

Media as a Catalyst for English Language Learning: A Study of Tribal Secondary School Students in Banswada Region.

Halavath Dhamsingh

Research scholar

English

Telangana University, Dichpally, Nizamabad, Telangana

Abstract:

The present study investigates the role of media in enhancing English language learning among tribal students at the secondary school level in the Banswada region. The research was conducted at Telangana Tribal Welfare Gurukula during 21 to 23 December 2025. A total of 102 tribal students participated in the study. Data were collected through a structured student questionnaire consisting of 15 items and supported by classroom observation. The study explores students' exposure to media, frequency of use, types of media accessed, and its perceived impact on vocabulary acquisition, pronunciation, listening skills, and overall confidence in English communication. The findings reveal that media exposure significantly enhances students' interest, motivation, and language proficiency, particularly in listening and vocabulary development. The study recommends structured integration of audio-visual and digital media tools in secondary-level English classrooms in tribal regions to bridge linguistic gaps and improve communicative competence.

Keywords: Media in education, English language learning, Tribal students, Secondary education, Classroom observation.

1. Introduction

English has become a global language of communication, education, and employment. However, students from tribal regions often face challenges in acquiring English due to socio-economic, linguistic, and infrastructural limitations. In remote areas such as Banswada, traditional classroom methods dominate language instruction, with limited exposure to authentic English environments.

Media—including television, mobile applications, internet platforms, educational videos, and audio resources—has emerged as a powerful supplementary tool in language acquisition. The integration of media in English teaching can provide contextual learning, improve pronunciation, and enhance listening comprehension.

This study aims to examine the extent to which the media acts as a catalyst in English language learning among tribal secondary school students.

2. Review of Literature:

The integration of media in language learning has been widely supported by second language acquisition theories. Stephen Krashen (1985), in *The Input Hypothesis*, emphasizes the importance of comprehensible input in language acquisition, arguing that learners acquire language effectively when exposed to meaningful and context-rich input slightly above their current proficiency level. Media platforms such as educational videos, audio programs, and digital applications provide authentic linguistic input that enhances listening comprehension and vocabulary acquisition. Similarly, Richard E. Mayer (2009), in *Multimedia Learning*, explains that learning improves when verbal and visual materials are presented together, as multimedia resources facilitate deeper cognitive processing. These theoretical foundations justify the pedagogical use of audio-visual media in English classrooms.

Further, communicative language teaching approaches have reinforced the importance of interactive and technology-supported instruction. Jack C. Richards and Theodore S. Rodgers (2014), in *Approaches and Methods in Language Teaching*, highlight that modern language teaching methodologies emphasize learner engagement, authentic materials, and communicative competence. Media tools such as videos, podcasts, and online platforms create simulated real-life communication contexts, thereby improving pronunciation, fluency, and learner confidence. Empirical studies in technology-enhanced classrooms demonstrate that students exposed to multimedia resources exhibit higher motivation and better retention of vocabulary compared to traditional textbook-based instruction.

At a broader level, international educational reports also recognize the transformative role of technology in bridging educational gaps. The *Technology in Education Report* published by UNESCO (2021) emphasizes that digital tools can enhance equitable access to quality education, particularly in marginalized and rural communities. However, it also cautions about the digital divide and infrastructural challenges in disadvantaged regions. While these studies provide strong theoretical and empirical support for media-assisted learning, there remains limited region-specific research focusing on tribal secondary school students in rural Telangana. Therefore, the present study extends existing literature by examining the contextual realities and measurable outcomes of media integration in English language learning among tribal learners in the Banswada region.

Research Gap:

Despite the growing body of research on media-assisted English language learning, there remains a significant gap in region-specific, empirical studies focusing on tribal secondary school students, particularly in rural areas such as the Banswada region of Telangana. Most existing studies concentrate on urban or mainstream educational settings and often overlook the unique socio-linguistic challenges, limited exposure to English, and infrastructural constraints faced by tribal learners. Additionally, earlier research frequently relies on either theoretical discussions or single-method approaches, with limited integration of student questionnaires and classroom observation to examine skill-specific outcomes such

as vocabulary development, pronunciation improvement, and speaking confidence. Furthermore, insufficient attention has been given to understanding actual media access patterns and the digital divide in tribal schools, especially in the evolving post-pandemic educational context. Therefore, the present study addresses this gap by offering a mixed-method, field-based investigation into the catalytic role of media in enhancing English language learning among tribal secondary students in the Banswada region. This research attempts to fill that gap.

