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Digital Contents in Language Teaching: Insights from English Language Teachers

İngilizce Öğretmenlerinin Gözünden Dil Öğretiminde Dijital İçerikler[1]

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Abstract. This study aims to determine English teachers' views on the use of digital content in language teaching. For this purpose, the descriptive survey model, a type of quantitative research design, was employed. The study was conducted during the second semester of the 2023–2024 academic year with English teachers working at primary and secondary schools located in the central districts of Diyarbakır. The research population consisted of 763 English teachers employed in primary and secondary schools across the central districts of Diyarbakır. The sample of the study comprised 261 English teachers, selected through a simple random sampling method. To collect data, the Digital Content Questionnaire for English Teachers, developed by the researchers, was used. For data analysis, descriptive statistical techniques, including frequencies and percentages, were applied, along with the chi-square test, to examine relationships between variables. Additionally, a thematic content analysis was conducted to analyze responses to open-ended questions, as it was necessary to standardize and compare textual data. The findings revealed that English teachers consider digital content to be effective in language teaching, emphasizing its role in enhancing students' language skills and increasing their learning motivation.
Keywords: English teachers, Language teaching, Digital contents, Integration of technology.

Öz. Bu çalışma, İngilizce öğretmenlerinin dil öğretiminde dijital içerik kullanımına ilişkin görüşlerini belirlemeyi amaçlamaktadır. Bu amaçla, nicel araştırma desenlerinden betimsel tarama modeli kullanılmıştır. Araştırma, 2023–2024 eğitim-öğretim yılı ikinci döneminde Diyarbakır'ın merkez ilçelerinde yer alan ilkokul ve ortaokullarda görev yapan İngilizce öğretmenleriyle gerçekleştirilmiştir. Araştırmanın evrenini, söz konusu ilçelerde görev yapan 763 İngilizce öğretmeni oluşturmaktadır. Örneklemi ise basit seçkisiz örnekleme yöntemiyle belirlenen 261 İngilizce öğretmeni oluşturmaktadır. Veriler, araştırmacılar tarafından geliştirilen İngilizce Öğretmenleri için Dijital İçerik Anketi aracılığıyla toplanmıştır. Verilerin analizinde, betimsel istatistik tekniklerinden frekans ve yüzde değerleri hesaplanmıştır. Ayrıca, açık uçlu sorulara verilen yanıtların analizinde metinlerin standartlaştırılması ve karşılaştırılması gerektiğinden tematik içerik analizine başvurulmuştur. Araştırma bulguları, İngilizce öğretmenlerinin dijital içerikleri dil öğretiminde etkili bulduklarını ve bu içeriklerin öğrenci motivasyonunu artırarak dil becerilerinin gelişimine katkı sağladığını ortaya koymuştur.
Anahtar Kelimeler: İngilizce öğretmenleri, Dil öğretimi, Dijital içerikler, Teknoloji entegrasyonu.

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Genişletilmiş Özet

Giriş. Günümüzde teknolojinin eğitim ortamlarına entegrasyonu, öğrenme ve öğretme süreçlerinde köklü değişikliklere yol açmıştır. Özellikle yabancı dil öğretiminde dijital araçlar; öğrenme süreçlerini bireyselleştirme, öğrencilerin motivasyonunu artırma, dili doğal bağlamda kullanma fırsatı sunma gibi işlevleriyle dikkat çekmektedir. Video, müzik ve oyun gibi dijital içerikler, öğrencilerin dili aktif olarak kullanmalarını teşvik ederek, dil becerilerinin kapsamlı biçimde gelişmesine katkı sağlamaktadır. Ancak bu araçların etkili kullanılabilmesi, öğretmenlerin bilgi ve deneyim düzeyleriyle yakından ilişkilidir. Bu doğrultuda, öğretmenlerin dijital içeriklere yönelik tutumları, kullanım biçimleri ve karşılaştıkları engellerin belirlenmesi büyük önem taşımaktadır. Bu çalışma, İngilizce öğretmenlerinin dil öğretiminde dijital içerik kullanımına ilişkin görüşlerini, tercih ettikleri içerik türlerini ve kullanım süreçlerinde karşılaştıkları sorunları ortaya koymayı amaçlamaktadır.

Yöntem. Bu çalışma, nicel araştırma desenlerinden biri olan betimsel tarama modeli kullanılarak gerçekleştirilmiştir. Araştırma, 2023–2024 eğitim-öğretim yılının ikinci döneminde, Diyarbakır il merkez ilçelerindeki ilkokul ve ortaokullarda görev yapan İngilizce öğretmenleri ile yürütülmüştür. Araştırmanın evrenini 763 İngilizce öğretmeni oluştururken, örneklemi basit rastgele örnekleme yöntemiyle seçilen 261 öğretmen oluşturmaktadır. Veri toplama aracı olarak araştırmacılar tarafından geliştirilen *İngilizce Öğretmenlerine Yönelik Dijital İçerik Anketi* kullanılmıştır. Verilerin analiz sürecinde, nicel veriler için frekans ve yüzde gibi betimsel istatistik tekniklerinin yanı sıra açık uçlu sorulara verilen yanıtlar tematik içerik analizi yöntemiyle analiz edilmiş; bu sayede nitel verilerin standartlaştırılması ve anlamlı biçimde karşılaştırılması sağlanmıştır.

Bulgular. Araştırma bulguları, öğretmenlerin dijital içerikleri dil öğretimi süreçlerinde etkili bulduklarını göstermektedir. Özellikle, dijital içeriklerin öğrencilerin dil becerilerini geliştirmede, öğrenmeyi hızlandırmada, iletişim ve etkileşim becerilerini arttırmada önemli katkılar sağladığı vurgulanmaktadır. Ayrıca, bu içeriklerin ders katılımını, öğrenme motivasyonunu, üretici ve alıcı dil becerilerini, bilgilerin kalıcılığını ve dersin anlaşılabilirliğini arttırdığı belirlenmiştir. İngilizce öğretmenleri, dijital içeriklerin derslere entegre edilmesinin, geleneksel yöntemlere kıyasla, öğretim süreçlerini daha etkileşimli ve dinamik hale getirdiğini ortaya koymuştur. Ayrıca, bu materyallerin pedagojik amaçlarla daha stratejik ve yaygın bir şekilde kullanılmasının, dil öğretiminde sürdürülebilir bir başarı sağlayacağı vurgulanmıştır. Bu kapsamda video, şarkı, müzik ve diğer platformlar gibi dijital içeriklerin stratejik ve yaygın bir şekilde kullanılmasının, dil öğretiminde sürdürülebilir bir başarı sağlayacağı vurgulanmaktadır. Ancak dil öğretim sürecinde dijital içeriklerin öğrencilerin ilgi, ihtiyaç ve bireysel öğrenme hızlarına uygun olması, bu içeriklerin hedefe yönelik ve yaşama uygun olması, İlgi ve motivasyonu arttırıcı özelliklere sahip olması, dijital içeriklerin ön bilgileri hatırlatma ve kalıcı öğrenme sağlamada etkili olabilecek şekilde yapılandırılması vurgulanmaktadır. Bu bağlamda MEB'in bu içerikleri yaygınlaştırıcı ve öğretmenlerin dijital içerik kullanımı konusunda bilinçlendirici önlemler ve eğitimler sunması gerektiğine dikkat çekilmiştir.

