

Lecturers' Practices in Instructional Media Selection and Implementation: A Qualitative Study in Higher Education in Banjarmasin

Hidya Maulida
hidya@upk.ac.id

Yulieda Hermaniar
yulieda@upk.ac.id

Norliani
norliani@upk.ac.id

Universitas PGRI Kalimantan

ABSTRACT

This study analyzed lecturers' best practices in selecting and implementing instructional media in English language teaching in higher education. The background is the utilization of instructional media getting varied, conventional and digital media. This required the lecturers to adapt instructional media to learning needs. This study describes how lecturers select and utilize instructional media in English language teaching in higher education in Banjarmasin. The approach is qualitative, and the design is descriptive. The participants are three English language lecturers chosen by purposive sampling. The data were collected by observation, interview, and documentation. It was analysed by thematic analysis. The results show that lecturers still use conventional media such as whiteboards, slides, and oral explanation to help comprehension, particularly grammar material. Besides, digital media such as Kahoot, Quizzizz, Google Docs, and Learning Management Systems are used to enhance students' engagement in learning. Selection and implementation of instructional media are not conducted individually, but combined in accordance with materials, classrooms, and students' responses during the learning process. This study proves that the selection and implementation of instructional media by lecturers is not only influenced by technology development, but also by pedagogic considerations in adapting media to learning needs.

Keywords: Instructional Media; Lecturers' Practices, Higher Education

INTRODUCTION

In teaching English, one of the important things is instructional media. The use of instructional media helps the lecturer deliver the material more clearly, interestingly, and systematically. Mayer stated that the combination of visual and verbal media can help the student understand the material more effectively. Besides helping to deliver the material, the use of media can also increase student participation in learning. The development of digital technology is bringing about changes in English teaching practices at various levels of education, including

higher education. Dudeney and Hocky explained that the use of digital technology in language learning helps to create learning activities more interactive and flexible. In learning practice, the lecturers not only use conventional media such as whiteboards and slide presentations, but they also use digital media such as Kahoot, Quizizz, Google Docs, and Learning Management Systems to support the learning process.

The use of digital media allows students to participate actively through interactive quizzes, online discussions, and collaborative activities during the learning process (Beatty, 2010; Stockwell, 2012). Reinders and Hubbard explained that digital technology can make the learning process more independent and student-centered. Besides that, several studies have shown that digital technology can improve students' motivation and participation in learning. Digital platforms can facilitate collaborative learning activities and improve student interaction in the language learning process.

Although various studies have discussed the use of digital technology in language learning, most of the studies have only discussed the effectiveness of certain digital media. The studies about how lecturers utilize and combine conventional and digital media in English teaching practice at universities are still limited, especially in universities in South Kalimantan. In fact, lecturers do not only use one type of media, but also combine several types of media that are suitable for learning activities and the classroom situation. In addition, the use of media in teaching English is also influenced by various factors such as the material, classroom situation, technology, and student characteristics, so it is important to know how the lecturers utilize learning media in English teaching at universities. Based on the background above, this research aims to identify types of learning media used by lecturers and how the media are utilized in English teaching at universities.

LITERATURE REVIEW

Previous Related Study

Research on English instructional media has been developing since the use of digital technology became global in universities. Many studies stated that digital media improves students' engagement and interaction during the learning process. This makes learning more active and interactive. However, most of the research discussed the effect of the media on students compared to the lecturers' process in selecting and using instructional media. Reinders and Hubbard (2013) stated that technology can support more flexible and interactive learning experiences, particularly in promoting learner autonomy. However, their discussion focuses more on learner independence rather than lecturers' practices in selecting instructional media.

Technology supported learners' autonomy because students have flexible learning access (Reinders and Hubbard, 2013). It aligned with students being asked to be

more independent in learning. However, this research predominantly discussed the benefits of technology for students. The lecturer's practices in implementing media to support learning independence have not been the main focus of the research. Dudeney and Hockly (2012) emphasized that technology integration provides communicative and interactive learning. Although this is an old reference, the concept has been kept on using in language learning. Technology was developing fast, so the practice of media implementation was changing. Therefore, research on lecturers' practice in selecting and implementing instructional media is still required. Previous researches showed that instructional media was important, but the studies discussed on lecturers' practice in selecting and implementing instructional media are limited. So, this study focused on lecturers' practices in selecting and implementing instructional media.

