

Exploring The Impact Of Using Genres Of Digital Media On Developing Expressive Language Skills Of Special Learners: The Perspective Of Teachers In Punjab (Pakistan)

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Abstract

The research focuses on how various genres of digital media impact the expressive language of children with special needs. In Pakistan, there is a scarcity of research on the use of digital media to assist children with special needs develop their expressive language abilities. This descriptive study sampled 332 instructors from the Punjab's special education department from a population of 2406 special education teachers. The data was examined using both descriptive and inferential statistics. Cronbach's Alpha was used to verify consistency in the data, and the Pearson correlation coefficient was utilized to demonstrate that our results were relevant. The self-designed survey's goal was to explore effects of genres of digital media on the expressive language development of special needs children. The study backs up our claim that increased digital media exposure for special needs children would greatly enhance their expressive language skills. The study proposes assisting special-needs children in using genres of digital media to improve expressive language and social outcomes.

Keywords: Expressive language, Development, Special needs learners, Genres of digital media

Introduction

Disability is an inherent part of being human. That will happen to everyone at some point in their lives, even if just temporarily. People with disabilities come in a variety of sizes and forms, and their limitations do not characterise who they are as persons. Disability may arise at any age, including infancy, adolescence, and old

age, and it can emerge abruptly or gradually. A singular definition of disability does not exist. Disability is difficult to define since it is "complex, dynamic, multidimensional, and contentious" (Mitra, 2006). The broad definition allows for many different interpretations of what it means to be handicapped or impaired, yet the fact that

disability is depicted as an interaction shows that it is not an individual trait. In an inclusive, accessible environment, impairment would not determine disability. Prejudices, biases, and condescension must be eliminated. Hence, society legitimises infirmity. (Al Jubeh, 2015).

According to Hawa & Spanoudis (2014), said that expressive language is one of the most basic tools that a person can use to convey his or her ideas, feelings, and thoughts with others; however, today's digital media plays an increasingly important part in society as well as in language acquisition and information gathering. Special people have the same right to utilize language in their conversations as everyone else. Variation in early expressive language delay diagnostic research regarding identification criteria and clinical samples has led to the separation of language delay development into late producers and late comprehenders.

There are two types of language skills: receptive and expressive. Receptive language, which began to emerge around the age of eight months, is the passive ability to grasp concepts, feelings, and understanding of someone's intention. Meanwhile, expressive language is the active ability to communicate one's thoughts, feelings, and intentions to others, which begins at the age of one and is the last stage of language development (Gunawan et al., 2022). Expressive language is the capacity to communicate your goals and needs either verbally or nonverbal. This kind of language relates to language's "product." The capacity to explain one's ideas in a style that is both intelligible and linguistically acceptable is a necessary life skill. Children who struggle to articulate their desires and needs may have an issue with their expressive language. Those kids should be assessed. If your kid is unable to convey fundamental needs to you, such as when they are hungry or need to use the restroom, there may be an issue with their expressive language (Lal & Sanghvi 2015).

The term "digital media" is used to describe any kind of media genres that are distributed only via digital means. Electronic

equipment may be used for the production, consumption, alteration, and dissemination of this material. The word "digital media" encompasses a wide range of digital genres, including computer programmes, video games, movies, web pages, social networks, and online advertisements. Despite the pervasiveness of digital media in our society, some firms are reluctant to replace traditional print marketing with internet-based advertisements. The interaction between new media technologies and children shows that youngsters are now watching less television and spending more time in front of the computer than they did previously. In fact, this state has given birth to a new "Net Generation" who has lived their lives through the use of digital technologies (Akbarov et al., 2020). The language teachers of special needs children have been facing problems to find ways to support their learners in developing their expressive language skills. The present study is an attempt to address this issue in light of the perceptions of teachers from Punjab's schools and centers for special children about the role of digital media genres.

The goal of the study was to explore the effects of digital media usage on expressive language development of children with special needs.

Statement of Research Problem

Literature Review

These are children who have a handicap or a combination of impairments that make it difficult for them to learn new things or participate in other activities. When we speak about "special needs," we mean a wide variety of issues. It is very rare for children with special needs to experience developmental delays, physical issues, mental health challenges, or even birth abnormalities. It is vital to make modifications in order to help children with special needs attain their full potential. Regardless of the rationale, the special needs classification is favourable in every circumstance. It may assist you in obtaining the assistance you need, in setting achievable

objectives, and in better understanding your kid as well as the potential issues that your family may be facing at this time (Vehmas, 2010).