Tartışma ve Sonuç. Araştırma sonuçları, öğretmenlerin dijital içerikleri dil öğretiminde etkili bulduklarını ve bu içeriklerin öğrencilerin dil gelişimine, öğrenme hızına ve etkileşim becerilerine olumlu katkılar sağladığını göstermektedir. Bu sonuçlar, literatürde yer alan çalışmalarla (Altunöz ve Bay, 2018; Demirbilek ve Yücel, 2011, Khaghaninejad ve Fahandejedsaadi, 2016) tutarlılık

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göstermektedir. Öğretmenler, dijital içeriklerin eğlenceli öğrenme ortamları oluşturarak öğrenme sürecini kolaylaştırdığını ve çocukların derslere olan katılımını arttırdığını belirtmişlerdir. Özellikle video, oyun ve interaktif uygulamaların öğretim süreçlerinde öğrenci motivasyonunu, ders katılımını ve genel öğrenme kalitesini nasıl arttırdığı ilgili literatürle tutarlı bir şekilde (Atlı ve Aksoy, 2017; Kargı, 2016; Demirbilek ve Yücel, 2011) öğretmenler tarafından yüksek oranda olumlu değerlendirilmiştir. Bu sonuçlarla öğretmenler, dijital araçların öğrenmeyi daha ilgi çekici ve etkileşimli hale getirdiğini belirtmiş ve öğrencilerin derse olan katılımlarının bu araçlar sayesinde arttığını vurgulamışlardır. Ayrıca mevcut sonuçlar, dijital içeriklerin eğitimdeki rolünün sadece bilgi aktarımını kolaylaştırmakla kalmayıp, aynı zamanda öğrenme süreçlerini zenginleştirdiğini ve öğrenci katılımını desteklediğini de göstermektedir. Dijital içeriklerin dil öğretimindeki işlevine ilişkin sonuçlar çerçevesinde, öğretmenlerin dijital içeriklerin dil öğretiminde oynadığı rolleri değerlendirirken, özellikle video ve interaktif uygulamaların dil becerilerinin geliştirilmesinde önemli bir yere sahip olduğunu belirtmişlerdir. Öğretmenler, videoların öğrencilerin dikkatini çektiğini, karmaşık dil bilgisi yapılarını ve yeni kelime öğrenimini kolaylaştırdığını vurgulamışlardır. Ayrıca, dijital içeriklerin öğretim sürecine katkısının, öğrencilerin dil öğrenimini daha etkileşimli ve eğlenceli hale getirerek, öğrenme motivasyonunu arttırdığına dikkat çekilmiştir. Araştırma sonuçları, öğretmenlerin dijital içeriklerin daha etkili kullanılabilmesi için özellikle öğretmen eğitimlerinin güçlendirilmesi gerektiğine dikkat çektiklerini ortaya koymaktadır. Dijital içeriklerin öğretim süreçlerine entegrasyonunun planlı ve stratejik bir yaklaşım gerektirdiğini belirten öğretmenler, içeriklerin öğrenci ihtiyaçları ve öğrenme hedefleriyle uyumlu olması gerektiğini vurgulamışlardır. Bu bağlamda, politika yapıcılara ve eğitim yöneticilerine dijital içeriklerin yaygınlaştırılması ve etkin kullanımını destekleyecek kaynakların artırılması önerilmiştir. Ayrıca, dijital içeriklerin dil öğretiminde yenilikçi ve yaratıcı yaklaşımları teşvik ettiği, bu nedenle eğitimdeki öneminin giderek arttığı ifade edilmiştir. Sonuç olarak, çalışma, öğretmenlerin dijital içerik kullanımına ilişkin çok boyutlu görüşlerini ortaya koymakta ve bu içeriklerin etkili kullanımına yönelik altyapısal ve pedagojik düzenlemelerin gerekliliğine işaret etmektedir. Elde edilen veriler, dijital dönüşüm sürecinde dil öğretiminin nasıl optimize edilebileceğine dair eğitim politikaları ve öğretim stratejilerine yönelik önemli ipuçları sunmaktadır.

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Introduction

Education is a dynamic process that aims to acquire knowledge, develop skills, and foster various competencies throughout an individual's lifelong developmental journey. This process is regarded as a crucial tool in equipping individuals with the skills, abilities, attitudes, interests, values, and other attributes necessary for effective social and working life (Ozan-Leymun et al., 2017). The contemporary understanding of education is changing with the integration of technology. In today's educational paradigm, technological tools and devices have become indispensable components of the teaching and learning process; they enrich learning experiences, enhance their quality, facilitate students' access to information, and make learning environments more effective and accessible (Adesemowo and Tumininu, 2022; Bamisaiye, 1989; Uzun et al., 2013). Digital tools support social constructivism and technology-integrated learning, both of which are essential for achieving contemporary academic goals (Moradi and Chen, 2019).

The use of technology in educational institutions is emphasized as contributing to the learning process in various ways. A technology-supported educational process creates a more dynamic environment for interaction between teachers and students, significantly enhances the speed and quality of students' access to information, supports their learning motivation, facilitates the individualization of learning processes, aids in concretizing abstract concepts, and contributes to the development of higher-order thinking skills such as analytical reasoning and problem solving (Kaya, 2019; Ömrüuzun, 2019). Digital learning tools equip students with the ability to compete academically (Heidari et al., 2021), strengthen communication among students (Virtanen and Rasi, 2017), and help enhance students' conceptual understanding (Wang et al., 2019). Additionally, given the importance of visual elements in instructional materials, digital tools also enhance the effectiveness of visual components in the educational process (Joo et al., 2021).

