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Impact of Mass Media in Teaching and Learning English in Higher Secondary Schools in Bhutan

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Table of Contents

Declaration I
Certificate II
Acknowledgement III
Coding IV
Abstract 1587
Chapter 1: Introduction 1587
1.1: Introduction 1587
Significance of the study 1589
1.2: Literature review 1589
1.3: Aim 1592
1.4: Objectives 1592
1.5: Research Questions 1592
1.6: Hypotheses 1592
Chapter 2: Methods and Methodologies 1593
2.1: Introduction 1593
2.2: Research setting 1593
2.3: Population 1593
2.4: Sample 1593
2.5: Design 1593
2.6: Research instruments 1593
2.7: Data collection and methods 1593

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2.7.1: Survey questionnaires 1594
2.7.2: Semi-structured interview 1594
2.8: Combined data analysis procedure 1594
Chapter 3: Results 1594
3.1: Introduction 1594
3.2: Analysis of the Research Questions 1597
Research Question One 1597
Research Question Two 1597
Research Question Three 1598
3.3: Analysis of students' write-up 1599
3.3.1: Type and frequency of Mass Media used 1599
3.3.2: Positive and negative aspects of Mass Media 1600
3.3.3: Traditional or Modern teaching method 1601
3.3.4: Future prospect of Mass Media 1601
3.4: Semi-Structured Interview Result 1602
3.4.1: Frequency, type and sources of Mass Media 1602
3.4.2: Traditional and Modern Teaching Method 1603
3.4.3: Attention or Distraction 1603
3.4.4: Prospects of Mass Media in Bhutanese classrooms 1603
Chapter 4: Discussion and Analysis 1603
4.1: Introduction 1603
4.2: Frequency and type of Mass Media use 1604
4.3: Traditional and Modern Teaching Methods 1604
4.4: Benefits and challenges 1605
4.5: Recommendations of Mass Media from the field study 1606
Chapter 5: Conclusion 1606
5.1: Recommendations 1607
5.2: Research limitations 1607
5.3: Scope for future research 1607
Timeline 1608
References 1608
Appendix 1610

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DECLARATION

I, Leki Dorji, hereby declare that the dissertation entitled 'Impact of Mass Media in Teaching and Learning English in Higher Secondary Schools in Bhutan' submitted to Yonphula Centenary College, MA in English Programme, is the record of work that I carried from February 2019 till November 2019 under the guidance of Dr. P. Baburaj, Faculty, Yonphula Centenary College and it has not formed the basis for the award of any Degree, Diploma , Associateship, Fellowship or other titles in any University/Institution.

Leki Dorji
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10th December, 2019

CERTIFICATE

This is to certify that Leki Dorji bearing student No. 07180011 has completed his MA in English dissertation titled "Impact of Mass Media in Teaching and Learning English in Higher Secondary Schools in Bhutan" for the award of MA in English under my guidance and supervision. To the best of my knowledge, the present work is the result of his original investigation and study. No part of this dissertation has been submitted before for any other degree and diploma at any university or institution.

The dissertation is perfectly suitable in structure and content for the partial fulfillment of the MA in English.

Signature of supervisor
Dr. P. Baburaj
Faculty & Research Coordinator
Yonphula Centenary College
10th December, 2019

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CODING

Survey Questionnaire

Code	Descriptions
SA	Strongly Agree
A	Agree
D	Disagree
SD	Strongly Disagree

Semi-Structured Interview analysis

Code	Descriptions
TR_1	Teacher Respondent 1
TR_2	Teacher Respondent 2
TR_3	Teacher Respondent 3
TR_4	Teacher Respondent 4
TR_5	Teacher Respondent 5
TR_6	Teacher Respondent 6

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Abstract: ***The development of Mass Media in the first decade of twenty first century influenced the lives of Bhutanese in various fields such as mass communication, entertainment, and teaching-learning processes. The proficiency of English language is an indispensable tool for students in the academic journey, and thus, the creative teaching-learning process of English is necessary to adopt in the classroom. Hence, this study explored the Impact of Mass Media in Teaching and Learning English in Higher Secondary Schools in Bhutan. The researcher conducted a Mixed Method Survey comprising questionnaire and interview to collect data and information from one hundred thirty five, twelfth-grade students and six English teachers from three schools under Tashigang Dzongkhag. The study used Simple Random Sampling to select the target population, which involved individuals that represent unbiased population. The study used descriptive analysis to interpret and analyze the collected data with graphical representations. The study presented the implications of Mass Media in teaching and learning English to the young minds. Further, the study recommended the use of Mass Media with accessibility and awareness to enhance the teaching and learning process of English.***

Keywords: impact, quota-sampling, accessibility, learning strand, teaching aid,

I. INTRODUCTION

A. Introduction

The Mass Media gaining the popularity in 21st century in Bhutan is not only used in day-to-day communication and entertainment but also used in the academic field as teaching and learning aids. Mass Media such as television, newspapers, radio, film, YouTube, and internet facilities are available to Bhutanese as Mockba (2012) defined, "The communication devices, which can be used to communicate and interact with a large number of audiences in different languages." This communication devices can be categorized as the print media (newspapers, magazines, booklets, brochures, billboards), electronic media (television, radio), and the new age media (mobile phones, computers, internet).

The use of authentic Mass Media sources in the classroom helps students to learn English effectively since it serves as information sources with entertainment embedded within Mass Media. "Entertainment and media always go hand in hand, but in addition to entertainment, Mass Media also remains to be an effective means of communication, spreading information, advertising, marketing, and in general, of expressing and sharing views, opinions, and ideas" (Mockba, 2012). Similarly, the use of visual lessons with Mass Media had gained popularity over oral lessons, which could provide better information and knowledge to the students. Therefore, the Bhutanese classrooms have begun to use Mass Media to teach and learn English language to meet the need of current era. Therefore, the study explored the Impact of Mass Media in Teaching and Learning English in Higher Secondary Schools in Bhutan.

English has become the lingua franca of the world. As the legacy of British colonization of 19th and 20th century and the American imperialism of 20th century, many countries in the world began to learn and adopt English. This made English the global language and a common language of communication for the educated and elite classes. In this scenario, Bhutan progressing as a developing nation, adoption of English became no choice.

Thus, in this modern and globalized world, the proficiency of English has become an integral part of every Bhutanese for one's survival and sustenance among people. The form of modern education began during the reign of the first king Gongsar Ugyen Wangchuck, when 46 students were sent to India for western education in 1914 (Tobgye, 2000). It has gained momentum with the gradual establishment of schools in the country such as in Haa and Bumthang.

Prior to this modern education, Bhutan had the monastic education where the monks were taught religious texts and scripts. This was followed by the Hindi medium instruction since both material and human resources were supported by India. With the beginning of first five-year developmental plan in 1961, the government took a landmark decision to adopt English as the medium of instruction in all schools in 1962 (Rabgay, 2012). Therefore, English as second language began to flourish in the country paying much attention both in curriculum design and in delivery for better learning by students.

English in Bhutan has become necessity since English has gained the world forum. According to Dorji (as cited in Rabgay, 2012), "English became the medium of instruction in our country, not because it was convenient language but because it was already the lingua franca of the world … necessary to maintain links with other countries and for the socio-economic and educational need." Viewing the need of English in the country, Bhutan government designed English as one of the main subjects the students should learn in the schools ranging from pre-primary to the twelfth grade. The subject offers the Basic English language starting from alphabetical letters and sounds to the introduction of literature such as essay, story, poetry, drama and novel with the infusion of four strands of language learning and grammatical particulars.

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The basic components of English are taught and learned in the formal classroom with the intent to become proficient in the later part of the life as stated, "Speech is the universal material of most human language, and the conditions of speaking and hearing have, throughout human history, shaped and determined its development" (Crystal & Robins, n.d.). Thus, learning Basic English is essential in the initial stage in formal classroom.

The reliable and productive teaching pedagogy is paramount in imparting best lesson to students in the classroom. In the past, teachers used only blackboard and textbook to teach students which was totally the teacher-centered classroom, letting no room for students to explore and learn better as Trilling & Fadel (2012) stated, "A teacher-centered learning environment does by definition neither facilitate nor empower a learner's autonomous study-skills and subsequently lifelong learning skills." However, the institution of Teacher Training Institute in Samtse and Teacher Training Centre in Paro in 1968 and 1975 respectively helped to produce teachers equipped with teaching strategies and skills, who also used the teaching and learning aids. This enhanced the learning of students.

The establishment of National Institute of Education in Samtse coinciding with the institution of *New Approach for Primary Education* in 1986 brought the paradigm shift. The teacher-centered teaching was replaced by student-centered teaching-learning process in the classroom as stated, "Those approaches that use active learning strategies to engage students directly in learning processes enhance academic achievement and promote the development of important learning skills, such as critical thinking, problem solving, and the ability to cooperatively work with others" (Weimer, 2012). Therefore, in 2016 the Teacher Professional Support Division under the Ministry of Education initiated the *Twenty First Century Teaching Pedagogy* (Kagan structure) workshop to facilitate all teachers of Bhutan to be equipped with best teaching strategies to foster the learners' classroom interaction and learning process.

Mass Media has become the best teaching aid in the classroom. Numerous classrooms in different countries have begun to use Mass Media in the daily classroom teaching and learning process of English. Researchers found that it was a successful method to learn English. Muszynska (2016) in the research work 'Mass Media in teaching English' suggests the use of Mass Media in teaching English as "There is a new teacher on the Internet, the movie is appropriate for visual and auditory learners, the quiz may fulfill kinesthetic learners' expectations, and the lessons on these websites are often conducted in a humorous way." By using those visual, audio, and print media in classroom, the English standard develops because students learn from different sources deviating from the mere course book and teacher. However, Tafani (2009) urges, "It is crucial to choose a reliable source of teaching on the Internet, since there are a great number of those which do not serve educational purposes at all." This statement suggests that if the use of Mass Media is not authentic, it may rather harm the student's learning.

On the other hand, though Bhutanese classrooms are using Mass Media in teaching and learning English, yet there are very few or no research have done to find the impact of Mass Media in teaching and learning English. However, there are few researches done on the general impact of Mass Media to the Bhutanese in general and youth in particular. The Department of Information and Media under the Ministry of Information and Communications of Bhutan conducted a research on 'Bhutan Information and Media Impact Study' in 2013 and found that many educated citizens were benefited with Mass Media. The survey reported, "Generally, use of the internet has allowed people to gain knowledge and then to access and benefit from social networking sites." However, there are some negative impacts because the actions of the characters in video will divert the attention of actual lessons. To determine the impact of Mass Media in teaching and learning English in Bhutanese Higher Secondary Schools, this research substantiated the level of impact due to use of Mass Media in Bhutanese classrooms.

There are signs of ever growing popularity of Mass Media in the daily teaching and learning of English in Bhutanese classrooms but there lacks the evidences of how it impact the learning of students. Teachers and students have been using Mass Media to get information and knowledge. However, very few studies are conducted to evaluate the impact of Mass Media in Bhutanese Higher Secondary Schools. Therefore, the main purpose of this research was to study and analyze the impact of Mass Media in teaching and learning English to the students and provide recommendations for improvement of media use in schools.