Instructional Media

Instructional media is important because it supports lecturers in delivering the lessons more clearly and interestingly. In higher education, the media is not only used in relation to technology but also in how lecturers adapt the media for instructional purposes and students' needs. Mayer (2009), through his Cognitive Theory of Multimedia Learning, argued that students find it easier to comprehend the lessons if the information is delivered visually and verbally. The theory stated that the appropriateness of instructional media selection can help students in comprehending the lessons. This is used to examine lecturers' reasons in selecting instructional media.

The implementation of instructional media also relates to technology. Dudeney and Hockly (2012) explained that technology can make learning more interactive and communicative. Although this reference is not the newest, the concept is relevant because digital media is widely used to boost students' participation in the classroom. Instructional media use also relates to learner autonomy. Reinders and Hubbard (2013) stated that technology enables students to learn more flexibly and independently, both inside and outside the classroom. Thus, selected instructional media by the lecturer support students' independent learning process.

Aside from supporting independent learning, instructional media also enhances students' interaction and collaboration. Technology integration can facilitate communicative and interactive learning activities in language learning contexts. This aligns with lecturers' need to select appropriate media to enhance students' engagement during the learning process. Therefore, instructional media not only function as a tool for teaching but also support interaction, participation, and independence of students' learning. The theories are the basis of analysing how lecturers select and implement instructional media in language teaching at higher education.

METHOD

Design and Samples

This study used a qualitative design to understand how lecturers utilized instructional media in teaching English at the university level. The study focused on the actual practice of media use in a natural classroom learning context and explored lecturers' experiences in selecting, applying, and evaluating instructional media during the teaching process. Through this design, the researcher was able to describe how instructional media supported classroom interaction, learning delivery, student engagement, and the overall effectiveness of English language teaching.

Instruments and Procedures

The participants in this research were three English lecturers at several Universities in South Kalimantan. Participants were selected using a purposive sampling technique based on their experience in using various learning media in the English teaching process. The three lecturers used conventional media and digital media in learning activities, and they were able to provide information to answer the aim of this research. The research was conducted in three classes at three universities, and the topic was grammar instruction and classroom discussion. This context was chosen because the use of learning instructional media is directly visible when they deliver the material, exercises, and classroom interactions.

The data were collected through observation, semi-structured interviews, and documentation. Observation is used to find the types of learning media used by lecturers and how the media are utilized in English teaching. During the observations, the researcher recorded learning activities, interactions between the lecturer and students, and the use of learning media in the classroom. Interviews were used to collect the information about the reason why the lecturers chose that media, the purposes of using the media, their experiences in using media and the obstacles they faced during the use of the media. The interview questions are not only about the lecturers' opinion of learning media, but also to explore the use of the media in the teaching and learning process. The interview was conducted directly for about 30-45 minutes. To support the observation and interview data, this study also collected documentation such as slides of the presentation and digital media. This study used triangulation techniques to test the validity of the data.

Data Analysis

The data were analysed with thematic analysis proposed by Braun and Clarke. There were three stages in data analysis: the first was reading all the data, the second was identifying the codes, third was grouping the codes and interpreting the meaning of the codes, for example the code was used for Kahoot, interactive quizzes, and students more active are grouped into the theme of utilizing interactive

digital media. The themes are not only used to group the data, but also used to understand how learning media were utilized by lecturers to create interactive English learning and support student engagement in learning activities.

RESULT AND DISUSSION

The Utilization of Conventional Media in English Language Teaching

Based on observation and interview, the lecturer still used conventional learning media in the teaching process. Media used include slides, whiteboards, and verbal explanations. The media used to support lecturers in conveying grammar material more systematically and in providing further explanation when students face difficulties in comprehending the learning materials. In the learning process, the lecturer asked questions repeatedly, “Do you understand?” and “Why” after explaining the use of “will” and “be going to”. The questions were used to investigate students’ comprehension. Besides, the lecturer also provided simple examples directly to help students understand the use of grammar in different contexts.

Observations showed that verbal explanations were still important in conventional media use. When students were confused regarding the material explained, the lecturer provided additional explanation using simpler examples. In one of the learning activities. The lecturer said, “We are not just talking about design,” before providing additional examples to assist students’ understanding of the materials. This demonstrates that the lecturer chose to maintain direct explanation because certain grammar lessons were considered easier for students to comprehend through face-to-face interaction rather than through digital media.

