also present challenges related to technological dependence and potential distractions. A blended approach that integrates both traditional and digital media emerges as the most effective solution, combining the stability of traditional resources with the dynamic capabilities of digital tools. This approach can cater to diverse learning needs and prepare students for the demands of the digital age.

Discussion

The findings of this study provide significant contributions to the existing theories and models in the field of English Language Teaching (ELT). Traditional media, such as textbooks and printed materials, have long been regarded as essential tools for structured and reliable content delivery (Tomlinson, 2011). This study reaffirms their importance in providing a stable educational framework, particularly in regions with limited technological infrastructure (Harmer, 2007). However, the study also highlights the limitations of traditional media, such as their static nature and lack of interactivity, which are increasingly at odds with modern educational demands (Brown, 2007).

This study supports the theories of blended learning, which advocate for the integration of traditional and digital media to enhance educational outcomes (Graham, 2004). The results suggest that while traditional media are foundational, they need to be complemented by digital tools to meet the dynamic needs of contemporary learners. This aligns with previous research by Dudeney and Hockly (2012), which emphasized the benefits of combining different media types to cater to diverse learning preferences.

However, the findings also reveal discrepancies with some previous studies. For instance, while Muftah (2023) emphasized the overwhelming advantages of digital media during the COVID-19 pandemic, our study highlights that traditional media still hold significant value, especially in areas with limited access to technology. This discrepancy suggests that while digital media are advantageous in certain contexts, traditional media remain crucial in others, highlighting the need for a balanced approach.

The practical implications of this study are substantial for educational practice, policy-making, and professional development. In educational practice, the findings advocate for the adoption of a blended learning approach that leverages the strengths of both traditional and digital media. Educators are encouraged to integrate digital tools such as educational videos, interactive apps, and online articles with traditional resources to create a more engaging and effective learning environment (Richards, 2015). This approach can help address diverse learning preferences and improve student engagement and retention.

For policy-making, the study underscores the need for investments in digital infrastructure and professional development for educators. Policymakers should prioritize funding for technological resources and training programs to ensure that teachers are equipped to effectively integrate digital tools into their teaching practices (Kessler, 2018). Additionally, policies should focus on bridging the digital divide by providing resources and support to underserved communities, ensuring that all students have access to the benefits of digital learning (Warschauer, 2003). In professional practice, the study highlights the importance of continuous professional development for educators to keep pace with technological advancements. Training programs should focus on developing digital literacy skills and providing strategies for effectively blending traditional and digital media in the classroom (Dudeney & Hockly, 2012). By fostering a culture of continuous learning and adaptation, educators can enhance their teaching practices and better meet the needs of their students.

Blended learning, which combines traditional and digital media, has been shown to enhance academic performance, engagement, and critical thinking skills in various educational settings. Inal and Korkmaz (2019) found that effective instructional design and quality learning materials are crucial for the success of blended learning environments. Bazelais and Doleck (2018) highlighted significant improvements in academic achievements when blended learning was implemented in Canada, influenced by factors such as student attendance and background. Monteiro and Morrison (2014) emphasized that blended learning increases student engagement through interactive multimedia tools and collaborative opportunities. Additionally, Baepler, Walker, and Driessen (2014) demonstrated the benefits of combining blended learning with flipped classroom techniques, improving academic performance and learning environments while enhancing space use efficiency. Collectively, these studies provide empirical support for the argument that blended learning, integrating traditional and digital media, can cater to diverse learning preferences and significantly enhance educational outcomes. When comparing our findings with previous studies, several agreements and discrepancies emerge. Our study aligns with Dudeney and Hockly (2012), who advocate for a blended learning approach to leverage the benefits of both traditional and digital media. Similarly, Richards (2015) supports the integration of digital tools to enhance engagement and learning outcomes.

However, our findings contrast with Muftah (2023), who highlighted the predominant benefits of digital media during the pandemic. While Muftah's study focused on the immediate shift to digital tools, our research emphasizes the ongoing relevance of traditional media, particularly in settings with limited technological access. This contrast suggests that the context and availability of resources play crucial roles in determining the effectiveness of different media types. Furthermore, our findings provide a fresh perspective on the digital divide, emphasizing the need for equitable access to digital resources (Warschauer, 2003). This aligns with Selwyn (2022) who discusses the importance of digital inclusion in education. However, our study also highlights the environmental impact of traditional media, a factor less emphasized in previous research, underscoring the need for sustainable educational practices.

This study provides valuable insights into the relevance and challenges of traditional media in the context of modern ELT. The findings support the integration of traditional and digital media to create a more comprehensive and effective learning environment. By addressing both the theoretical and practical implications, this research contributes to the ongoing discourse on blended learning and digital inclusion in education. Future research should continue to explore the long-term effects of blended learning approaches and develop strategies to overcome the digital divide, ensuring that all students have access to high-quality educational resources.

CONCLUSION

This study provides valuable insights into the relevance and challenges of traditional media in the context of modern English Language Teaching (ELT). The findings support the integration of traditional and digital media to create a more comprehensive and effective learning environment. However, it is important to acknowledge the main limitations of this study. Firstly, the sample size was limited to a specific institution, which may not fully represent the diverse educational contexts found globally. Future research should include a broader range of institutions and geographic locations to enhance the generalizability of the findings. Secondly, the study relied on self-reported data from surveys and interviews, which may be subject to biases such as social desirability or recall bias. Incorporating observational and longitudinal data in future research could provide a more robust and objective assessment of the use of traditional and digital media in ELT.

Additionally, the rapid pace of technological change presents a limitation, as the findings related to digital media may quickly become outdated. Ongoing research is necessary to continuously evaluate the evolving landscape of educational technologies and their integration with traditional media. Reflecting on the research process, it is evident that the integration of traditional and digital media in ELT is a complex and multifaceted issue. This study underscores the importance of considering both the theoretical and practical implications of media use in education. By adopting a blended approach, educators can leverage the strengths of both traditional and digital media to create a dynamic and inclusive learning environment.

The broader implications of this research highlight the need for policies and practices that address the digital divide and promote equitable access to educational resources. Ensuring that all students, regardless of their socioeconomic background, have access to quality education is crucial for fostering an inclusive and effective learning environment. Furthermore, the study emphasizes the importance of ongoing professional development for educators to keep pace with technological advancements and effectively integrate digital tools into their teaching practices. In conclusion, while traditional media remain relevant in ELT, their role must evolve in conjunction with digital advancements. A balanced, blended approach can cater to diverse learning needs and prepare students for the demands of the digital age. By acknowledging the limitations of this study and providing reflective insights, this research contributes to a deeper understanding of the complexities of media use in education and offers valuable directions for future research.

RECOMMENDATION

Future research should focus on exploring the long-term effects of blended learning approaches that integrate both traditional and digital media, examining their impact on student performance and engagement. Additionally, studies should investigate the benefits of providing digital literacy training for educators to enhance the effective use of digital tools in teaching practices. Addressing accessibility and equity issues is crucial, particularly for students from diverse backgrounds, to ensure all have equal opportunities to benefit from digital advancements. Research should also delve into how different learning styles affect the effectiveness of traditional versus digital media, allowing for more tailored educational strategies. Furthermore, assessing the environmental impact of media use in education can help identify sustainable practices. Lastly, identifying which multimedia elements in digital media most enhance student learning and engagement compared to traditional methods can guide the development of more effective educational resources. These efforts will contribute to a deeper understanding of media use in ELT and the creation of more inclusive and effective teaching strategies.

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