This paper also intended to analyze the frequency of Mass Media used in the teaching and learning English in the classroom since the frequency of usage matters. For instance, media in the classrooms would rather divert the attention of students into entertainment while rare use would bore them because of monotonous curriculum text delivery as stated, "But some teachers frequently engage in practices of using film, television and videotape materials in ways which, while not as blatant, are educationally problematic" (Hobbs, 1998). However, if the Mass Media is used according to the need of the lesson, it will supplement teachers' lesson delivery and student's learning. With the entrance into digital world, the paper also intended to recommend the schools and teachers to have judicious use of Mass Media in the teaching and learning of English so that the students can become compatible and fit in the society.

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The level of impact caused by Mass Media in teaching and learning English remains undefined in Bhutan. No clear paper stands to point that the use of Mass Media in teaching and learning English in classroom have benefited or hampered that numbers of students in learning English. In this regard, this paper attempted to show the benefits of Mass Media, how often it is used, and the prospects to improve the teaching and learning that will support learning English in 21st century Bhutanese classrooms. Alarmed with the numerous questions, the researcher hypothesized that if Mass Media is frequented in classroom teaching and learning, then the process will improve providing better forum for students to learn, the use of Mass Media will improve English competency of students, and the positive impact of Mass Media use will provide panorama to use further in the Bhutanese classrooms. As a result, the paper aspired to station the impact of Mass Media in teaching and learning English, so that the various stakeholders of the country have the platform to discuss, plan, and implement wherever necessary. This became the baseline of discussion on entertainment of Mass Media in classroom teaching and learning of English in Higher Secondary School in Bhutan.

An authentic methodology obtains best result. In order to establish the degree of positive or negative impact caused with the use of Mass Media in teaching and learning English, the researcher conducted a Mixed Mode Survey through questionnaire and interview to collect data and information. The Simple Random Sampling was used to determine the population sample, which served the base of the analysis of impact study. As part of impact study of Mass Media in teaching and learning English, this paper formulated the various findings based on the data and information collected and analyzed. The study determined numerous impacts on students' English learning with the use of Mass Media in teaching and learning process.

The study portrayed the impact depends on the frequency of Mass Media used in the classroom. For instance, the excessive usage of media entertain students diverting the concentration from actual learning while rare use of Mass Media in classroom bores students because of the monotonous lecture of teacher. However, the moderately and timely use of Mass Media helps student to learn better. In addition, the type of Mass Media used also determines positive or negative impact. If the Mass Media sources are used incoherently to the lesson, it would have negative impact as Hobbs (1998) stated, "… teachers do sometimes use film, television and videotape materials for reasons that are not directly related to knowledge acquisition or skills development". However, the authentic and resourceful Mass Media usage would create positive benefit to students' learning. Further, the paper also found the prospect of implementing Mass Media usage in the teaching and learning English Higher Secondary Schools in Bhutan.

The study intended to find the impact of Mass Media in teaching and learning English, structured and planned logically to obtain concrete result. The study began with the introduction of research topic and context followed with literature review. The aim and objectives of this research are linked to the research questions and hypotheses in order to fulfill the expected outcome of the research. The specific and authentic research methodology was employed to archive the authentic result so that the future researchers and stakeholders can refer and use for further research and implementation in the schools. The paper also presented the data analysis, result and the discussion based on the collected data to reveal and fill the current gap of Mass Media impact in teaching and learning English in Higher Secondary Schools in Bhutan. With those unprecedented techniques and methods, the paper found the impact of Mass Media in teaching and learning English and discussed the future prospects of Mass Media in the teaching and learning English in classrooms of Higher Secondary Schools in Bhutan.

1) *Significance of the Study:* The limited study on the Impact of Mass Media in Teaching and Learning English in Higher Secondary Schools in Bhutan has given no stand to any stakeholders how to react upon the emerging usage of Mass Media in Bhutanese classrooms. This study with the critical analysis of the impact of Mass Media in teaching and learning English will support the stakeholders to formulate plans. The findings of study will illustrate the essentiality of Mass Media usage in teaching and learning English. The study will suggest those classes and schools to adopt and adapt to the usage of Mass Media in daily teaching and learning English. Further, it provides the ground for researchers to base other researches on it and uncover the critical areas to lay the foundations where many researchers were not able to explore. Thus, a new area of teaching and learning English may be explored.

B. Literature Review

English is widely accepted and globally used language of the educated and the elite class. As it gains global arena rapidly, the mastery over English has become an indispensible tool to exist among the people. However, there are many ways to learn English, but the finest way is to attend the formal language classes. In those formal classes, teachers use numerous teaching pedagogies that suits the learner's capabilities and abilities that in turn result to better learning of language. One such pedagogy used in 21st century is the Mass Media in teaching and learning English. The teachers across the world have used Mass Media as the teaching and learning aid across the levels of students.

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According to Preeti (2014), "The use of media in teaching-learning process is needed to attract students' attention and to make teaching learning activities more interesting and also effective". Those Mass Media aids include television, radio, newspaper, magazines, films, YouTube, and internet facilities that are available and accessible.

The use of Mass Media has helped students to learn English. These media sources aid in all strands of language learning to the students. However, there are some negative impacts on students when no proper sources and guidance are provided as stated, "This exposes children to things they do not necessarily need to know and may not understand. Many children instead of investing time to their education they spend it on Mass Media and drug abuse imitating the actor on programs and movies" (Ocharo & Karani, 2015). If the students are exposed to negative media sources, it provides wrong and negative information, which affects the learning. Therefore, the paper intended to review the researched articles to determine the impacts of Mass Media in teaching and learning English.

The use of Mass Media in teaching English provide creative and practical ideas. Tafani (2009) claimed, "Media provide teachers and students with creative and practical ideas. They enable teachers to meet various needs and interests of their students". The researcher believed that the use of Mass Media in teaching English help both teacher and student to become creative and practical because media provides better sources. The media become the sources where students can meet the various needs and interests to foster learning. The researcher through four questions and questionnaire-based survey found that the activities designed using Mass Media helped to develop reading, writing, speaking, and listening skills of the students. For instance, the use of newspaper in the English class helped to reflect the changes in language because most newspapers are linguistically up-to-date and provide valuable linguistic data.

The Mass Media serve as wide variety of text type and language styles that are often missing in textbooks. In addition, he found that magazines provide pictures to stimulate verbal or written stories that help to develop language. Similarly, the use of radio in classroom not only provides information and entertainment but also help the pronunciation, intonation, and pitch of voice in language. The use of television too benefit the students because it warms up and readies students for the coming issue when it is used in the beginning of the lesson and supplements certain topics, and update information of the textbooks. Generally, his research concluded that Mass Media helped teachers make teaching and learning visual, audio, entertaining, and informative that enhances students' English learning processes. Therefore, his article provides the positive impacts of Mass Media based on how those are used in the classroom.

The Mass Media strengthens speaking skills of the students. The research article, "The impact of Mass Media tools on EFL students' speaking skills" by Yanar (2016) intended to find the impact of Mass Media in English as Foreign Language (EFL) students in Turkey on their speaking skills. He believed that Mass Media enriches instructions in the educational setting as stated, "The enrichment may come from interesting presentation of audio visually developed/advanced movies, educational television programs, chat rooms and television series". He pointed that the various forms of Mass Media outlays the beneficial instructions and information that helped students in learning the speaking skills. Through survey questionnaire, interview, and observation of students in English Preparatory school of Maritime University, he found that the EFL students believed in the positive effect of Mass Media tools on their speaking skills. It was observed through first questionnaire that students spoke hesitantly, slowly, and in short patterns. In addition, students were unable to communicate, had limited vocabulary, errors in tenses, and pronunciation errors. However, in the second questionnaire after the training session of students with speaking skills using authentic videos, short online lectures, and online authentic language teaching materials, they showed drastic improvement in the speaking skills.

The use of Mass Media in teaching enhances various skills of speaking. It was observed that students spoke fluently with more vocabularies, expressions, complex sentences, and right pronunciation with sustained conversations as stated, "Their fluency, comprehension, communication, vocabulary, structure and accent showed better progress". He concluded that students speaking English as foreign language accurately and fluently in the class increased compared to the beginning of the year. Although, this article proves the positive benefit of Mass Media, yet it has focused only on one skills of language and neglected other three skills. Further, the research was conducted to the matured students who were to begin the departmental courses.

Teachers in the classroom used the old forms of Mass Media frequently. Slavikova (2014) compared the old and new Mass Media based on frequency of usage and impact on learning English to Czech grammar and secondary technical and vocational schools. The online-based questionnaire survey conducted to teachers and students discovered that the old Mass Media were used dominantly but the benefits and students' preferences were on new media. For instance, the research revealed, "The English teachers use most commonly textbooks and audio recordings in their lessons: 98% said that they use the textbook always or often and 89% of teachers surveyed use the audio recordings always or often" (Slavikova, 2014). This shows that the teachers have used mostly the old media in the Bhutanese classrooms.

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However, the research too depicted that around 58% of surveyed teachers used computer with internet as the medium of teaching students that showed the effectiveness of around 80%. In this regard, 89% of the teachers surveyed believed that the use of internet and computers are beneficial to the students to study English.

The new generation Mass Media has more impact on students' English learning. While reviewing the response of students, the research found that the traditional printed media were effective tools to study English, however, those media were the commonly used in English lessons than new media as stated, "Textbooks are considered to be the most effective medium, which helps the students to learn English vocabulary, grammar, pronunciation and spelling effectively. Textbooks were mentioned in 65% of responses" (Slavikova, 2014). It concluded that both old and new media are used effectively while the new media is popular in secondary school English students. The new media were used in many purposes and found suitable for developing language skills and language systems as stated, "The new media are believed to have a positive impact on students' learning of English" (Slavikova, 2014). The paper proved that Mass Media has positive impact on teaching and learning English surpassing old media over new media in usage. However, the research was conducted during the dominance of old media while the new media was in its juvenile stage.

The use of television and radio helps in speech skills. The research article "Impact of The Media on the Senior Secondary School Students Performance in Speech Work in English Language" researched by Oyinloye and Adeleye (2010), intended to find the impact of media (Television and Radio) on the oral skills of Senior Secondary School in Ado-Ekti Local Government Area in Nigeria. The researchers believed that media is a vital source to learn speaking. They suggested the radio and television sources such as British Broadcasting Service (BBC), Voice of America (VOA), Cable Network (CNN), Digital Satellite Television (DSTV), and Nigerian Television Authority (NTA), which could help to develop speaking skills because they get to listen to the native speakers. With concise question and hypotheses, they aimed to determine the difference between one who listens to radio and watch television and the gender difference in speech work of the students.

The use of media helped students to speak fluently. The in-depth survey was conducted based on 200 students who were grouped into experimental and control groups. The pre-test survey found that there was no significant difference between experimental and control group and no significant difference between who watched and listened and who did not. However, it was noticed that a great gap in the performance of experimental and control group and the achievement of male and female in the experimental group and control group. This result indicated that the use of Mass Media helps the students to acquire speaking skills as stated, "Listening to media, such as television and radio are effective means of improving students' performance in speech work" (Oyinloye & Adeleye, 2010). It concluded that if individual were exposed to equal opportunity, the performance would depend on ones commitment to study. The research article proved that the use of Mass Media enhance the speaking skill of Nigerian students but did not study on other three strands of language learning. Moreover, the research focused only on two dominant media.