Based on the interview, the lecturer explained that conventional media was still used due to its flexibility to clarify immediately when students have difficulty in comprehending lessons. The use of whiteboards and oral explanations assists the lecturer in adjusting the explanation according to the students’ responses during the learning process. These findings showed that conventional media still have an important role in English language teaching and are aligned with the perspective of Richards and Rodgers, which stated that the selection of learning media needs to be adapted to learning needs and students’ characteristics.

The Utilization of Digital Media in English Language Learning

In addition to conventional media, the lecturer also used digital media such as Kahoot, Quizizz, Google Docs, and a Learning Management System in English language learning. The observation indicated that digital media was used after the lecturer completed the explanation of grammar lessons. Prior to digital quiz activities, the lecturer said, “One moment, I will access Kahoot to prepare an interactive exercise.

Digital media enabled the lecturer to provide more interactive learning activities. During the quiz session, students were more active in answering questions and discussing the answers on the screen. The lecturer chose Quizizz as the media after explaining the lessons because the students tend to lose focus during lecture-based instruction. The use of Kahoot and Quizizz supported the lecturer in maintaining students' focus and in investigating the students' comprehension.

Digital media was not used as an evaluation tool, but also used to help students understand the lessons through interesting activities. The lecturer stated that students appeared more active when the Quizizz platform was used compared to lecture-based instruction. The lecturer selected digital media to improve students' engagement in learning. This supported Dudeney and Hockly's view that technology integration can create an interactive learning environment and increase students' participation in learning activities. The lecturer maximized the Learning Management System and Google Docs to distribute the lessons, collect the assignments, and support students' discussions. Digital media provided a more flexible learning process. It helped students to access the lesson anytime. This aligned with Reinders and Hubbard's (2013) perspective that technology can facilitate more flexible and interactive learning experiences.

The Integration of Conventional and Digital Media in Learning

The result showed that lecturers used varied media in teaching. They combined conventional and digital media in class, adjusting to students' needs. The conventional media was used to explain and clarify the lessons, while digital media was used to provide more active learning activities. Observation showed that lecturers previously explained the materials using slides and then conducted a quiz using Kahoot. After that, the lecturer discussed the students' answers. Digital media was used to support learning by combining with conventional media.

The integration of media was conducted because not all students have the same learning style. This helped the lecturer in adjusting to delivering the lessons in a learning atmosphere. A direct explanation was used to help students comprehend the complex grammar lessons, while digital media was used to engage students in the learning process. This data proves that the use of learning media in English language teaching depends not only on the use of digital technology but also depends on the lecturer's ability to select the media, adapting to learning necessities. This integration of media supported Dudeney's and Hockly's perspective; technology use in language learning needs to be in accordance with the class situation and learning goals.

Challenges in Utilizing Instructional Media in English Language Teaching

Although the digital media supported several advantages in learning, observation indicated that its implementation had many challenges. One of the challenges was the internet connection when the lecturer accessed the platform. This disrupted the

learning process. The lecturer explained that digital media utilization needed extra preparation. Some lecturers experienced challenges in adapting to digital media and students' abilities in using technology. In addition, the availability of supporting facilities such as the internet significantly influenced the effectiveness of digital media use. This research indicated that the implementation of instructional media in English language teaching was influenced by three items: the lecturer's ability in using technology, the availability of facilities, and the support system of the environment.

CONCLUSION

Based on the results, it is shown that lecturers did not completely abandon conventional learning media even though the use of digital technology in English learning is growing. In classroom learning practices, the lecturer selects learning media based on the condition in the classroom, the type of material, and students' responses during the learning process. This was evident when the lecturers still used direct explanation and a whiteboard to help students understand grammar material that is more difficult, while digital media was used to maintain student engagement and create a more interactive learning atmosphere. The use of digital media such as Kahoot, Quizizz, Google Docs, and Learning Management Systems helps lecturers increase student participation in learning activities. However, the result of the study showed that the use of digital media is not always the main choice in every learning situation. Lecturers still adapted the use of media to the learning needs in the classroom because some materials are still considered effectively explained through direct interaction and discussion. This study also showed that the use of learning media is not only influence by technological development, but also by classroom situations, facility, and lecturers' ability to manage learning activities, so the effectiveness of learning media in teaching and learning English does not depend solely on the use of technology, but also how the lecturers adapt the instructional media to student needs and the learning objectives to be achieved.

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