The rapid advancement of technology in the field of education has led to significant changes, particularly in language teaching. Darancık (2014) emphasizes that relying solely on textbooks and workbooks is insufficient to enliven and reconstruct the learning process in foreign language classes, and highlights the necessity of offering enriched learning opportunities supported by various technological resources. Innovations such as digital learning platforms, virtual reality applications, and online interactive courses make language learning more engaging and interactive, enabling students to develop their language skills. Through these tools, students can better understand different cultures and languages, thereby gaining a more global perspective. Moreover, technology-assisted language learning enables learners to receive instruction without limitations of time and space, allowing them to tailor their learning processes to their individual needs and pace (Er, 2010; Göküş, 2016). Digital learning tools, closely aligned with students' language abilities, contribute to the enhancement of verbal communicative skills in language learning (Burin et al., 2021).

The use of digital tools in English language teaching diversifies instructional strategies and promotes the comprehensive development of students' language skills. In this process, teachers consider students' age, interests, and learning needs when selecting digital tools. Digital content extends language learning beyond the classroom, encouraging students to use the language actively in their daily lives and making the learning process more dynamic (Ayu, 2016; Bakla, 2017). Research

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indicates that the use of digital tools has a significant impact on digital natives' efforts in foreign language learning. Specifically, the classification of their learning effort is notably predicted by the use of new media tools. Therefore, integrating and utilizing the types of new media preferred by learners is strongly recommended, as such practices not only directly support their language learning efforts but also indirectly foster motivation, enthusiasm, and willingness to learn (Genç and Dinçay, 2021). Particularly, digital materials such as videos, music, and games facilitate student engagement in language learning through interactive tasks. These materials support the use of language in natural contexts, appeal to visual and auditory learning styles, increase learners' attention and motivation, and facilitate comprehension (Aydoğdu, 2023; Huang and Soman, 2013; Reinders and Wattana, 2014; Sherman, 2003). In a similar vein, digitalization enhances both the accessibility and the overall effectiveness of teaching methods, contributing to more efficient and engaging learning experiences (Sitepu et al., 2024).

The effective use of digital tools is directly linked to teachers' knowledge and experience with these resources. Teachers' ability to select appropriate content and integrate it into lesson processes in a pedagogically sound manner plays a decisive role in student achievement. Therefore, it is emphasized that teachers' knowledge and experience regarding the proper selection and effective use of digital tools are of critical importance (Dunlap and Lowenthal, 2010; Yustiana, 2009).

However, to fully evaluate the impact of digital content on language teaching, it is also essential to examine how teachers utilize these tools, the types of content they prefer, and how they integrate them into their instructional processes. Teachers' attitudes toward digital content, their modes of usage, and the challenges they face directly influence the quality of implementation in this area (Kömür et al., 2005; Sparling, 2003; Stansell, 2005). In this context, the present study is grounded in the main research problem, which centers on teachers' views regarding the use of digital content in practice, how they incorporate such content into their teaching, and the obstacles they encounter during this process. A review of the relevant literature reveals that while individual studies have been conducted on the use of videos (Ayu, 2016; Çangal, 2020; Meinawati et al., 2020), songs (Kömür et al., 2005), and games (Wright, 2005), there is a lack of comprehensive studies addressing all these parameters within a single research framework. Accordingly, this study aims to explore English teachers' perspectives on the use of digital content—such as videos, games, and songs—in language instruction. In line with this aim, the study seeks to answer the following research questions:

- What are the views of English teachers regarding the use of digital contents in ELT?
- How do English teachers describe the function of digital contents in ELT?
- What types of digital contents do English teachers prefer to use in the ELT?
- What suggestions do English teachers offer regarding the use of digital contents ELT?

Methodology

Research design

This study aimed to investigate the perspectives of English teachers on the use of digital content in language instruction. A descriptive survey model, a type of quantitative research design,

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was employed in this study. This model seeks to determine the status or characteristics of a specific group regarding a particular issue (Büyüköztürk et al., 2012) and to identify the problems related to the issue, analyze the reasons for these problems (Yıldırım and Şimşek, 2011), and conduct a systematic analysis of the prevalent characteristics (Karasar, 2005). Furthermore, descriptive analysis of qualitative data was used to explain the survey data in the study.

Population and sample

The population of this study comprises 763 English teachers working in primary and secondary schools in Diyarbakır Province, based on data obtained from the Diyarbakır Provincial Directorate of National Education for the 2023-2024 academic year. To ensure the representativeness of the study sample, simple random sampling was employed, a technique that provides each member of the population an equal and independent chance of being selected (Büyüköztürk et al., 2012). To determine the minimum sample size for the study, the following formula developed by Krejcie and Morgan (1970) was used: $s = X^2 NP(1-P) + d^2(N-1) + X^2P(1-P)$

According to this formula, with a 95% confidence interval, a 5% margin of error, and a 50% population proportion, the sample size for a population of 763 was determined to be 256. As a result, 261 English teachers who volunteered to participate were included in the study using the simple random sampling technique. The demographic information of these teachers is presented in Table 1.

Table 1.
Demographic characteristics of the sample

Variables	**Sub-categories**	***N***	***%***
School type	Primary	48	18.4
	Secondary	213	81.6
Age	25-35	74	28.4
	35-45	136	52.1
	45-55	46	17.6
	55 and older	5	1.9
Gender	Male	109	41.8
	Female	152	58.2
Marital Status	Married	123	47.1
	Single	138	52.9
Education Level	Bachelor's	232	88.9
	Master's	29	11.1
Professional Experience	1-5 years	26	10.0
	6-10 years	61	23.4
	11-15 years	77	29.5
	16-20 years	58	22.2
	21 years and above	39	14.9
Total		261	100.0

Upon analyzing the demographic characteristics of the participants, it was observed that 81.6% of them were secondary school teachers, while 18.4% were primary school teachers. Regarding age, 52.1% of the participants were between 35 and 45 years old, 28.4% were between 25 and 35 years

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old, 17.6% were between 45 and 55 years old, and 1.9% were aged 55 or older. In terms of gender distribution, 58.2% of the participants were female, and 41.8% were male. Concerning marital status, 52.9% were single, and 47.1% were married. Regarding educational level, 88.9% held a bachelor's degree, while 11.1% held a master's degree. Regarding professional experience, 29.5% had 10-15 years of experience, 23.4% had 5-10 years, 22.2% had 15-20 years, 14.9% had 20 or more years, and 10.0% had 1-5 years of experience.