The use of Mass Media in teaching-learning English supports retention of knowledge. Belaoudj Houda wrote the research article, "The Effectiveness of using Mass Media in teaching English language for EFL students" in 2018 as a part of research module. It was intended to find the effectiveness of Mass Media usage in teaching and learning English as Foreign Language in first, second and third year students at Belaoudj Aid Secondary School in Algeria. The researcher had the notion of Mass Media helping the traditional teaching and learning approaches because media engaged students, supports retention of knowledge, motivates, and illustrates the relevance of the concepts. Hypothesized as the media benefit language learning supported with questions, he conducted the survey, using questionnaire to students and teachers of the selected school. Analysis of teachers' responses indicated that use of Mass Media create an appropriate atmosphere and authentic situations to learn English because it motivates both teachers and learners.

Mass Media helps students to learn more words. The finding communicates that the Mass Media usage has positive impact in teaching the language. Similarly, the responses from students revealed that Mass Media plays a greater role in learning English. The students revealed that, "Social media plays an important role in vocabulary development of English learners at university level like: it facilitates the English learners to learn new words and vocabulary suitable for them in the ability of English language learning" (Houda, 2018). It signified that students using social media are able to learn and use more vocabularies that in turn develop the language standard. Students pointed that Mass Media as a tool not only enhance the language skills but also enables to communicate with native speakers of English language. Thus, the researcher concluded that Mass Media is helpful tool in improving the language learning in students. The research proved that the Mass Media usage enhanced teaching and learning English because the sample students were the undergraduate students whose adaption to media may be higher creating feasibility of usage.

Academic performance of the tertiary students depends on the use of internet facilities.

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The research done on "The Impact of the Internet on Academic Performance of the students at the tertiary level of Education in Bhutan" by Lekey Dorji in 2015 revealed that the use of internet services have greater impact on the academic performance of the tertiary students in Bhutan. The research intended to examine the relationship between internet and the academic performance of tertiary students. Based on four questions and the questionnaire, the survey was conducted among 154 students of three tertiary institutes of Bhutan. The survey was structured into three categories such as academic oriented internet utilization, social oriented internet utilization, and recreational oriented internet utilization. The result showed that students used internet for academic, social and recreational purposes.

The academic oriented internet utilization was greater than other two utilizations. It was observed that the students of College of Science and Technology used more internet for academic purposes compared to other two institutes. The research found that there exist the significant relationship between academic oriented internet utilization and academic performance of the students in Bhutan. The researcher believed that internet services are authentic and reliable source of academic learning for tertiary students in Bhutan as stated, "The internet was a very reliable academic source for tertiary level of students in Bhutan" (Dorji, 2015). Through those findings, researcher concluded that internet serves the best learning tool for academic performance by the tertiary students in Bhutan. However, the researcher has confined the research only to internet usage by tertiary students in academic performance. In addition, the paper took general performance of students and not the English in particular.

In all the articles, there was acceptance of the importance of English. This acceptance enabled to teach and learn English at all levels of schools. In order to have proficiency over English, teachers and students are adopting various teaching and learning methods that will supplement the learning. One such method is the use of Mass Media in teaching and learning English. Similarly, the agreement of positive impact of Mass Media in teaching and learning English was common in all the researched papers. Although, the researchers have found positive impact of Mass Media usage in teaching and learning English, yet their level of students was different ranging from middle secondary to tertiary level. In addition, their focus varied from speaking skills to all strands of language learning.

The Mass Media usage has proved positive impact on language learning in western countries but it may be different in Bhutan because of inaccessibility of Mass Media in different places. Therefore, this research aimed to analyze the Impact of Mass Media in Teaching and Learning English in Higher Secondary Schools in Bhutan because there are rare researches done in this area. Thus, this research became significant in order to obtain the actual Impact of Mass Media in Teaching and Learning English in Higher Secondary Schools in Bhutan students in Bhutan.

C. Aim

The aim of this research is to critically analyze the impact of Mass Media in teaching and learning of English and provide recommendation for improvement.

D. Objectives

The objectives of this research are to:

1) Decipher and examine the frequency of Mass Media used in teaching and learning English in Higher Secondary Schools in Bhutan.
2) Critically analyze the impact of Mass Media in teaching and learning English.
3) Analyze and recommend the prospects of Mass Media in teaching and learning English in Higher Secondary Schools in Bhutan.

E. Research Questions

1) How often the Mass Media should be used in teaching and learning English in Bhutanese classrooms?
2) How does the use of Mass Media impact on teaching and learning English in Higher Secondary Schools?
3) What prospect does Mass Media have in teaching and learning English in 21st century?

F. Hypotheses

1) Frequent use of Mass Media in classroom will improve English learning of students.
2) The use of Mass Media will enhance teaching and learning English.
3) Mass Media has the probable future in teaching and learning English in Bhutanese classrooms.

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II. METHODS AND METHODOLOGIES

A. Introduction

This research intended to explore the Impact of Mass Media in Teaching and Learning English in Higher Secondary Schools in Bhutan. In order to acquire the valid data and responses, the researcher adopted the most prominent and usable methods and methodologies. According to Rajesekar, Philominathan & Chinnathambi (2013), "Research methods are the various procedures, schemes and algorithms used in research. They are essentially planned, scientific and value-neutral. They include theoretical procedures, experimental studies, and numerical schemes, statistical approaches which help to collect samples, data and find solution to problem." Thus, the following research methods and methodologies are employed determine the findings of the study.

B. Research Setting

The research was conducted in three Higher Secondary Schools; Rangjung, Jigme Sherabling, and Tashitse Central School under Tashigang Dzongkhag. These schools were chosen owing to the proximity of the research center and time constraint of the researcher.

C. Population

To test the hypotheses, the researcher focused the twelfth-grade students and English language teachers of the schools mentioned above. The survey questionnaire and open-ended questions were provided to 135 students; comprising 45 students respectively from three schools and conducted a semi-structured interview to 6 teachers: 2 teachers from each school who were teaching English.

D. Sample

The Simple Random Sampling method was used to select the target population in order save time and represent whole population. This population sampling was beneficial as it minimized cost and time as Hayes (2019) suggests it to be, "A subset of a statistical population in which each member of the subset has an equal probability of being chosen. A simple random sample is meant to be an unbiased representation of a group." The use of this population sampling method acquired valid data and information, which helped to generalize the result.

E. Design

The researcher used Mixed Method to explore the impact on language learning because it could gather both quantitative and qualitative data, which facilitated to acquire both empirical and non-empirical. Creswell (2013) defines, "Mixed methods is a research approach, popular in the social, behavioral, and health sciences, in which researchers collect, analyze, and integrate both quantitative and qualitative data in single study or sustained long-term program of inquiry to address their research questions". The use of mixed method helped to cover all the uncovered areas since each of it deals differently and has its own weaknesses.

F. Research Instruments

The researcher used survey questionnaires and open-ended response questions for students and semi-structured interview questions to teachers. The MS Excel 2016 was used to prepare the data and descriptive analysis to decode the result.

G. Data Collection and Methods

The data collections were conducted in two ways: mixed questionnaire and face-to-face semi-structured interview based process. The semi-structured survey questionnaires (closed and open response) were distributed to 135 students of three Higher Secondary Schools. The questionnaire had 11 statements based on 4-Lickert scale options (strongly disagree to strongly agree) against each item and 6 open-ended response questions. "Likert Scale is a type of rating scale used to measure attitudes or opinions. With this scale, respondents are asked to rate items on a level of agreement" (Stephenie, 2015). So, the respondents were asked to choose either of the option with a tick mark. The Likert Scale was used due to the universal method for survey collection, understood easily, easily quantifiable and subjective to computation (LaMarca, 2011).

The face-to-face interview was conducted with 6 teachers lasting approximately 15 minutes each. The responses were recorded by using the audio recording instrument during the interview. The face to face semi-structured interview helped to get in depth data as stated, "The interviewer can probe for explanations of responses and interview length can be considerably longer since the participant has a greater commitment to participate" (Marshall, 2016). This data collection was carried by researcher's personal visit to the respective target schools.

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1) *Survey Questionnaires:* The survey questionnaire had 11 statements seeking the opinion ranging from strongly disagree to strongly agree followed by 6 open-ended questions where students had to write the responses. These semi-structured survey questionnaires were designed to get the quantitative and qualitative responses from the students.
2) *Semi-structured Interview:* The semi-structured interview questions were designed and posed to the 6 English teachers of the target schools. The form is chosen because it helped to provoke the interviewees when they were not in the position to response and to keep them on track while responding. Thus, this helped to obtain the expected responses, which validated the result and discussion.

H. Combined Data Analysis Procedure

This mixed method research was used to analyze the data quantitatively and qualitatively. The descriptive statistics is shown in various forms such as tables, graphs, and charts showing the total respondents and percentage of respondents. Since half section of questionnaire is the open-ended response, the narrative analysis was used because it helped in generating the data effectively. The narrative analysis was used to interpret the semi-structured interview responses as Allen (2017) defines, "Narrative analysis is a genre of analytic frames whereby researchers interpret stories that are told within the context of research and/or are shared in everyday life." This analysis method was used because it helped to analyze based on themes and reformulations of the responses provided by the respondents. These content and narrative analyses helped to code the common themes, patterns, and relationships, which were formulated into interpretations. Therefore, the researcher achieved the expected result through the methodological aspects discussed in the above paragraphs because the methods and design posses approachable, time bound, cost cutting, technically appropriate, and high reliability.

Cronbach's Alpha was used to calculate the reliability coefficient of survey questionnaires responses. Goforth (2015) states, "Cronbach's alpha is a measure used to assess the reliability, or internal consistency, of a set of scale or test items". Cronbach's alpha can also be defined using the formula "$\alpha = \frac{nr}{1+(n-1)r}$", where:

1) 'n' refers to the number of scale items
2) 'r' refers to average correlation coefficient

Cronbach's alpha is interpreted as:

+1	Maximum
>0.90	Very high reliable
0.8-0.89	Highly reliable
0.7-0.79	Reliable
0.6-0.69	Marginally/minimally reliable
< 0.6	Unacceptably low reliable

III. RESULTS

A. Introduction

This chapter presents the findings from the field study conducted in Rangjung, Jigme Sherubling and Tashitse Central Schools under Tashigang Dzongkhag to study the Impact of Mass Media in Teaching and Learning English in Higher Secondary Schools in Bhutan. The survey questionnaire was focused on class twelve students. Through the simple random sampling method, 45 students were selected from each school for the survey questionnaire. The questionnaire was based on the three research questions intending to find the impact of Mass Media in teaching and learning English. The research questions are:

1) How often the Mass Media should be used in teaching and learning English in Bhutanese classrooms?
2) How does the use of Mass Media impact on teaching and learning English in Higher Secondary Schools?
3) What prospect does Mass Media have in teaching and learning English in 21st century?

The reliability and consistency of the survey questionnaire is vital in acquiring the best result. So, Cronbach's Alpha was used to test the internal consistency, of the survey questionnaire items.