3. Objectives of the Study

1. To examine the extent of media usage among tribal secondary school students of the Banswada region.
2. To analyze the impact of media on vocabulary, pronunciation, and communication skills.
3. To study students' attitudes toward media-assisted English learning.
4. To observe classroom integration of media tools in English teaching.

4. Research Questions

1. Does media exposure improve English language proficiency among tribal students?
2. Which types of media are most effective in enhancing English skills?
3. What challenges do students face in accessing media for learning?
4. To what extent does media usage influence vocabulary development, pronunciation skills, and speaking confidence among tribal secondary school students in the Banswada region?
5. What are the patterns of media access and usage among tribal students, and how do these patterns affect their English language learning outcomes?

5. Hypotheses:

- 1) Media usage significantly improves English vocabulary and listening skills among tribal secondary students.
- 2) There is a statistically significant positive relationship between media usage and English language learning outcomes among tribal secondary school students in the Banswada region.

6. Methodology:

The present study titled **Media as a Catalyst for English Language Learning: A Study of Tribal Secondary School Students in Banswada Region** adopted a descriptive research design to examine the role of media in enhancing English language learning among tribal secondary school students in the Banswada region of Telangana. The study aimed to explore how exposure to various forms of media contributes to the development of vocabulary, pronunciation, listening skills, and overall communicative competence in English among tribal learners.

The sample of the study consisted of a total of **102 secondary school students**, all studying in Classes VIII, IX and X. Among them, 62 were boys and 40 were girls, selected tribal schools in the Banswada region

of Kamareddy district. Schools were selected through purposive sampling to ensure appropriate representation of tribal students, while the students were chosen using random sampling techniques. Data were collected using two primary tools: a structured students' questionnaire and classroom observation. The questionnaire was designed to gather information about students' access to and use of different media platforms such as television, radio, mobile phones, social media, and online videos for learning English. It included multiple-choice questions, Likert-scale statements, and all are closed-ended questions to assess students' interest, frequency of media usage, and perceived improvement in language skills. Classroom observation was conducted with the help of an observation checklist to examine teachers' use of media in English instruction, students' participation and engagement during media-based lessons, and observable improvements in listening and speaking abilities.

Prior permission was obtained from the school authorities before administering the questionnaire and conducting classroom observations. Data collection was carried out during regular school hours, and classroom observations were conducted three days to ensure reliability and consistency of findings. The collected data were analyzed using percentage and frequency distribution methods for questionnaire responses, while observational data were analyzed descriptively to identify patterns related to media use and language development. Ethical considerations such as informed consent, confidentiality of participants, and the use of data strictly for academic purposes were carefully maintained throughout the study.

6.1) Sample:

The sample consisted of 102 tribal secondary school students from Telangana Tribal Welfare Gurukula, Nasurullabad, Banswada region. Data were collected on 21 to 23 December 2025. The sampling method was purposive sampling.

6.2) Tools for Data Collection:

A) Student Questionnaire:

- 15 structured questions
- Combination of multiple-choice and Likert-scale items
- Focused on media usage, frequency, and perceived impact

B) Classroom Observation:

- Observation of English classes
- Monitoring use of audio-visual tools
- Recording student participation and engagement

7) Data Analysis:

Data were analyzed using percentage analysis and descriptive statistics. Responses were tabulated and interpreted based on frequency distribution.

The present study was conducted among 102 tribal students (62 boys and 40 girls) studying in Classes VIII, IX, and X (Age 14–16 years). The overall analysis of the 15 questionnaire items reveals important insights into students' reading habits, media exposure, classroom participation, digital infrastructure, and challenges in learning English.

7.1) Reading Habits and Vocabulary Development:

The data indicate that most students actively engage in vocabulary-building practices. About two-thirds of the respondents reported writing new words and sentences learned from newspapers or books. This reflects positive learning behavior and intrinsic motivation toward language improvement.

Newspapers, books, magazines, and short stories emerged as the most preferred and effective print materials. Libraries serve as the primary reading location for many students, demonstrating the importance of institutional reading support in tribal schools.

Students show strong interest in print-based learning, especially through authentic and engaging materials such as newspapers and short stories.

7.2) Role of Print Media:

Printed materials continue to play a significant role in English language development. Newspapers were identified as the most helpful source for vocabulary improvement, followed closely by books and magazines.

Students prefer short stories and news articles over essays and poems, indicating that they are more comfortable with concise, contextual, and relatable content.

Traditional reading resources remain central to language learning, particularly for vocabulary enrichment and comprehension development.