Instruments

In this study, the researchers developed a data collection tool, the Digital Content Survey for English Teachers, which was used. During the development of the survey, a thorough literature review was conducted to create a pool of items (Anggeraini, 2020). The 29 closed-ended and three open-ended items in the pool were grouped and transformed into a draft survey form, which was then sent to three experts in the field of educational sciences for their feedback. Based on the feedback from the experts, five closed-ended items were removed due to overlapping characteristics with other items, and five others were revised at the word level. The final version of the survey included 24 closed-ended items rated on a 5-point Likert scale (1. Strongly Disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree). The closed-ended items in the survey were categorized into three sections: the benefits of digital content for students (Items 1-13), the benefits of digital content for the learning and teaching process (Items 14-18), and the barriers to the use of digital content (Items 19-24). Additionally, three open-ended questions were included to gather further insights from the teachers. The survey form consists of three sections: the first section gathers demographic information from the participants, the second section contains 24 closed-ended questions, and the third section includes four open-ended questions. Finally, before the survey was administered, a pilot application was conducted with six English teachers to identify any unclear questions or items. After addressing any issues, the study proceeded to the implementation phase.

Data collection and analysis

In this study, data collection was conducted after obtaining ethical approval from the Social and Humanities Sciences Ethical Board of Dicle University and research permission from the Diyarbakır Provincial Directorate of National Education. The data collection tool, which consisted of a survey and open-ended questions, was administered to English teachers working in 89 schools located in the central districts of Diyarbakır. To analyze the collected data, both quantitative and qualitative data were initially organized separately in a computer environment. The responses to the personal information and closed-ended questions in the survey were transformed into numerical and quantitative data (Braun and Clarke, 2006). Descriptive statistical analyses, including percentages and frequency distributions, were conducted to gain insights into the distribution of variables presented in the survey (George and Mallery, 2020).

In this study, the analysis of qualitative data was conducted using descriptive analysis, as the aim was to standardize and compare the texts (Creswell, 2014). Descriptive analysis is a qualitative data analysis approach that involves summarizing and interpreting data based on pre-determined themes in a study. For this, the data were first organized and interpreted according to the themes

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identified by the research questions. Therefore, the data were systematically and clearly described and interpreted. Descriptive analysis generally consists of four stages (Yıldırım and Şimşek, 2018). The stages followed in the analysis are as follows:

- *Creating a Framework:* Organizing data under specific categories based on research questions.
- *Processing Data:* Data were coded and organized according to thematic frameworks, with care taken to group related data meaningfully.
- *Describing Findings:* Data were described, relationships between codes and categories were examined, and unnecessary repetition was avoided. Findings were visualized with participant quotes.
- *Interpreting Findings:* Cause-and-effect relationships between categories were explained.

Findings

This section examines English teachers' views on digital contents in language teaching within the context of the research questions, and the findings are presented.

Findings on English teachers' views regarding digital content in language teaching

The frequency and percentage values to determine the level of English teachers' views on the Digital Content Survey are provided in Table 2.

Table 2.
The level of English teachers' views on the use of digital content in language teaching

		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Items	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***
Benefits of Digital Contents for Students	1- The use of digital content (video, games, music) in language teaching helps develop students' language skills	4	1.5	3	1.1	3	1.1	39	14.9	212	81.2
	2- Using digital content (video, games, music) in language teaching accelerates learning.	3	1.1	3	1.1	3	1.1	44	16.9	208	79.7
	3- The use of digital content (video, games, music) in language teaching enhances students' communication skills.	3	1.1	5	1.9	3	1.1	64	24.5	186	71.3
	4- The use of digital content (video, games, music) in language teaching increases students' interaction with each other.	4	1.5	4	1.5	14	5.4	61	23.4	178	68.2
	5 The use of digital content (video, games, music) in language teaching increases students' participation in lessons.	5	1.9	1	.4	3	1.1	48	18.4	204	78.2

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Contribution of Digital Contents to the Learning-Teaching Process	6- The use of digital content (video, games, music) in language teaching increases students' motivation to learn.	4	1.5	2	.8	3	1.1	49	18.8	203	77.8
	7- The use of digital content (video, games, music) in language teaching improves students' productive language skills (speaking, writing).	4	1.5	3	1.1	18	6.9	60	23.0	176	67.4
	8- The use of digital content (video, games, music) in language teaching improves students' receptive language skills (reading, listening).	3	1.1	1	.4	5	1.9	66	25.3	186	71.3
	9- The use of digital content (video, games, music) in language teaching ensures the retention of information.	4	1.5	3	1.1	5	1.9	58	22.2	191	73.2
	10- The use of digital content (video, games, music) in language teaching makes the lesson more understandable for students.	4	1.5	2	.8	4	1.5	61	23.4	190	72.8
	11- The use of digital content (video, games, music) in language teaching supports the development of students' cognitive skills.	4	1.5	1	.4	5	1.9	75	28.7	176	67.4
	12- The use of digital content (video, games, music) in language teaching supports the development of students' affective skills.	3	1.1	2	.8	15	5.7	71	27.2	170	65.1
	13 The use of digital content (video, games, music) in language teaching supports the development of students' psychomotor skills.	6	2.3	8	3.1	32	12.3	73	28.0	142	54.4
	14- The use of digital content (video, games, music) in language teaching enriches the lesson process..	4	1.5	2	.8	3	1.1	56	21.5	195	74.7
	15- The use of digital content (video, games, music) in language teaching makes the lesson process more tangible.	3	1.1	2	.8	8	3.1	64	24.5	184	70.5
	16- The use of digital content (video, games, music) in language teaching creates an interactive learning environment.	4	1.5	4	1.5	10	3.8	63	24.5	180	69.0
	17- The use of digital content (video, games, music) in language teaching makes it easier to implement the curriculum.	4	1.5	2	.8	12	4.6	74	28.4	169	64.8
	18 The use of digital content (video, games, music) in language teaching facilitates the teaching of many new structures and vocabulary.	6	2.3	12	4.6	12	4.6	55	21.1	176	67.4