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	1	2	3	4	5	6	7	8	9	10	11
1	1										
2	0.17432029	1									
3	0.210994938	0.492387	1								
4	0.175139551	0.21024	0.350528	1							
5	0.127671406	0.038652	0.096842	-0.04814	1						
6	0.218315978	0.184756	0.186018	0.336373	-0.10334	1					
7	0.196984082	0.115081	0.137298	0.28997	0.002611	0.225186	1				
8	0.411529423	-0.01115	0.081002	0.269574	0.201419	0.285587	0.324523	1			
9	0.184935621	0.030041	0.105478	0.200636	0.087686	0.210046	0.137811	0.321831	1		
10	0.343829001	-0.01761	0.059848	0.111849	-0.14917	0.239513	0.293363	0.618494	0.273309	1	
11	0.316322382	0.008514	0.127965	0.274897	0.235272	0.18761	0.128037	0.39962	0.335027	0.473147	1
r	0.194885125										

Figure 1: Finding average correlation coefficient in MS-excel 2016

R	**0.194885125**
N	**11**

Table 1: Values for the Cronbach's alpha

Calculation of Cronbach's alpha	Reliability Coefficient	
$\alpha = \frac{nr}{1+(n-1)r}$	+1	Maximum
	>0.90	Very high reliable
$\alpha = \frac{11\ X\ 0.194885125}{1+(11-1)0.194885125}$	0.8-0.89	Highly reliable
	0.7-0.79	Reliable
$\alpha = \frac{2.143736371}{2.948851247}$	0.6-0.69	Marginally/minimally reliable
α =0.726973385	< 0.6	Unacceptably low reliable
α =0.73		

Table 2: Calculation of Cronbach's alpha

The calculated Cronbach's Alpha was 0.73. The alpha between 0.7 to +1 is considered reliable (Tavakol & Dennick, 2011). Thus, the survey questionnaire items were reliable for the analysis.

Sl. No.	Statements	SA	A	D	SD	Max	%	Decision
1	The use of Mass Media is important in teaching-learning English.	73	58	2	2	73	54.07	SA
2	Mass Media is used frequently in the classroom to teach and learn English.	9	87	32	7	87	64.44	A
3	Most vocabulary, tenses, sentence structures, etc…are learned using Mass Media in classroom.	8	25	70	32	70	51.85	D
4	Use of Mass Media in classroom enhances listening, speaking, reading and writing skills.	42	69	19	5	69	51.11	A
5	Mass Media should not be used excessively in classroom since it distracts learning.	33	51	36	15	51	37.78	A
6	Access to media beyond the Bhutanese classrooms helps English learning.	45	79	6	5	79	58.52	A

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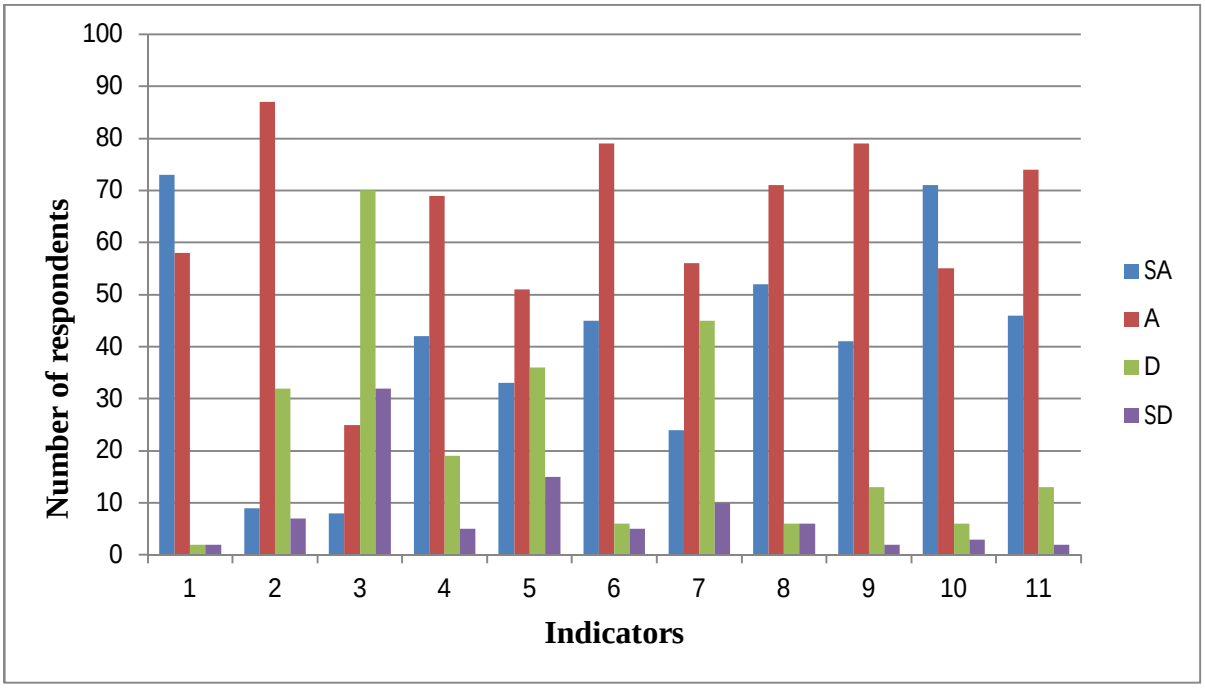
7	English learning becomes monotonous with least use of Mass Media in classroom.	24	56	45	10	56	41.48	A
8	Various forms of Mass Media should be used in teaching-learning English in classroom.	52	71	6	6	71	52.59	A
9	The use of Mass Media in teaching-learning changes the attitude towards English learning.	41	79	13	2	79	58.52	A
10	Mass Media should be made available and accessible to students.	71	55	6	3	71	52.59	SA
11	Mass Media is the best teaching-learning material.	46	74	13	2	74	54.81	A

Table 3: Number of respondents on each statement

Table 3 represents the general survey questionnaire responses based on the Impact of Mass Media in Teaching and Learning English in Higher Secondary Schools in Bhutan. Based with three research questions, eleven survey questions were developed to validate the research questions. Amongst eleven statements, eight statements received the maximum choice in agree while statement one and ten received strongly agree. Statement three received maximum in disagree. The table shows that 73 of 135 respondents strongly agreed that the use of Mass Media is important in teaching and learning English that accounts to 54.07% of the total. In similar way, 87 of total respondents agreed that Mass Media is used frequently in the classroom to teach and learn English representing 64.44%. As a disagreement to the statement, 70 respondents have chosen disagree for the statement, which stated most vocabulary, tenses, sentence structures are learned from using Mass Media in classroom depicting 51.58%. Although, statements 5 and 7 have maximum respondents in agree, yet the percentage of agreement is below 50% which indicates that there are equal respondents who also disagree to the statements. The 126 (93.33%) respondents believe that Mass Media should be made available and accessible to students in school. The above table denotes that the maximum numbers of students are in favour of using Mass Media as a tool in teaching and learning English.



Graph 1: Number of respondents on each statement ranging from SA to SD

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B. Analysis of the Research Questions

1) Research Question One

How often the Mass Media should be used in teaching-learning English in Bhutanese classrooms?

The frequency of Mass Media use is essential to enhance teaching and learning English in the classroom. Mass Media should be used based on the requirement of the lesson to aid the delivery of content and meaning. The choice of the Mass Media should also be appropriate because it may not support if the medium is wrong. Table 4 shows the numbers of responses varying from strongly agree to strongly disagree on each statement that talks about the frequency of Mass Media used in classroom. For instance, 87 (64.44%) respondents agreed while 7 (5.19%) strongly disagreed that Mass Media is used frequently in the classroom to teach and learn English. Though, 51(37.78%) respondents disagreed or strongly disagreed that Mass Media should not be used excessively in classroom since it distracts learning, yet 84 (62.22%) respondents are on the positive part of the statement. However, there is a little difference between the positive and negative support towards the statement, "Learning becoming monotonous with least use of Mass Media". Nevertheless, maximum believed that Mass Media need to be used in the classroom to teach and learn English. The impressive response on the varieties of Mass Media to be used in teaching and learning English shows that a variety of Mass Media should be used. Therefore, the Diagram 1 shows that 64% of the respondents are in favour while 36% negates the idea of frequency of Mass Media used. This implies that Mass Media should be used appropriately and frequently according to the lesson intended to deliver.

Statements	SA	A	D	SD
Mass Media is used frequently in the classroom to teach and learn English.	9	87	32	7
Mass Media should not be used excessively in classroom since it distracts learning.	33	51	36	15
English learning becomes monotonous with least use of Mass Media in classroom.	24	56	45	10
Total	66	194	113	32

Table 4: Total respondents on each statements and scale

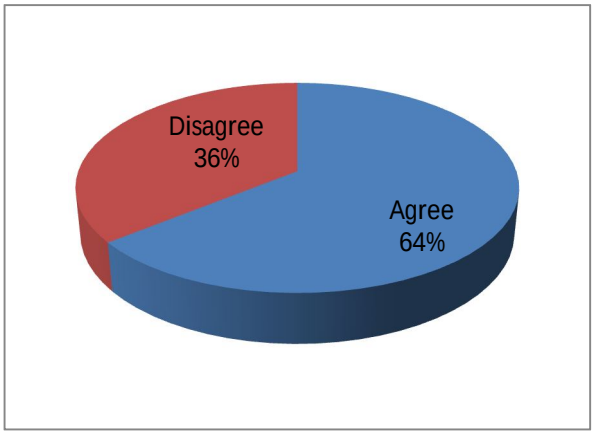

Diagram 1: Percentage on agree and disagree

2) Research Question Two

How does the use of Mass Media impact on teaching-learning English in Higher Secondary Schools?

Mass Media has become an integral part of teaching and learning English in the Bhutanese classrooms. The use of Mass Media in the classroom has shown greater impact on students' English learning since 88(71.85%) of the respondents agreed or strongly agreed while only 52(28.15%) disagreed or strongly disagreed to the four statements which dealt with impact of Mass Media. Although, maximum number of respondents 102 (75.56%) disagreed or strongly disagreed to the statement on most vocabulary, tenses, sentence structures are learned using Mass Media in classroom, yet most of the respondents agreed and strongly agreed other three statements such as:

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a) Use of Mass Media in classroom enhances listening, speaking, reading and writing skills,
b) access to media beyond the Bhutanese classrooms helps English learning, and
c) The use of Mass Media in teaching and learning changes the attitude towards English learning.

Table 5 shows the respondents' agreement and disagreement on the four statements. For instance, statement 3 and 4 of Table 2 have 79 (58.52%) respondents each agreeing to the statements followed with 45 (33.33%) and 41(30.37%) respondents strongly agreeing respectively, while there are only 26 (9.63%) respondents who disagreed and strongly disagreed to these two statements. Diagram 2 shows the percentage of total respondents of four statements under each agreement structure. The diagram too portray that most respondents are towards agreement than disagreement. Thus, the researcher concludes that the use of Mass Media in teaching and learning English in the classroom is impactful and valuable for students.