7.3) Influence of Electronic and Digital Media:

A substantial proportion of students use digital media such as television, movies, YouTube videos, and English learning applications. Many students reported that they learn sentence patterns from TV shows, and more than half believe that watching English programs is more effective than reading textbooks.

Movies were considered the most helpful electronic medium for learning English. This suggests that audio-visual content enhances listening skills, pronunciation, and contextual understanding.

Audio-visual media significantly influence English learning and are preferred over conventional textbook-based methods.

7.4) Classroom Interaction and Communication Skills:

Nearly half of the respondents actively participate in debates, role-plays, and conversations in English during class hours. Additionally, a majority agreed that language laboratories help improve communication skills.

This indicates that interactive classroom practices and structured speaking activities positively impact communicative competence.

Students benefit from experiential learning approaches, but participation levels suggest the need for further encouragement and structured practice.

7.5) Motivation and Inspiration;

Books and teachers were identified as the primary sources of inspiration for engaging in reading. Teachers, in particular, play a vital role in motivating students to develop language skills.

Teacher influence remains a strong motivational factor in English language acquisition.

7.6) Mother Tongue Interference:

A significant proportion of students reported that their mother tongue causes difficulties in learning English. This linguistic interference affects pronunciation, grammar, and sentence construction. Mother tongue influence is one of the major barriers to effective English learning among tribal students.

7.7) Digital Infrastructure and Learning Environment:

The findings reveal that many students reported inadequate or inconsistent digital classroom facilities. Only a small percentage of schools confirmed having full digital equipment in classrooms.

However, students expressed a strong interest in digital learning and showed a preference for English-medium educational videos.

There is a gap between students' interest in digital learning and the availability of digital infrastructure.

8. Results and Data Interpretation:

8.1) Writing Practice of New Words:

A majority of students (66.7%) reported that they try to write new words and sentences learned from newspapers or books. Only 5.9% reported not practicing writing new words.

This shows that most students actively engage in vocabulary development and demonstrate positive learning habits.

8.2) Place of Reading English Newspapers/Magazines:

The highest percentage (37.3%) of students read English materials in the library, followed by 29.4% at home.

Library facilities play a significant role in promoting reading habits among tribal students.

8.3) Materials Used for Developing English:

Books (30.4%) and magazines (29.4%) were reported as the most helpful resources.

Structured and continuous reading materials are preferred for language development.

8.4) Printed Materials Improving Vocabulary:

Newspapers (37.3%) were identified as the most useful resource for vocabulary improvement. Students perceive authentic and current materials as effective tools for vocabulary enrichment.

8.5) Preferred Reading Material:

Short stories (39.2%) and news articles (35.3%) were the most preferred reading materials. Students prefer concise and engaging content for reading practice.

8.6) Use of English Content through Media:

A significant proportion (44.1%) reported using all forms of digital media (cartoons/movies, YouTube, learning apps).

Digital media plays an important role in English language exposure among tribal learners. **8.7) Learning Sentence Patterns from TV Shows:**

Nearly 59.8% agreed that they learn new sentence patterns from TV programs.

Audio-visual exposure enhances understanding of grammar and sentence structures.

8.8) Inspiration for Reading:

Books (38.2%) and teachers (30.4%) were identified as the main sources of inspiration.

Teachers continue to play a crucial motivational role in fostering reading habits.

8.9) Most Helpful Electronic Medium:

Movies (37.3%) were considered the most helpful electronic medium for learning English.

Visual storytelling enhances comprehension and language acquisition.

8.10) Effectiveness of TV Programs vs Textbooks:

A combined 68.6% (Strongly Agree + Agree) believed that watching English programs on TV is more effective than reading textbooks.

Students show a preference for interactive and audio-visual learning methods over traditional textbook learning.

8.11) Participation in English Classroom Activities:

About 47.1% reported active participation in debates, role-plays, and conversations.

There is moderate classroom interaction, but greater encouragement may enhance participation levels.

8.12) Mother Tongue Interference:

A majority (approximately 70%) reported that their mother tongue causes difficulty either frequently or sometimes.

Mother tongue interference remains a significant barrier in learning English among tribal students.

8.13) Availability of Digital Teaching Facilities:

Only 16.7% confirmed that their classroom is fully equipped with digital facilities, while a majority reported “No” or “Sometimes.”

There is inadequate digital infrastructure in the school.

8.14) Role of Language Laboratory:

About 76.5% (Agree + Strongly Agree) stated that the language laboratory helps improve communication skills.