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	19- Students' motivation to learn with digital content (video, games, music) is low.	129	49.4	63	24.1	22	8.4	19	7.3	18	10.7
Obstacles and Barriers in the Use of Digital Contents	20- Access to technology limits the effective use of digital content (video, games, music).	108	41.4	75	28.7	24	9.2	36	13.8	18	6.9
	21- Digital content (video, games, music) lacks sufficient diversity in terms of language and culture.	110	42.1	66	25.3	39	14.9	25	9.6	21	8.0
	22 Students' security concerns regarding digital content (video, games, music) negatively affect their use.	95	36.4	63	24.1	50	19.2	40	15.3	13	5.0
	23 The quality and accuracy of digital content (video, games, music) is not suitable for learning.	139	53.3	77	29.5	22	8.4	19	7.3	4	1.5
	24- Teachers do not have sufficient knowledge and skills to use digital content (video, games, music) effectively.	94	36.0	67	25.7	51	19.5	37	14.2	12	4.6

The views of English teachers on the digital content they use in language teaching were analyzed based on the Benefits of Digital Technology for Students section (items 1 and 14) of the survey. The results show that English teachers believe digital content contributes positively to students. For example, 81.2% of teachers agreed that digital content improves language skills, 79.7% said it accelerates learning, 71.3% highlighted its impact on communication skills, and 68.2% emphasized its role in enhancing interaction skills. Additionally, 78.2% stated that digital content increases participation in lessons, 77.8% said it boosts learning motivation, 67.4% believed it improves productive language skills (speaking and writing), 71.3% noted improvements in receptive language skills (reading and listening), 73.2% highlighted its role in information retention, and 72.8% agreed it makes lessons more understandable. Furthermore, 67.4% believed it benefits cognitive skills, 65.1% noted its impact on affective skills, and 54.4% said it supports psychomotor skills. Finally, 74.7% of teachers pointed out that digital content enriches the lesson process.

When examining the Contribution of Digital Technology to the Learning-Teaching Process section (items 15 and 19) of the survey, the results show that English teachers value the contribution of digital content to the teaching and learning process. Specifically, 70.5% said digital technology makes the lesson process more tangible, 69.0% emphasized its role in creating an interactive learning environment, 64.8% noted it facilitates curriculum implementation, and 67.4% believed it helps in teaching new structures and vocabulary. Additionally, teachers disagreed with the statement that students' motivation to learn with digital content would be low, with 49.4% stating they did not agree with this.

The findings from the "Obstacles and Barriers in the Use of Digital Technology" section (items 20 and 24) reveal information about the limitations students face when using digital content. About

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20% of teachers believed that limited access to technology restricts the effective use of digital content, while 70.1% did not consider limited access a barrier. Regarding the cultural and linguistic diversity of digital content, 67.4% of teachers believed that digital content provides sufficient diversity, while 17.6% thought it did not. Regarding students' security concerns, 60.5% of teachers did not think these concerns negatively affected digital content use, while 20.3% believed they could. Furthermore, 82.8% of teachers thought that the quality and accuracy of digital content were suitable for learning experiences, while 8.8% disagreed. Lastly, 61.7% of teachers believed their colleagues had enough knowledge and skills to effectively use digital content, while 18.8% thought their colleagues were insufficient in this area.

Findings on the function of digital contents in language teaching

The descriptive analysis findings of English teachers' responses on the "function of digital contents (video, games, music, etc.) in language teaching" are presented in Table 3 below.

Table 3.
Codes and categories on the function of digital contents in language teaching

Categories	**Codes**	***f***
1. Teaching Principles		
	1.1. Clarity (Transparency)	8
	1.2. Student-Centeredness	8
	1.3. Economy	4
2. Teaching through Interaction		
	2.1. Enhancing Interaction	5
	2.2. Supporting Active Participation	11
	2.3. Collaborative Learning	4
	2.4. Promoting Hands-on Experiential Learning	6
3. Effective Teaching		
	3.1. Retention in Learning	35
	3.2. Effective Learning	23
	3.3. Ease in Learning	16
	3.4. Productive Learning	4
	3.5. Instructive	6
	3.6. Skill Development	14
4. Interest and Motivation		
	4.1. Attention/Interest-Peaking	18
	4.2. Entertaining	35
	4.3. Motivation-Boosting	20
	4.4. Confidence-Building	1
	4.5. Reinforcement	9
5. Supporting Teaching with Materials		
	5.1. Variety	4
	5.2. Supportive	4
	5.3. Visual and Auditory	11
	5.4. User Rich Experience	15
Total	24	261

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An analysis of the responses provided by English teachers regarding the roles of digital content in language instruction revealed five main categories (n = 5) derived from the identified codes (n = 24): Instructional Principles, Teaching through Interaction, Effective Teaching, Interest and Motivation, and Support of Instruction with Materials. The findings reflect the teachers' perspectives on the pedagogical integration of digital content and highlight the multifaceted roles that such content plays in language teaching practices. These results indicate that digital materials hold significant functional value in language learning experiences. The teachers' views on each of the categories are presented as follows:

I think it will make a positive contribution to language teaching as it enriches the content, increases attention, and leads to a more effective use of time (T17).

By increasing students' motivation and self-confidence, it enables more willing participation in the lesson, makes the class more engaging, helps students learn through enjoyment, and ensures more permanent learning by concretizing the subjects through audiovisual content (T115).

The use of digital content, which activates multiple sensory organs in the educational environment, is of great importance as it increases students' motivation and ensures their participation in the process (T125).

I think digital content-based activities such as videos, games, and songs support students' language skills, communication skills, and learning retention in language teaching (T227).

Since language learning needs to appeal to multiple senses, I think digital content is highly effective in language acquisition (T258).

The opinions of English teachers indicate that digital content makes positive contributions to language learning experiences. Upon examining the views, it can be stated that digital content with various functions—such as videos, songs, and music—plays an important role in the development of language skills, and supports enjoyable and effective learning experiences by increasing student motivation, self-confidence, and attention.

Findings on types of digital contents in the classroom

The findigns regarding descriptive analysis of English teachers' responses to "Effective Digital Content in the Classroom" are presented in Table 14.