Statements	SA	A	D	SD
Most vocabulary, tenses, sentence structures, etc…are learned using Mass Media in classroom.	8	25	70	32
Use of Mass Media in classroom enhances listening, speaking, reading and writing skills.	42	69	19	5
Access to Mass Media beyond classroom supports English learning.	45	79	6	5
The use of Mass Media in teaching-learning changes the attitude towards English learning.	41	79	13	2
Total	136	252	108	44

Table 5: Total number of respondents (SA-SD)

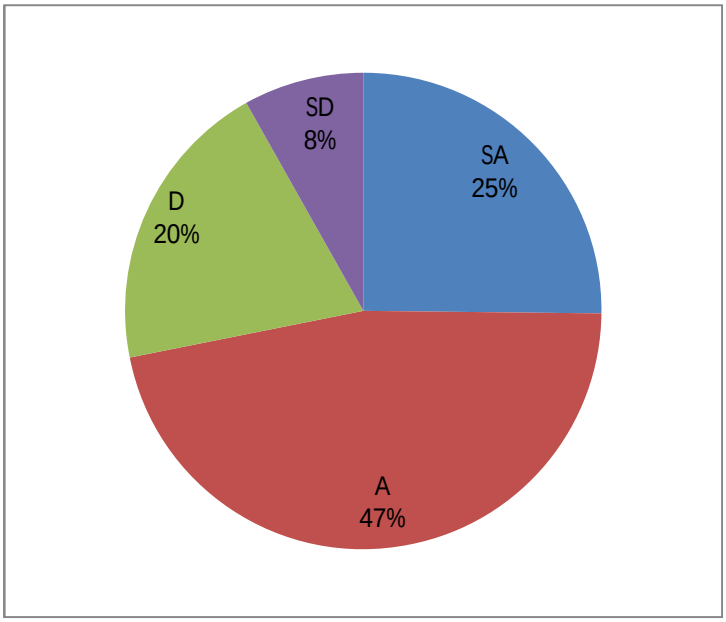

Diagram 2: Percentage on agreement and disagreement

3) Research Question Three

What prospect does Mass Media have in teaching-learning English in 21st century?

Since this question needed elaborated perceptions from both the teachers and students, the researcher analyzed this question through the responses acquired through interview and write-up. Upon the question of, "Would you recommend the use of Mass Media", 122 (90%) and 6 (100%) of the students and teachers responded positively. However, the detailed response and result are discussed separately in the analysis of student's write-up and semi-structured interview sections.

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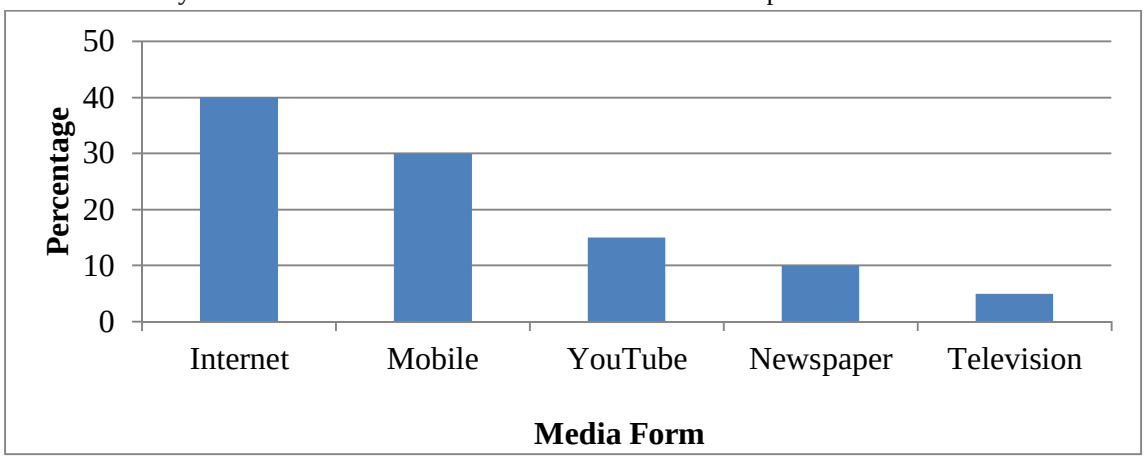
C. Analysis of Students' Write-Up

135 respondents were also made to write the responses on the six questions that aimed at receiving the extended response for the research questions. The respondents have provided extensive and variety of responses based on the requirement of the questions. So, responses are discussed into four categories.

1) *Type and frequency of Mass Media Used:* The appropriate use of Mass Media with the lesson delivered in the classroom is essential for learning English. In order to recognize which Mass Media best serves the teaching and learning English, 135 respondents were made to list the best media aid preferred. The respondents have chosen the best media that would help in teaching and learning English such as internet connectivity, use of mobile phone, newspaper, television, and YouTube videos. In this regard, graph 2 shows 54 (40%) of the respondents preferred internet service to acquire information via computer followed by 41 (30%) preferring internet connected mobile usage in the classroom. More than 20 (15%) of the respondents were in favour of YouTube videos while 14 (10%) of respondents opted for newspaper. Nevertheless, there were around 7 (5%) of respondents who preferred the use of television in the classroom to teach and learn English. Therefore, the researcher concluded that the variety of Mass Media should be used in the classroom to impart various lessons to the students.



Graph 2: Respondents' choice of media form

Adequate and timely use of Mass Media helps students to learn English. Mass Media should not be used excessively or limitedly in lesson. According to the responses, the frequency ranges from more than three times a week through daily use and need based usage. In the responses, as shown in diagram 3, 54 (40%) prefers to use more than three times a week followed by 41 (30%) preferring to use twice a week. In similar way, 7 (5%) wanted to use once a week while 20 (15%) desired to use every day in every lesson. Nevertheless, there are 14 (10%) of respondents who feels that Mass Media can be used as per the need of the lesson and topic, which would be decided and designed by the teachers. Whatsoever, the respondents believed that Mass Media should be used due to the impact it creates in teaching and learning English.

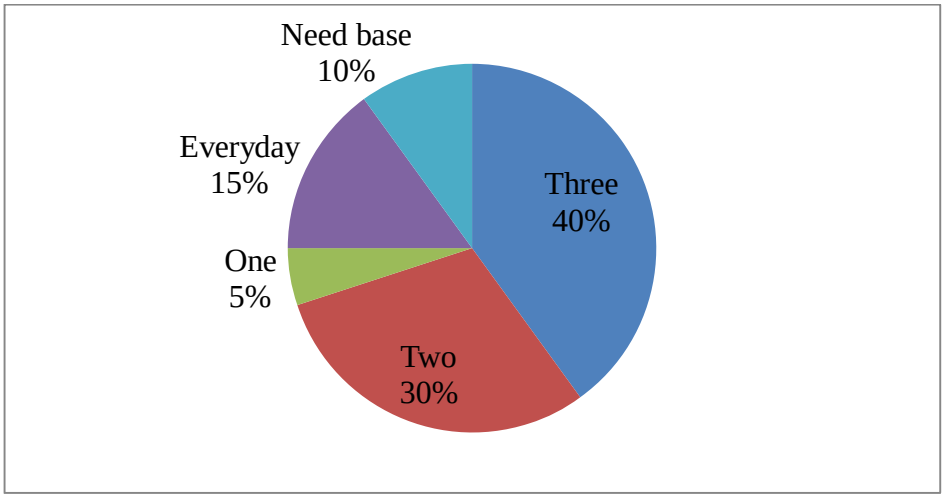


Diagram 3: Frequency of Mass Media used

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2) *Positive and Negative Aspects of Mass Media:* The use of Mass Media in teaching and learning English in classroom has benefited the students but it does not lack the negative aspects. The following table 6 and 7 presents the negative and positive aspects of Mass Media while used in classroom to teach and learn English.

Negative aspects
1. It distracts the concentration of the students' to the focused lesson.
2. It consumes the time
3. Managing the common interested media is difficult because of different choice and interest.
4. The wrong choice of media resource would hamper the learning.
5. It would confuse students when they do not understand the native accent.

Table 6: Negative aspects of Mass Media

Positive aspects	
1. Use of Mass Media enhances the English learning.	2. It makes the instruction concrete, stimulates interest, and excites curiosity.
3. It helps to develop the four language learning strands (listening, speaking, reading, and writing).	4. Motion pictures bring the past, the distant to the classroom. It can bring the whole world to the classroom.
5. It helps to develop pronunciation, stress, intonation, and vocabulary.	6. It can easily acquaint the children with past culture, history and social life.
7. It provides additional information.	8. It serves as both visual and audio aid.
9. It provides concrete fact and knowledge.	10. It helps to learn from real cultural context.
11. It helps to listen and see native way of speaking.	12. The educational films make the concept more clear, durable and realistic.
13. It motivates children because it is educative and entertaining.	14. Motion pictures arouse interest in children and satisfy their emotions.
15. It provides the information within short time.	16. It simplifies certain concepts.
17. Geographical locations, climatic conditions, and direction are found online.	

Table 7: Positive aspects of Mass Media

The responses of the students depict that use of Mass Media in teaching and learning English has more advantages to disadvantages as figured in Diagram 4.