Language labs are effective in enhancing speaking and listening skills.

8.15) Preferred Language in Educational Videos:

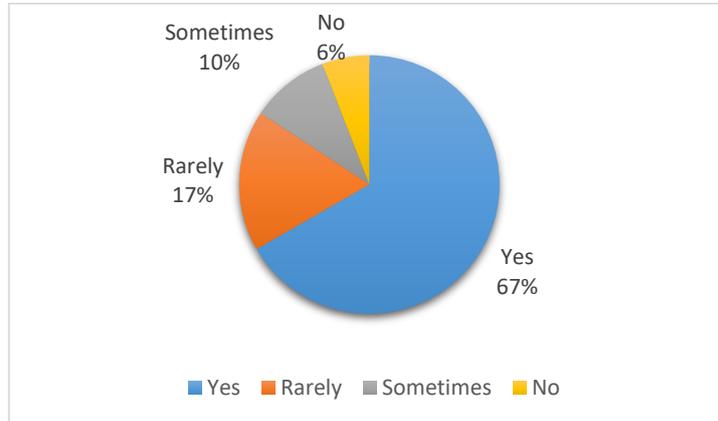
Half of the respondents (50%) preferred English as the medium in educational videos.

Students are willing to learn directly through English-medium content, though some still prefer native language support.

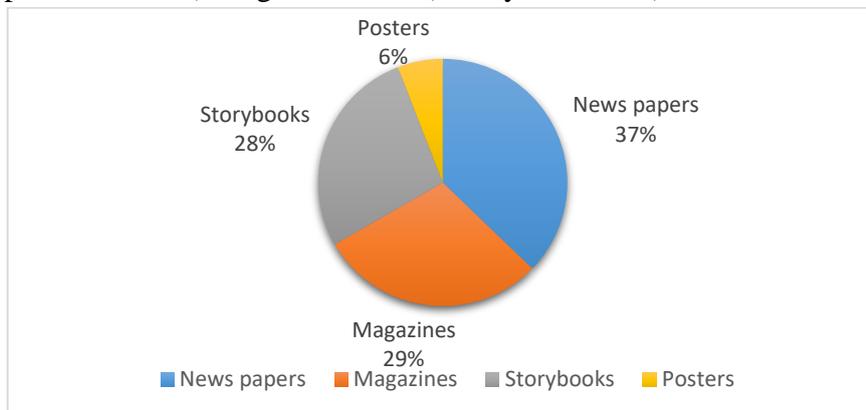
The findings support the hypothesis that media significantly enhances English learning outcomes.

Pie Charts:

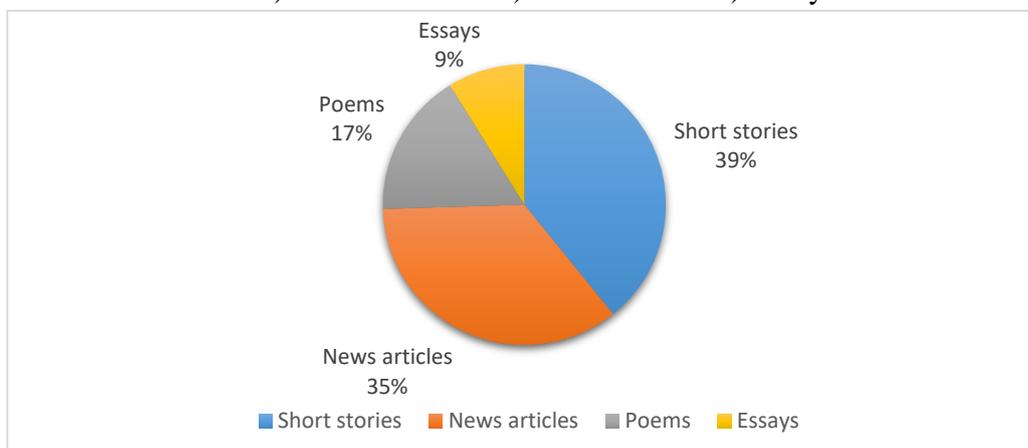
- 1) Do you try to write new words or sentences you learn from newspapers or books?
 a) Yes b) Rarely c) Sometimes d) No



- 2) What type of printed material helps you most in improving your English vocabulary?
 a) Newspapers b) Magazines c) Storybooks d) Posters



- 3) What kind of printed materials do you prefer for English reading practice?
 a) Short stories b) News articles c) Poems d) Essays