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Table 4.
Codes and Categories on effective digital contents in the classroom

Categories	**Codes**	***f***
1. Video Category		
	1.1. Video	75
	1.2. Youtube	14
	1.3. Cartoons	7
	1.4. Movies	4
2. Song Category		
	2.1. Song/Music	59
3. Game Category		
	3.1. Word Games	6
	3.2. Digital Games	86
	3.3. Animations	8
	3.4. Kahoot	6
	3.5. Puzzles	2
	3.6. Contests	4
	3.7. Cram	6
	3.8. Bamboozle	1
4. Other Language Learning Platforms		
	4.1. Storyjumper	1
	4.2. Application of Testing	2
	4.3. Online Presentations	3
	4.4. Dialect Application	1
	4.5. Reading	1
	4.6. Stories	1
	4.7. Wext	1
	4.8. Rosetta	1
	4.9. Bodefix	1
	4.10. British Council/BBC Learning	2
	4.11. E-book and e-library	12
	4.12. Auditory Materials	1
	4.13. Visual and Auditory Content	11
	4.14. Dialogues	2
	4.15. Gif	1
	4.16. Podlet	2
	4.17. Morpa campus	2
	4.18. Okulistik	4
	4.19. TeamLMS	1
	4. 20. Fellowsfun	1
	4. 21. EBA	2
Total	34	331

**The total frequency count being higher than the number of participants is due to some participants providing feedback in multiple categories.*

An analysis of the responses given by English teachers regarding effective digital content used in the classroom reveals that the codes obtained (*n = 34*) are grouped under four main categories:

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Videos, Songs, Games, and Other Language Learning Platforms. These categories provide insights into the scope of digital content most frequently preferred by English teachers in classroom settings. Some examples of English teachers' views are as follows:

I use lesson presentations and educational games. I think they are appropriate for the students' needs and interests (T17).

I mostly benefit from short and funny videos related to the topic, short films published to raise awareness, interactive games, and tests. The main reason I prefer digital content is that it attracts children's attention (T66).

For younger age groups, I prefer using songs and videos as they are visually engaging, help concretize the topic, and make learning enjoyable and permanent. For older students, I use digital games since they attract their attention more, create a sense of competition, and increase interaction in the classroom (T115).

Vocabulary games help students memorize words; songs help make the topic more memorable. Videos improve listening skills and pronunciation (T239).

I frequently use videos and songs in class. For first-grade students, it is vital that the lessons are enjoyable. In addition to videos and songs, I also use cartoons as another tool (T248).

The views of English teachers indicate that digital content is selected with attention to the characteristics of different age groups, and that teachers aim to ensure effective and lasting learning experiences by using various digital materials such as videos, songs, and cartoons that are both enjoyable and motivating.

Findings on suggestions by ELT for the use of digital contents

The descriptive analysis findings of English teachers' responses regarding "Suggestions for the Use of Digital Content" are presented in Table 5.

Table 5.
Codes and categories regarding suggestions for the use of digital contents

Categories	**Codes**	***f***
1. Suggestions Related to Instructional Principles		
	1.1. Student Interest and Needs	8
	1.2. Goal-Oriented	9
	1.3. Real-Life Relevance	3
2. Suggestions Related to Interest and Motivation		
	2.1. Attention-Grabbing	10
	2.2. Learning through Fun (Games/Videos)	29
	2.3. Motivation Factor	5
	2.4. Animation-Based Content	2
	2.5. For Relaxation Purposes	1
3. Suggestions for Effective Teaching		
	3.1. Ease of Learning	6
	3.2. Activation of Prior Knowledge	3

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	3.3. Brevity and Clarity	4
	3.4. Permanence in Learning	17
	3.5. Readiness	7
	3.6. Learning Efficiency	4
	3.7. Affective Development	1
	3.8. Individual Learning	1
	3.9. Expansion and Development of Technology	4
	3.10. Addressing Learning Domains	2
	3.11. Concretization	2
	3.12. Focus on Four Language Skills	3
	3.13. Early Implementation	1
	3.14. Interaction and Active Participation	8
	3.15. Multisensory/Sensory-Based Learning	18
4. Recommendations for the Ministry of National Education (MoNE)		
	4.1. Expansion of In-Service Training	5
	4.2. Diversification of Content	23
	4.3. Ensuring Accessibility and Free Use	15
	4.4. Provision of Materials	1
	4.5. Considering Functionality	1
	4.6. Widespread Implementation in All Schools	2
	4.7. Inclusion of Entertaining Content	1
	4.8. Ensuring Equality of Access to Resources	2
	4.9. Dissemination of Digital Content	27
	4.10. Adapting Classroom Environments for Digital Learning	6
	4.11. Inclusion in the Curriculum	2
	4.12. Development According to Language Skills	1
	4.13. Curriculum-Aligned Design	4
	4.14. Improvement of Internet Infrastructure	1
	4.15. Elimination of Textbooks	1
	4.16. Considering International Publications	1
Total	42	267

An analysis of the views on the use of digital content reveals that a total of five categories emerged from various codes (*n = 42*). The findings reflect teachers' recommendations regarding the need to structure digital content around Instructional Principles, Interest and Motivation, and Effective Teaching. At the same time, the findings summarize key aspects that should be considered in the use of digital materials. Furthermore, suggestions directed at the Ministry of National Education (MoNE) concerning the widespread and effective use of digital content offer detailed insights into the multidimensional role of such content in teaching and learning experiences. Some sample opinions of English teachers regarding this issue are as follows:

Audio and listening content should definitely be included in language teaching. Visuals and videos that are appropriate for students' age, interests, and prior knowledge are very useful for vocabulary instruction and should be used frequently to facilitate learning (T4).

More in-service seminars could be offered for teachers (T6).The materials to be used in the classroom should be supplied and made available by the MoNE (T15).

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Digital content should be widely used in all our schools and across all grade levels. Teachers could be provided with training on how to use digital content. Although we try to keep up with technology, we sometimes fall behind in this rapidly evolving domain (T31).

I believe that increasing the number of games, videos, and similar materials prepared in accordance with students' developmental levels would contribute in terms of resources and create a sensory-rich environment (T45).

Technological tools should be further disseminated, and in-service training should be provided to teachers who lack experience in this area (T103).

Content should be enriched with the four basic skills and vocabulary instruction, and designed in accordance with the curriculum (T117).

I believe that curriculum-based units will be more memorable when supported with interactive digital content (T235).

We are having difficulty finding high-quality content. However, we are aware that such content has a very positive impact on language learning. I believe that more digital content should be used in classroom environments (T258).