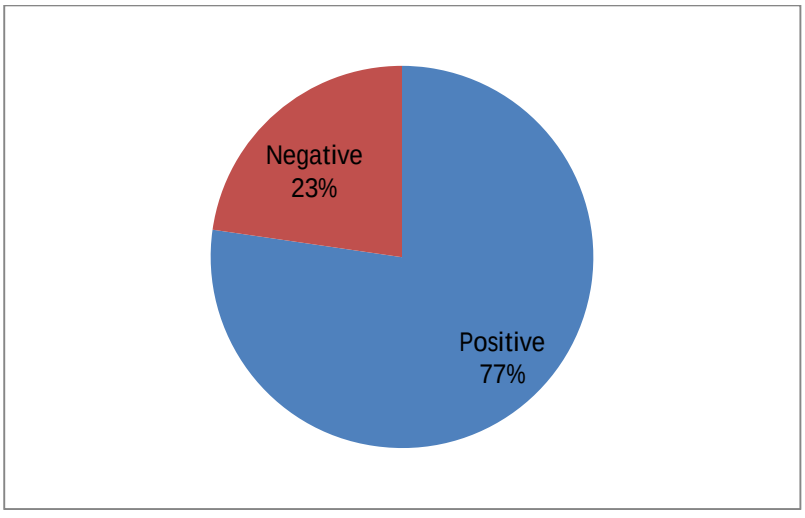

Diagram 4: Spatial representation of advantages and disadvantages

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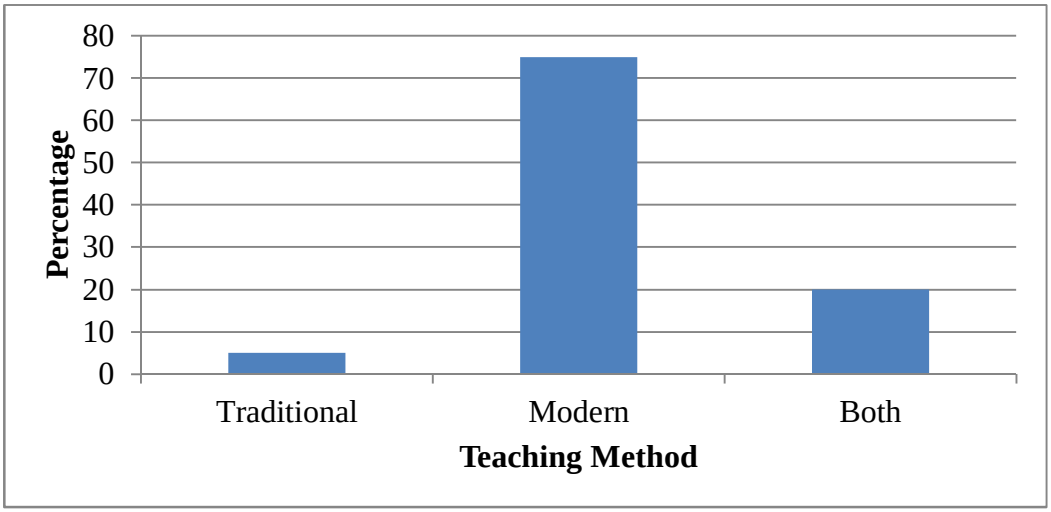
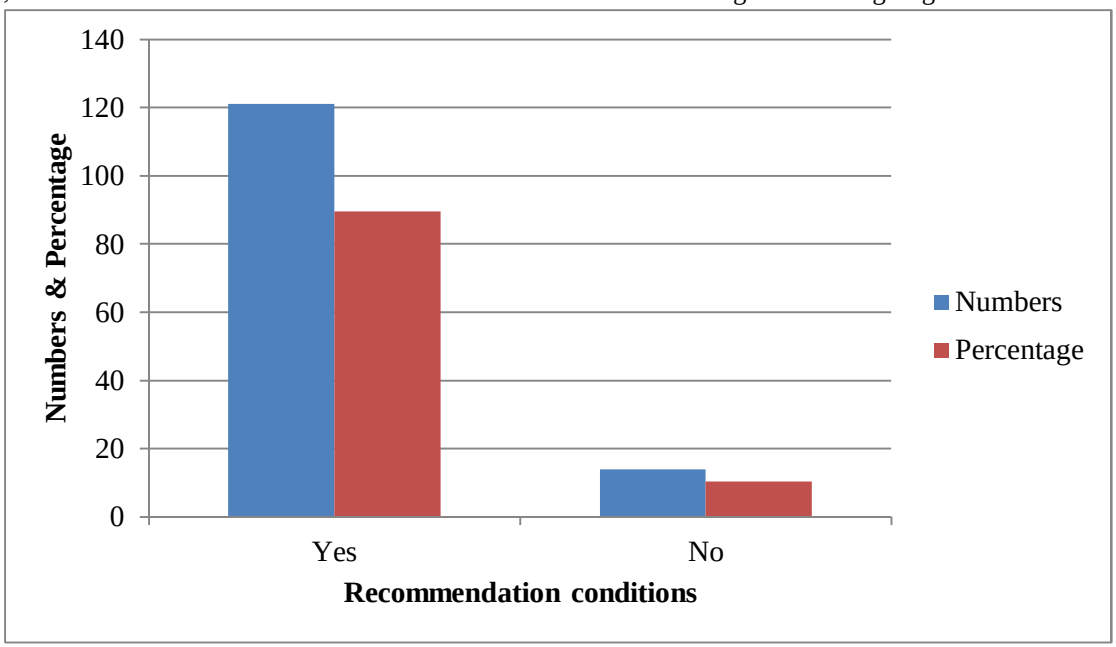
3) *Traditional or Modern Teaching Method:* The appropriate teaching strategy is important to provide adequate information and knowledge to the students in the 21st century. With the advancement of technology, teaching methods should adopt those mediums to prepare the children to fit in the era. In this regard, the respondents were asked to choose between the traditional and modern teaching methods as shown in graph 3. Though, 7 (5%) of the respondents preferred the traditional teaching method, yet more than 101 (75%) of the respondents were in favour of modern teaching method which employs Mass Media as teaching and learning aids. However, there were around 27 (20%) of the respondents who preferred both the methods to be used in the classroom because both serves best at certain lessons. Thus, the responses can be concluded as in favour of using modern teaching method in the classroom.



Graph 3: Percentage of preferred teaching method

4) *Future prospect of Mass Media:* The use of Mass Media in teaching and learning English in classroom is necessary. Since most of the Mass Media forms are available in the schools, the practicality of using Mass Media is never a doubt. Similarly, in this era, students too prefer the novel teaching strategies that will provoke the creativity and enhance the knowledge. For instance, 121 (90%) of the respondents recommended the use of Mass Media while 14 (10%) of respondents did not recommend the use. Graph 4 shows the total number and percentage of responses against the recommendation of Mass Media use in the future. Therefore, it is recommendable that the Mass Media should be used in teaching and learning English in the classroom.



Graph 4: Total respondents on recommendation

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D. Semi-Structured Interview Result

The researcher interviewed 6 teachers of three selected schools who were teaching English. With the intend to find the impact of Mass Media in teaching English to students, interviewees were posed with seven questions in semi-structured interview format. The responses of the interviewees were grouped into four categories as presented in the following paragraphs.

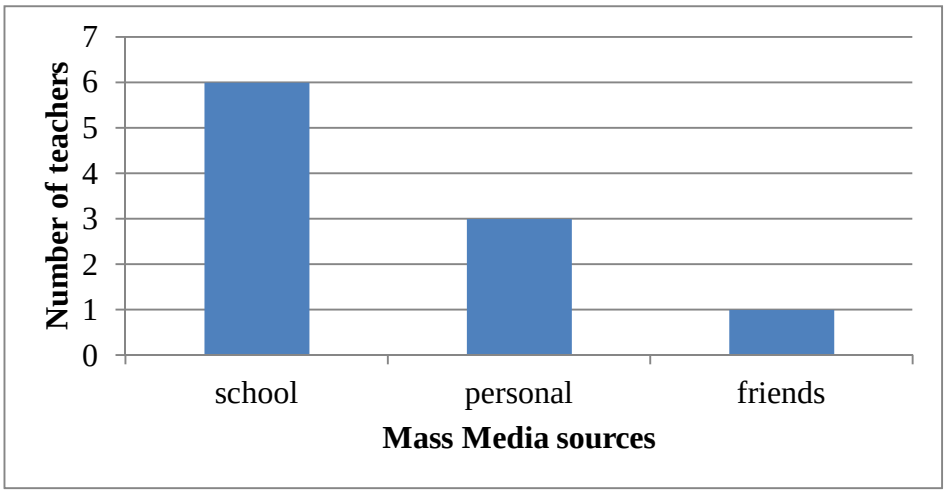
1) *Frequency, type and sources of Mass Media:* The number of times the Mass Media used determines the impact on students' learning English. The responses provided to the question of how often teachers use Mass Media in the classroom to teach English, TR_2,TR_3 and TR_5 said to use around twice a week. The respondents 4 shared about using once, especially when the teacher introduces the story. It is done to familiarize the author and the context of the text. The other respondents claimed that Mass Media is used as per the demand of the lesson, nature of the topic, and conveniences of the resources and time. The numbers of teachers' choice is presented in table 8. Whatever may be the number of usage, the respondents confirmed that Mass Media is used while teaching English in the classroom to aid the teaching and make students learn better.

Sl. No.	No. of times in a week	Respondents
1	Two	3
2	One	2
3	Need base	1

Table 8: Respondents' view on frequency of media used

The reliable media is important to teach better lesson. The respondents not only shared the use of Liquid Crystal Display (LCD) for PowerPoint presentations in the classroom but also the use of other media sources such as mobile phones, YouTube, television, newspapers, video clips, and audios. The five respondents shared the use of video clips and YouTube videos to supplement the teaching in the classroom while two respondents used newspapers to teach essays. The respondents too shared that the mobile phone is used in teaching since it is convenient. TR_5 responded, "I use the television to show the video clips in the classroom which is related to the lesson". The respondents asserted that those video clips are downloaded from the online sources. Therefore, the respondents assured the right use of Mass Media to teach English.

Availability and accessibility of resources is another important factor to create impact. Asked about how the teachers manage Mass Media resources, respondents claimed that since there is the internet connection in the school, teachers download from online sources. The respondents shared the availability of newspapers in the school library that is accessible for teachers. TR_6 responded, "Our school has separate rooms for audio, e-library, theatre, and internet connected Information Technology Lab from where the information can be borrowed, downloaded, and used". The respondents told that teachers use the personal internet data to download if the connectivity in school is limited or slow. TR_2 said that the resources are acquired through colleagues of the school who had taught and used in the past years. Thus, the Mass Media resources are manageable and accessible. The numbers are shown in Graph 5.



Graph 5: Mass Media sources

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2) *Traditional and Modern Teaching Method:* The right teaching strategy is important to provide right lesson and learning to the students. Upon the query of which teaching method would the respondents choose, four preferred the modern method with the use of Mass Media to traditional lecture method. TR_2 said, "With the change in time, the trend of teaching should change". Nevertheless, the respondents were not in total disagreement of the traditional method because respondents believed that it too is important and useful with certain topics and lesson. The respondents said that modern method is preferable because with the change in time and situation, teaching strategies should adapt in order to help the students prepare for the requirement of the era. On the other hand, two respondents did not have the choice because both the methods were felt of equal importance. TR_1 and TR_3 said that with the low achievers in the class, varieties of method are needed to cater students' needs, therefore, there is no choice of whether traditional or modern method of teaching. Although, more respondents preferred to use modern method, yet there was no denial of the traditional method of teaching. Both methods can be used depending on the situation and lesson intended to teach.

3) *Attention or Distraction:* The level of attention received would also influence the learning of English with the use of Mass Media. Use of all sorts of media does not gain every student's attention to the lesson. Asked when what level of attention do the teachers receive when Mass Media is being used in teaching, all respondents were positive. The respondents told that students pay good attention to the lesson while Mass Media is used as aid in the classroom. It is believed that if the Mass Media is chosen according to the lesson and has additional information on the topic; students enjoy and learn more but if the choice is wrong, students tend to divert the interest. TR_4 said, "The attention is more when the media is appropriate and entertaining to students". The frequency of usage also play important role in gaining attention. If it is overused or seldom used, students attention level deteriorates. Although, all respondents agreed with good attention of students on learning with Mass Media, yet few of the respondents shared the disturbances and distractions created while media is used. The respondents feel that when the media is not related to the lesson or when students are not able to comprehend the information presented through it, distractions pop in. Being asked how those are managed, respondents had the right and manageable way to it. TR_3 and TR_5 said, "The medium is paused and few related questions are asked to students to provoke the thinking". Some discontinues with that particular media having the notion of not benefiting students. Some even use brain break strategies to refresh students and to bring back the attention. Thus, the good attentions of students have been maintained although there are distractions.

4) *Prospects of Mass Media in Bhutanese Classrooms:* Everything should change with time and situation. In this technological world, the teaching strategies should adhere to using those mechanized tools and equipments. Seeking the respondents' views on the recommendation of Mass Media used in the classroom to teach English, all shared the same thought about the positivity of implementation of Mass Media as teaching and learning material in classroom. TR_6 commented, "New technology should be used in modern world to cater the learning of students". The respondents recommended that it could be used but cautiously. If the media is not used properly, it may hamper the learning. The respondents agreed that the use of Mass Media in teaching English enhances students learning capacity and benefits tremendously. The respondents suggested that the teachers have the wide range of online resources that will be of immense help to the students. This teaching process not only influences students' learning but also makes the teachers' work easier and fruitful because it provides readymade resources. Thus, the use of Mass Media in teaching and learning English as a Second Language in Bhutanese classroom is appropriate and manageable in the classroom.