9. Major Findings

1. A majority of students actively practice writing new words and sentences learned from newspapers and books, indicating positive learning habits.
2. Libraries and schools are the primary sources for accessing English reading materials.
3. Newspapers, books, and magazines significantly contribute to vocabulary development.
4. Short stories and news articles are the most preferred reading materials among students.
5. Digital media such as television, movies, YouTube videos, and learning applications play an important role in English language learning.
6. Most students believe that watching English programs on television is more effective than reading textbooks.
7. Movies are considered the most helpful electronic medium for improving English skills.
8. Teachers and books are the main sources of inspiration for reading.
9. A considerable number of students participate in classroom activities such as debates and role-plays, though participation can be further improved.
10. Mother tongue interference is a major challenge affecting English language learning.
11. Digital teaching facilities in classrooms are inadequate or inconsistent.
12. Language laboratories are perceived as helpful in improving communication skills.
13. Half of the respondents prefer English as the medium in educational videos, indicating readiness for English-based instruction.

10. Educational Implications:

- Schools in tribal regions should integrate structured media modules.
- Teachers should receive training in digital pedagogy.
- Government support is essential for improving digital infrastructure.

11. Limitations of the Study:

- Study limited to two institutions.
- Sample size restricted to 102 students.
- Short duration of observation (three days).

12. Suggestions for Further Research

- Comparative study between tribal and non-tribal schools.
- Experimental study measuring pre- and post-test performance.
- Longitudinal study on sustained media exposure.

13. Conclusion:

The study reveals that tribal students show positive attitudes toward learning English and demonstrate interest in both print and electronic media for language development. Traditional reading materials remain important, but audio-visual media are increasingly influencing language learning preferences.

Despite strong motivation and interest, students face challenges such as mother tongue interference and a lack of adequate digital infrastructure. The findings indicate a need for balanced integration of print media, digital tools, and interactive teaching methods to enhance English proficiency among tribal learners.

The study concludes that the media acts as a powerful catalyst in enhancing English language learning among tribal secondary school students in the Banswada region. The integration of media tools in English classrooms significantly improves vocabulary, pronunciation, listening skills, and student confidence. For tribal learners, media serve not merely as a supplementary tool but as an essential bridge to global communication.

Overall, the study concludes that improving infrastructural facilities and adopting innovative teaching strategies can significantly enhance English language learning outcomes in tribal schools.

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Appendix:





Questionnaire:

Telangana University, Dichpally, Nizamabad
Research scholar's Questionnaire form

Title: "The Role of Media in English language learning at the secondary school level among Tribal students in the Banswada region of Kamareddy District."

Student Name: R. Vithal Class: 10th School Name: T. G. T. W. V. R. E. J. C. (B)
Place of School: Nasuruwadad. Banswada.

- 1) Do you try to write new words or sentences you learn from newspapers or books?
 a) Yes b) Rarely c) Sometimes d) No
- 2) Where do you read English newspapers/magazines?
 a) At home b) at the school c) library d) outside
- 3) How do you develop English language better?
 a) Reading News papers b) Magazines c) Posters d) Books
- 4) What type of printed material helps you most in improving English vocabulary?
 a) Newspapers b) Magazines c) Storybooks d) Posters
- 5) What kind of printed materials do you prefer for English reading practice?
 a) Short stories b) News articles c) Poems d) Essays
- 6) What type of English content do you use through media?
 a) English cartoons/Movies b) You tube videos for learning English
 c) English learning apps d) All of these
- 7) Do you learn new sentences patterns from TV shows?
 a) Yes b) may be c) No d) sometimes
- 8) What inspires you to engage in reading?
 a) Television b) Teachers c) parents d) books
- 9) Which electronic medium helps you most in learning English?
 a) Television b) Radio c) Movies d) Others specify: teachers and stories
- 10) Do you think watching English programs on TV is more effective than reading textbooks for language learning?
 a) Strongly agree b) agree c) disagree d) Strongly disagree
- 11) Do you participate in debates/role-plays/conversations in English during class hours?
 a) Yes b) may be c) No d) sometimes
- 12) Does your mother tongue cause problems to you in learning English?
 a) Yes b) may be c) No d) sometimes
- 13) Do you think your classroom is equipped with digital teaching & learning?
 a) Yes b) may be c) No d) sometimes
- 14) The language laboratory helps me to improve my English communication skills.
 a) agree b) strongly agree c) dis agree d) strongly dis agree
- 15) Which language do you prefer in educational videos?
 a) My Tribal language b) English c) Telugu d) None