The responses include recommendations suggesting that visual and auditory digital content designed in line with instructional principles, interest and motivation, and effective teaching can enhance the effectiveness and permanence of learning and teaching experiences in language education. In addition, the suggestions made for the Ministry of National Education (MoNE)—such as providing in-service training, supplying and disseminating digital content, and organizing it through interactive formats—support the idea that students can improve their language learning through rich, technology-integrated materials.

Discussion, Results and Implications

When the results of the study are examined, it is observed that English teachers have highly positive views regarding the use of digital contents in language teaching. Digital contents such as videos, games, and music were found to make significant contributions to the development of language skills (81.2%), the acceleration of learning (79.7%), and the improvement of communication (71.3%) and interaction skills (68.2%). Additionally, these contents were determined to enhance classroom participation (78.2%), learning motivation (77.8%), productive and receptive language skills (67.4% and 71.3%, respectively), knowledge retention (73.2%), and the comprehensibility of lessons (72.8%). These findings are largely consistent with existing literature (e.g., Altunöz and Bay, 2018; Demirbilek and Yücel, 2011; Khaghaninejad and Fahandejedsaadi, 2016). For instance, Altunöz and Bay (2018) reported that the use of videos by English teachers positively contributed to students' language learning processes, while Taşlıbeyaz (2017) highlighted that video use increased the effectiveness of grammar instruction and positively influenced students' perceptions. Similarly, Demirbilek and Yücel (2011) concluded that English teachers regarded computer games as an effective tool for language teaching. Likewise, Khaghaninejad and Fahandejedsaadi (2016) showed that songs significantly contributed to the development of vocabulary acquisition and pronunciation skills. Demirel (2023) also emphasized that songs are effective in teaching grammatical structures and enhancing students' overall language proficiency. One of the main reasons why digital contents is so effective in developing language skills is that it provides learners with authentic and meaningful language input. Particularly,

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the repetitive structures found in songs and games help students expand their vocabulary and better understand grammatical structures (Tanrıkulu and Koyuncu, 2020). Moreover, as these contents offer multimedia experiences that engage multiple sensory channels, they facilitate more effective and lasting learning. Saat (2023) emphasized that video content plays a crucial role in accelerating learning, noting that audiovisual materials simplify the understanding of language structures while maintaining learners' focus. The underlying mechanisms behind accelerated learning involve engaging multiple senses and sustaining learner attention. Similarly, Kahraman (2019) pointed out that the rhythmic structure and entertaining tone of songs accelerate learning and boost students' motivation. Through repetition and the presentation of information in various ways, songs and games contribute to the permanence of learning, allowing students to participate in faster and more effective learning processes.

In addition to these contributions, digital content was also found to support the development of cognitive (67.4%), affective (65.1%), and psychomotor (54.4%) skills. Moreover, it was reported that digital content enriched the lesson delivery process by 74.7%. Digital contents is particularly effective in structuring learning and deepening understanding within cognitive processes. Çalışkan (2019) noted that audiovisual materials help students encode information and transfer it to long-term memory. According to Saat (2023), digital tools such as videos and games enable students not only to memorize information but also to apply it in different contexts, thereby fostering skills such as problem-solving, analysis, and critical thinking. Furthermore, these materials increase student motivation, leading to greater focus on learning tasks. The impact of digital content on affective skills is mainly linked to its positive influence on students' attitudes and motivation toward learning. Ergun and Canbulat (2023) stated that the use of music enhances students' motivation and increases their interest in the learning process. Similarly, Dolean (2016) found that music reduces students' anxiety levels, helping them to develop a more positive attitude toward learning. Contents such as songs and games encourage active student participation and make the learning process more enjoyable, fostering stronger emotional engagement and improving knowledge retention. Finally, the contribution of digital content to the development of psychomotor skills is mainly achieved through the use of games and interactive materials. Kargı (2016) emphasized that digital games play a significant role in developing psychomotor skills, allowing students to actively engage in the learning process through physical movements.

Secondly, teachers indicated that digital contents supports instructional principles such as clarity, relevance to the learner, and cost-effectiveness. This finding is also supported by the literature (e.g., Saat, 2023; Tatlı and Aksoy, 2017; Demirel, 2023; Bozkuş and Karacabey, 2019). Digital content aligns with instructional principles particularly due to its clarity and comprehensibility, its ability to provide materials suited to individual learning speeds, and its economic accessibility. Clarity refers to organizing instructional materials in a way that enables students to understand information easily. By combining visual and auditory tools, digital content presents information in a clear and understandable manner (Küçükahmet, 2007). Saat (2023) found that video content, in particular, plays a supportive role in enhancing clarity. Videos and animations simplify complex concepts, thus adhering to the principle of clarity. Relevance to the learner involves designing instructional materials to match students' levels, learning styles, and individual differences (Küçükahmet, 2007). Digital content supports this principle through its adaptability to individual learning speeds and its provision of diverse learning methods. Tatlı and Aksoy (2017) found that digital storytelling and other digital tools offer

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students a more personalized learning experience, thereby strengthening the principle of learner relevance. Furthermore, interactive videos and games can be adapted to different learning styles, making instructional materials more aligned with the needs of the student (Demirel, 2023). Cost-effectiveness refers to the efficiency of instructional materials in terms of both time and cost (Yıldız, 2012). Digital content supports this principle by offering free or low-cost access to learning materials. Bozkuş and Karacabey (2019) emphasized that digital content, especially within large-scale projects like the FATİH Project, provides economical and sustainable solutions for students and schools. Platforms such as YouTube offer a wide range of educational materials while also ensuring economic accessibility. In this context, it is evident that digital content aligns with instructional principles such as clarity, relevance to the learner, and cost-effectiveness, as supported by various studies (e.g., Saat, 2023; Tatlı and Aksoy, 2017; Demirel, 2023; Bozkuş and Karacabey, 2019). These materials are preferred in instructional processes as they present information more clearly, adapt to individual learning paces, and offer affordable solutions.