IV. DISCUSSION AND ANALYSIS

A. Introduction

135 students and 6 English teachers of three Higher Secondary Schools under Tashigang Dzongkhag were chosen to respond to the survey questionnaires and semi-structured interview to decipher the impact of Mass Media in teaching and learning English. The questionnaires and interview questions were based on the research objectives, which aimed to determine the frequency of usage, impact on English learning, and recommendation for future. The responses of the questionnaire and interview are as shown in Chapter 4. In this chapter, the results of the field study based on the impact of Mass Media in teaching and learning English are discussed and analyzed. The research design had to be closely adhered to acquire the influence of Mass Media in teaching and learning English. The student participants were made to fill the structured questionnaire and open ended questions while the teacher participants were made to respond to the semi-structured interview questions, which were recorded in audio form. Although, those responses are transcribed in the result section of this research, yet this part will discuss and analyze the findings. The findings are classified into four sections for the discussion and analysis such as frequency and type of media use, traditional or modern teaching method, benefits and challenges, and the recommendation for Mass Media use.

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B. Frequency and type of Mass Media use

The number of times the Mass Media used in teaching and learning English in the classroom determines the impact on students' learning. The responses shown in Table 3 especially with statements 2 and 3 suggest that Mass Media should neither be used excessively nor limitedly. The use has to be balanced between two to three times a week as the responses represented in Diagram 3 and Table 7 since maximum respondents preferred the range. The respondents shared that if Mass Media is used within this range, the learners' concentration is on the focussed topic and acquire information and knowledge as Momani, Farhan & Qarni (2015) states, "59.2% of teachers agree that using internet applications not only enhanced students with learning difficulties, but also promoted analytical, creative and higher order thinking skills". The respondents believe that with adequate use of Mass Media in teaching and learning has the potential to provoke the creativity, critical and analytical capacity of the students which will benefit in language competency.

If Mass Media is used excessively, the students tend to be carried away by the entertainment mood while limited or no use of it would make monotonous teacher-centered teaching which would lead to minimal learning outcome. The daily use of Mass Media to gain the attention of students seems excessive showcase of media which bores the students as Hobbs (2006) states, "This method of using video accepts a problematic premise: that viewers are passive, bored, easily led and driven by their impulses to seek visual pleasure". TR_3 pointed that if Mass Media is used every day, it distracts the students' concentration. When few students portray the uninterested gestures towards the media used, the whole class is disturbed and thus the learning is hampered. Therefore, all respondents were affirmative to the moderate use of Mass Media in the classroom to teach English. Thus, neither excessive nor limited use of Mass Media creates conducive learning environment enhancing the learning of English.

The media which provide adequate and accurate information best serves the learning of English. Although, the media may be used frequently or often, yet the choice of media needs to be appropriate to foster the learning. All media forms do not equally serve and feed information to every lesson. It serves well at different times and lessons. According to Treapat (2017), teachers preferred the internet facilities since, "The online environment is the most accessible for the youth, granting them the possibility to inform themselves, to socialize, but also to have fun. The connection to the internet is extremely accessible in the present times". In similar way, all the teacher respondents agreed that the most accessed and used is the online resources because the internet facilities are available in the schools. The student respondents too were in favour of internet followed by internet connected mobile as shown in Graph 3.

Although, internet usage showed the highest, yet other media forms are used to display and run the information retrieved from the online sources. For instance, all teacher respondents confirmed the use of LCD to display and deliver the information either in video or word. The video clips are used because it has both visual and audio effect which can help the students get live and direct access to the native speakers as stated, "Many tools of media help to improve their vocabulary of English language in text form and also they may see the pictures of things through online media" (Khan, Ayaz &Faheem, 2016). The respondents believe that when students are shown with dialogues and actions, learning occurs faster because the curiosity drives students to pay attention. So, the appropriate use of Mass Media in the classroom helps the students to think critically, creatively, and analytically because the students get to see things happening in real form.

C. Traditional and Modern Teaching Methods

The appropriate teaching strategies are enormous to provide complete information and to engage the students in learning. In view to extract the impact of Mass Media in teaching and learning English, the respondents were asked to choose between traditional or modern teaching method. The study found that 101 (75%) of students and 4 (66.67%) teachers' participants preferred modern teaching method. According to Pun (2013), the modern teaching method is preferred because, "Using multimedia technology in the language Bhutanese classrooms improves teaching contents and makes the best of class time. It breaks the teacher-centered traditional teaching method and fundamentally improves the teachers' teaching efficiency and has become central to language practice". The respondents view that modern teaching method has different mediums, which will develop students' interest towards the intended lesson. Further, respondents added that being in technological era, the use of Mass Media is essential because students are growing with those technological ideas trying to fit in. Therefore, the modern teaching method aided by Mass Media prepares students for the era and provide sufficient English language proficiency.

Traditional teaching method too serves the purpose in this modern period. Although, maximum respondents preferred modern teaching method, yet the respondents do not reject the traditional teaching method. 27 (20%) of student respondents preferred traditional method while 7 (5%) opting for both methods. Two teacher respondents chose both methods while none denied traditional method as ineffective.

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Traditional teaching method is usable in the modern time because, "The traditional teaching is the most direct and effective method. Teachers control and inspire students effectively when the students encounter problems or arise conflicts; they take flexible teaching method adjusting the content according to actual requirement" (Fei Long, 2014). The respondents believe that the mixture of traditional teaching method would provide another option to teaching which will further enhance the learning because the teachers get to elaborate and spend more time if the students have problem to the concern topic. Thus, traditional method is also helpful in learning language.

D. Benefits and Challenges

The frequent and appropriate use of Mass Media has benefited the students to learn English immensely. The student respondents strongly agreed that Mass Media is important and best teaching and learning material to improve English as shown in Table 1. For instance, the use of Mass Media helps to enhance the four language learning strands as, "Greater exposure to Mass Media news can improve speaking fluency because the recycling feature of vocabulary used in TV news, which is fluency of speech, could help to improve their speaking fluency to a significant extent" (Bahrani, 2011). The respondents feel that exposure to Mass Media enhance pronunciation skill since they hear from the native speakers. Using newspapers, students get to learn the writing skill while reading skill is engaged naturally in the process of reading news.

Young, creative and analytical mind is boosted with Mass Media. The students who are already creative and analytical are helped with the Mass Media used in language teaching because various and creative ways of language learning and practices can be displayed. As per Momani, Farhan & Qarni (2015), "59.2% of teachers agree that using internet applications not only enhanced students with learning difficulties, but also promoted analytical, creative and higher order thinking skills". The teacher respondents share that when Mass Media is used in the lesson, students become more creative and analytical because the information presented through Mass Media are critical and tricky. Therefore, students provide well-structured and analyzed responses, which indicate the growth of learning. Thus, Mass Media enhances learning outcome of English.

Mass Media is attention seeker of students in the classroom. If the learning has to happen, there should be attention grabber along with the focused lesson. The lack of attention grabber and entertainment in the process of teaching and learning will make teaching monotonous without any zest in students to learn. Hobbs (2006) claims that while teachers use video and film to motivate and inspire interest in a subject, for some teachers, grabbing attention is the primary and sole aim in the classroom. Two teacher respondents share the use of Mass Media in the introductory part of the story teaching in order to grab the attention so that students' concentration is within the discussed story. This helps the student to learn the story fruitfully enhancing the English standard.

Entertainment and reward through Mass Media augment the English learning. Learning does not only happen when the lesson is taught throughout the allotted period but with certain entertainment and reward put in between. If the lesson related video clip is shown in the class after the completion of certain topic, it would not only supplement the information but also serve as break and entertainment which will refresh the minds. When the mind is refreshed, the learning becomes easier because students become active. Further, Mass Media can work as reward and motivation for the completion and compliance to the work assigned to students which would encourage students to learn and perform better. In this way, Mass Media impacts the learning of English of the students.

Despite the numerous benefits of Mass Media in teaching and learning English, there are challenges faced by both teacher and student. The Mass Media interrupts the thinking process if it does not have the link to actual lesson. "When clearly defined objectives are lacking, there is no sound basis for the selection or use of instructional materials, content, or methods" (Hobbs, 2006). For instance, if the teacher screens the video clip of 'Tom and Jerry' to class twelve students in grammar lesson, it may entertain but students would be frustrated because there is no connection and additional information acquired. This would deteriorate the interest of learning English because students' would feel childish, thus ignoring the lesson. Hence, the wrong choice of Mass Media will hamper the learning of English meaningfully.

The use of videos and audios would hinder the learning English. The videos and audios downloaded from online sources are normally of native people and speakers. When those aids are made available to the students, the problem of not adhering to the accent and pronunciation would appear. When students are not able to catch the native accent and pronunciation, the concentration would divert and fail to learn the lesson. TR_4 shared that since the students are not used to listening to native speakers, the problem of catering with accent and pronunciation occurs. This leads the students not to prefer Mass Media in the classroom during lesson supplementary. When students are bored with that media, learning of particular lesson of English is hampered. Therefore, a proper and adaptable Mass Media should be used in order to help the students learn English prolifically.

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E. Recommendations of Mass Media from the Field Study

The novice ideas and methods work sumptuously to the novice minds. In this technological world, the use of Mass Media in teaching and learning English becomes the novel method which benefits the students. 121(90%) student respondents recommended the use of Mass Media supported by 6 interviewed teachers' recommendation. The use of Mass Media cannot be underestimated in language teaching and learning process because emerging technologies make it pertinent and practical to approach learning in ways that have been advocated by scientists, theorists and educational psychologists, said one of the teacher respondents. It is imperative for modern day teachers and learners to keep abreast of the modern trend at improving teaching and learning of English Language through the use of Mass Media.

The internet in particular has become a medium where people can learn, share and collaborate in ways not possible two decades ago. A great deal of success however comes from preparing students to interact and learn in this internet age. Therefore, if Mass Media is integrated into the teaching and learning of language, the renewed approach to the teaching and learning of English will go a long way in making Mass Media a more rewarding partner in the teaching-learning process.

In the light of the preceding, it is recommended that teachers should upgrade and familiarize themselves in the use and application of Mass Media facilities in the acquisition of language education. The commitment and enthusiasm to the teaching and learning of English through the effective use of Mass Media should be of utmost importance not only to the curriculum planners and education policy makers but also the teachers and the learners of English.

In order to facilitate the integration of Mass Media into language learning, the respondents recommended that:

1) The provision of computers in schools for learners and laptops for teachers of English language be made available,
2) Regular computer training and re-training for English language teachers to be materialized, and
3) Provision of internet facilities in schools should be strong and accessible.

If those Mass Media facilities are put in place, the integration would not be the problem which will benefit the learning of English. If this happens, the future of Bhutanese students will be well versed in English and compete in the international arena to acquire job and livelihood.

V. CONCLUSION

The use of Mass Media in teaching and learning English in the schools of Bhutan has great impact on the lessons. The Mass Media promotes the motivation and learning interest in English language especially in non-native English speaking context. Major literary pieces and research papers have shown that the use of Mass Media not only caters to the advancement of the technological world but also greatly enhance the competency in English because it supports the students four language learning strands (listening, speaking, reading, writing), creativity, analytical and curiosity in learning. The researcher used the responses of 135 students and 6 English teachers to decode the impact. The findings are as follows:

1) The study found that statements 2 and 3 suggest that Mass Media should neither be used excessively nor limitedly. The use has to be balanced between two to three times a week because the adequate use of Mass Media in teaching and learning has the potential to provoke the creativity, critical and analytical capacity of the students which will benefit in language competency.
2) The study found that the most accessed and used is the online resources because the internet facilities are available in the schools.
3) The researcher concluded that LCD is used to display and deliver the information through video clips and online downloaded materials which help to experience both visual and audio effect.
4) The study found that around 101 (75%) of students and 4 (67%) of teachers preferred modern teaching method because it provides sufficient learning strategies to develop English language proficiency.
5) The research conclude that exposure to Mass Media enhance pronunciation skill since students hear from the native speakers.
6) The study confirmed that when Mass Media is used in the lesson, students' responses are well structured and analytical because they learn the methods and skills from the media sources.
7) The researcher decoded that the use of Mass Media serves as the attention seeker because the students' curiosity of what would be next is generated.
8) The study found the Mass Media was used as entertainment, reward, and motivation for students' activities which encourage and refresh them.
9) The research found that the use of irrelevant Mass Media sources deteriorate the interest of learning because it does not support any information and idea.

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10) The research found that when video clips of native speakers are used in the class, the students who do not have exposure to the native speakers pay less concentration.
11) The research found that the Mass Media is important and best teaching and learning material in this 21st century.
12) The research conclude that the use of Mass Media have improved listening, speaking, reading and writing skills of students.
13) The study decoded that different forms of Mass Media such as LCD, video clips, audio clips, newspapers, and television should be used because it provides the diversity in teaching and learning English
14) The study found that the traditional teaching method is also used because it provided the option when certain lessons are inappropriate with modern methods.

To conclude, Mass Media has enormous impact in teaching and learning English. Despite the limited resources and access of Mass Media to the students in the schools, the benefits are incredible. Students have gained skills ranging from listening, speaking, reading and writing to the development of the creative and analytical mind which fostered them to be a competent English student of the era. Therefore, the use of Mass Media is essential in teaching and learning English in Bhutanese classrooms because it has unprecedented benefits and impact.

A. *Recommendations*

As Bhutan is moving with the technological advancement of the world, the use of Mass Media has become necessary. Although, many schools and teachers use Mass Media in the classroom to teach English, yet the time has come for all schools and teachers to use in teaching English. Since Mass Media has benefitted the English learning of the three schools mentioned above, other schools across the country could be benefitted because the societal and cultural norms are similar. In this regard, the focus on Mass Media integration into English teaching and learning becomes crucial. Therefore, the researcher recommends the following:

1) Different stakeholders should make Mass Media available to both teachers and students in schools with specific set of norms.
2) Teachers should provide Mass Media literacy to students on a regular basis to avoid misuse.
3) Concerned agency should provide regular Information Technological operation trainings to teachers.
4) Various agencies should conduct research and recommend on the use and impact of Mass Media in teaching and learning in Bhutanese classrooms.
5) Stakeholders should develop the policy on integration of Mass Media in curriculum.
6) Teachers should orient the benefits of Mass Media to students.
7) Department of Education should provide necessary equipment, and digital resources.
8) All the Bhutanese classrooms to be upgraded into Smart classes.

B. *Research Limitations*

The research intended to produce an ideal result to fulfill the aim of enhancing the competence level of English language learners. However, there were certain limitations that could not be avoided based on certain circumstances and compromises. Since the responses are based on individual opinion and thoughts, the result may be subjective where generalization becomes questionable. In addition, the research was based on three Higher Secondary Schools under Tashigang Dzongkhag; the generalization to the whole country would be difficult because of societal, cultural, and environmental differences of schools, which would determine the student's choice and interest. Although, all teacher interviewee shared the opinions and thoughts about the impact of Mass Media, yet their first time interview of such kind hampered the expression. Thus, few results may be incompatible when the result is generalized.

C. *Scope for Future Research*

This research had identified the impact of Mass Media in teaching and learning English in Jigme Sherubling, Rangjung and Tashitse Higher Secondary Schools under Tashigang Dzongkhag. The focus was on the class twelve students. In formulating the impact, the researcher compiled the frequency and type of Mass Media used and the choice of traditional and modern teaching method. However, the sample size is limited to three schools under one Dzongkhag which barred the generalization. In this regard, the future researchers can cover more schools and Dzongkhag to validate the findings. The researchers may focus specifically on the use of Mass Media, frequency and type of Mass Media to be used in classroom which becomes the agents of impact. Therefore, the future researchers have plenty of areas to be studied and inform the different stakeholders about the Mass Media in teaching and learning English in the technologically advancing world. Further, other researchers in similar areas can use this research as a base for their research.

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Timeline

Phase	Activity and Progression	Timeline
I Topic	1. Meeting and discussion for research topic 2. Finalizing the research topic	February
II Abstract	1. Background reading for the research 2. Submit and present the progress report 3. Abstract Presentation	May
III Proposal	1. Submission of introduction and literature review 2. Submission of aims and objectives 3. Finalizing project report	April and May
IV Proposal Presentation	1. Research proposal presentation	June
V Questionnaires	1. Framing questionnaires and interview questions	July
VI Data	1. Data collection 2. Data analysis	August and September
VII Thesis	1. Writing thesis 2. Submission of progress report 3. Finalizing the thesis	October and November

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APPENDIX

Appendix I

Survey questionnaire introduction

Good morning. I am Leki Dorji pursuing MA in English at Yonphula Centenary College. Today I am here to conduct a research on the "Impact of Mass Media in Teaching and Learning English in Higher Secondary Schools in Bhutan". This research is a part of my academic research. I will provide each of you with the research questionnaire which will consist of 11 survey questions and 6 open-ended responses questions. It is compulsory to answer all the questions. Please answer the questions honestly. You may ask for help if you do not understand the questions. Your responses and identity will be confidential.

The following open-ended questions were provided to students.

Sl. No.	Questions
1	Which type of Mass Media best serves you to learn English? Why?
2	How many times should the Mass Media be used in classroom teaching-learning English in a week? Why?
3	Write the benefits of Mass Media in learning English.
4	What negative impact do you find in using Mass Media in teaching-learning English in classroom? Why?
5	Would you recommend the use of Mass Media in teaching-learning English in classroom? Why?
6	Which one would you prefer: Traditional teaching method or the use of Mass Media in teaching English? Justify.

Appendix II

Semi-structured interview introduction

Good morning. I am Leki Dorji pursuing MA in English at Yonphula Centenary College. Today I am here to conduct a research on the "Impact of Mass Media in Teaching and Learning English in Higher Secondary Schools in Bhutan". The interview is a part of my academic research. Please do not hesitate to express when you have a point to share. I would like to remind that our conversation will be audio-recorded for the later transcription. Any information you provide will be confidential and your identity will not be revealed during and after the research. The following questions were used for semi-structured interview with teachers.

Sl. No.	Questions
1	How often do you use Mass Media in teaching English in classroom? Why?
2	Which Mass Media do you use the most? Why?
3	Would you recommend the use of Mass Media in teaching English in classroom? Why?
4	Which one would you prefer; Traditional teaching method or the use of Mass Media in teaching English? Justify.
5	How do you manage the Mass Media resources? Is it available in the school?
6	What level of attention do you receive from students while using Mass Media as teaching aid in the classroom?
7	Does the use of Mass Media in classroom distract the attention of students' concentration on focused lessons? How do you manage?

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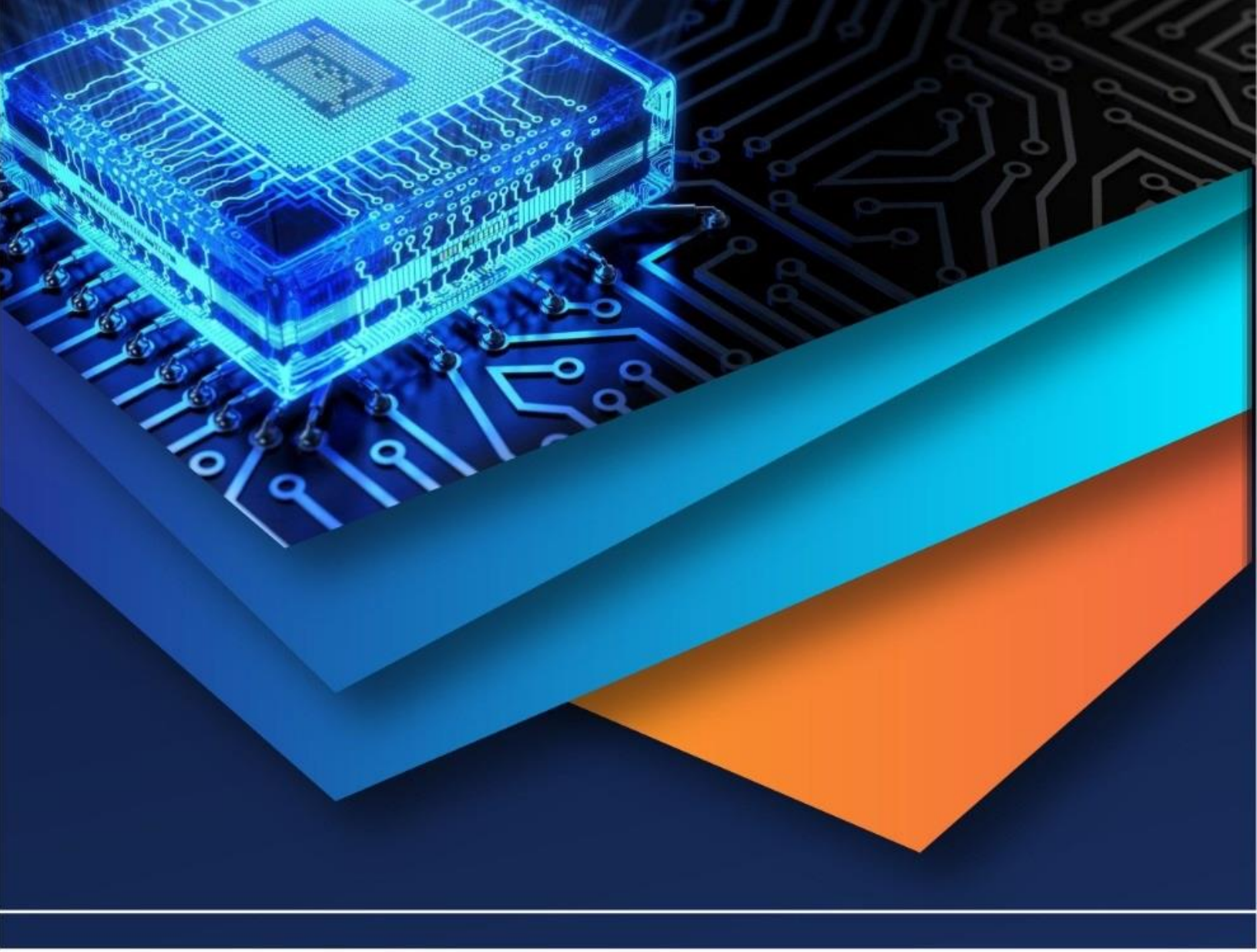

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