In the category of instruction through interaction, it was emphasized that digital content plays an important role in enhancing communication, active participation, collaborative learning, and experiential learning. The literature also discusses the contributions of digital content to learning processes in relation to these aspects (e.g., Tatlı and Aksoy, 2017; Kargı, 2016; Demirbilek and Yücel, 2011). Communication is strengthened through digital content as it enhances interactions between students and teachers. Demirbilek and Yücel (2011) found that digital games and interactive materials strengthened classroom communication by promoting greater interaction between students and teachers, as well as among students themselves. Additionally, digital tools facilitate communication outside the classroom, enabling students to ask questions more easily through online platforms. Collaborative learning is promoted through digital tools that encourage students to work together. Kargı (2016) found that digital games and interactive materials support collaborative learning among students. Group projects and scenario-based games enhance students' teamwork skills and make language learning processes more social. Digital tools also enable peer learning, further strengthening collaborative learning. Active participation is encouraged through digital content by providing students with opportunities to engage directly in the learning process. Tatlı and Aksoy (2017) emphasized that digital storytelling fosters active participation, as students create their own stories and become more involved in lessons. Similarly, interactive videos and games allow students to engage with learning materials during lessons, thus supporting experiential learning. Experiential learning involves students actively engaging with, experiencing, and applying their knowledge. Digital tools, particularly simulations, interactive games, and videos, provide opportunities for students to apply what they have learned. Wang et al. (2020) highlighted that digital content supports experiential learning by offering students opportunities to solve real-world problems. Digital simulations and games, in particular, create opportunities for students to apply and test their knowledge in practical contexts.

As a result of analyzing the data addressing the third sub-problem of the study, it was found that digital content effectively used in classroom settings could be categorized into four main types: videos, songs, games, and other language learning platforms. These digital resources were reported to contribute positively to students' language learning processes and were frequently preferred by teachers. Among these, video content emerged as the most effective type of digital resource according to English teachers. Teachers noted that videos—particularly short clips on platforms such as

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YouTube—captured students' attention and facilitated learning by concretizing the instructional material. Ergun and Canbolat (2023) also emphasized that videos provide visual support in language teaching, fostering more active student engagement. Their study demonstrated that video content plays a crucial role in the development of students' language skills. Teachers were observed to use various types of video content in the classroom, including cartoons, films, and documentaries. The primary reasons for their preference were these materials' ability to draw students' interest and make learning more permanent through concretization. Songs and musical content ranked second among effective digital resources used in the classroom. Teachers particularly highlighted the value of songs in younger age groups, emphasizing that music makes language learning enjoyable and plays a significant role in developing students' language competencies. Tatlı and Aksoy (2017) noted that songs capture students' attention, reinforce learning material, and contribute to language acquisition. In addition to increasing interest in the lesson, songs were noted to enhance vocabulary development and pronunciation skills. Digital games also held a significant place among effective digital content in the classroom. Teachers remarked that these games were highly effective in maintaining students' attention and promoting active participation. In Kargı's (2016) study, digital games were found to offer collaborative learning opportunities and make language learning more enjoyable. Games such as Kahoot, word games, and animations were especially noted for enhancing classroom interaction and improving students' language skills. Game-based tools like quizzes, puzzles, and platforms such as Cram were also reported to accelerate language learning and promote retention. Other digital language learning platforms were also frequently utilized by teachers. Platforms such as Storyjumper, Rosetta Stone, and British Council/BBC Learning provided students with rich online learning experiences. Bozkuş and Karacabey (2019) underlined that such platforms support the learning process by offering diverse materials to students. Auditory materials and online presentations were also identified as other types of digital content perceived to be effective by teachers. Overall, the findings align with existing literature (e.g., Tatlı and Aksoy, 2017; Kargı, 2016; Ergun and Canbolat, 2023), highlighting the significant roles of videos, songs, and games in the effective integration of digital content in classrooms. Teachers affirmed that these resources positively influenced students' language learning processes and served as effective instructional tools in educational settings. These results underscore the potential of digital content to enhance students' language skills and make learning more engaging and enjoyable.

Based on the analysis of the data pertaining to the fourth research question, English teachers' suggestions for the more effective use of digital content were grouped under four main categories: instructional principles, student interest and motivation, effective teaching, and recommendations for the Ministry of National Education (MoNE). Teachers emphasized that digital content should be aligned with students' interests and needs. In this context, they highlighted the importance of goal-oriented and life-relevant content. Tatlı and Aksoy (2017) stated that digital materials should be appropriate to students' levels and have the potential to personalize the learning experience. Additionally, teachers recommended that digital content be adaptable to individual learning speeds and suggested the use of more goal-directed materials. Suggestions aimed at enhancing interest and motivation frequently emphasized that digital content should be engaging and entertaining. According to Bozkuş and Karacabey (2019), when digital content is enjoyable and attention-grabbing, it increases students' interest in the lesson. Teachers reported that games and video-based materials, in particular, make lessons more enjoyable for students. Furthermore, the use of animated content was believed to

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enhance motivation and support a more relaxed and interactive classroom environment. In terms of effective instruction, teachers underscored the need for digital content to facilitate learning processes. Ergun and Canbolat (2023) asserted that digital materials should convey information in a brief, clear, and understandable manner. Teachers also emphasized the potential of such content to activate prior knowledge and support long-term retention. It was further suggested that digital content contributes to students' affective development and supports individualized learning processes. With regard to policy recommendations, teachers suggested that the MoNE should implement various initiatives to promote the widespread and effective use of digital content. Increasing the availability of in-service training for teachers was especially emphasized. Moreover, teachers advocated for the MoNE to provide more resources and materials to ensure the integration of digital content across all educational levels. Kargı (2016) is among the scholars who have stressed the need for the broader application of digital content in education. Teachers also emphasized the importance of institutional support, particularly from the MoNE, to ensure that digital content can be utilized more effectively in line with technological advancements. In summary, teachers' recommendations for the use of digital content reveal that such materials should be designed in accordance with instructional principles, tailored to attract student interest and enhance motivation, and contribute to effective teaching practices. Furthermore, the results indicate that digital content plays a significant role in improving instructional quality and that the MoNE should take an active role in promoting digital content usage and training teachers accordingly.

This study offers significant insights into English teachers' perspectives on the use of digital content, examining its functionality in language instruction, its integration into teaching processes, and potential areas of application. The findings indicate that teachers' evaluations of digital content are based primarily on their personal perspectives and self-reported experiences. Furthermore, the fact that the study is limited to English teachers from a specific geographical region may constrain the generalizability of the results. In this regard, future research is recommended to involve larger and more diverse samples from different regions, utilizing quantitative or mixed-method designs to capture both teachers' and students' perspectives. Additionally, experimental studies that directly assess the impact of digital content on teaching and learning processes are essential for reinforcing the current findings. Another critical implication of this study is the need for the Ministry of National Education to adopt more systematic and comprehensive policies aimed at developing, disseminating, and supporting the effective use of digital content, particularly by enhancing in-service training opportunities for teachers.

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