When dealing with a kid who has special needs, it may be important to use various teaching practises in order to meet the child's specific needs while also assisting the child in enhancing his or her own capacity for learning and development. For example, if a youngster has limited mobility or has difficulty expressing himself verbally, he or she may need further instruction on how to use their talents both in the classroom and in real-world situations. This instruction may assist them in making the most of their skills (Florian & Black-Hawkins, 2011).

Different Kinds of Disabilities

This is a list of some of the most severe disabilities covered under the Individuals with Disabilities Education Act. (IDEA, 2004).

Autism: By the age of three, symptoms of this developmental disorder, which inhibits a person's capacity to communicate vocally and nonverbally, as well as interact socially, may be identified. Routine behavior's, contextual inflexibility, and stereotyped reactions to sensory information characterize behaviour (Syriopoulou-Delli et al., 2018).

Blindness: Blindness is the inability to see, whether partly or completely, and it may be a substantial impediment to academic achievement (Lipscomb et al., 2017).

Deafness: Children with hearing loss of any degree, whether it slight, moderate, severe, or profound, have difficulties in the classroom for a variety of reasons (Shivaprakash & Castro, 2019).

Developmental Delay: The word refers to a variety of developmental difficulties, such as a delay in cognitive, behavioral, social, and emotional growth (Zittel & Kim, 2017).

Emotional Development: There are sometimes difficulties in getting along with

classmates and instructors, in addition to bodily symptoms or fears that are brought on by issues at home or at school (Mitchell et al., 2019).

Multiple Disabilities: This indicates that the child has at least two functional deficits. Children with multiple disabilities need extensive educational rehabilitation and a curriculum tailored to their needs. These impairments may include intellectual impairment, blindness, deafness, and orthopedics injury (Aftab et al., 2021).

Orthopedic Impairment: It speaks of a child whose quality of life and academic success are compromised by one or more physical impairments. Orthopedic limitations may result from a number of things, such as birth abnormalities, accidents, illnesses, and surgical procedures (Son et al., 2020).

Other Health Impairment: Serious health issues or illnesses include asthma, attention deficit hyperactivity disorder, diabetes, haemophilia, Tourette syndrome, and other problems that impair a child's day-to-day functioning or academic achievement. There may be more to this issue than meets the eye (Nomaguchi & Milkie, 2020).

Specific Learning Disability: A kid with this psychological processing issue has difficulties comprehending what is being stated to them. Oral or written instructions on good language use may be offered. It hinders one's capacity to comprehend, converse, spell, write, and do mathematical operations. Perceptual disorders include dyslexia, dysgraphia, and aphasia are among them. Individuals with sensory impairments, intellectual disabilities, emotional, behavioural, or financial difficulties are excluded, as are those with learning difficulties as a consequence (Prime et al., 2020).

Speech or Language Impairment: A condition that results in communication issues, such as speech difficulties. It comprises stuttering and incorrect articulation and may

result in child language impairment and speech disorders that can lead to school difficulties. Academic performance (Constantino et al., 2022).

Traumatic Brain Injury: A brain injury caused by an external force, such as an accident or being struck by an item, may have a negative impact on a child's cognitive abilities, everyday functioning, physical ability, information processing, and educational achievement. Birth traumas and other types of congenital brain damage are not included (Sloan & Snow, 2012).

Visual Impairment Including Blindness: A child is considered visually impaired if, despite wearing corrective glasses or other aid, they still have problems seeing. A youngster is considered legally blind if their visual acuity falls below 70/200. A child with limited eyesight has severely diminished vision. The effects on a child's ability to learn and function in the world are terrifying (Barker et al., 2015).

Life of Children with Special Needs

Life may be especially difficult for children who are born with certain types of disabilities. People with physical restrictions may have a more difficult time doing daily chores such as learning to read or navigating new surroundings such as a school or a shopping mall. Fortunately, there are others who can help, including members of the patient's family, medical professionals, nurses, therapists, and school employees. The liberty of one's children should be one's top concern. Even children who are not biologically related to you may be of great assistance, because we aspire to be excellent friends. Children with physical restrictions, such as those who use wheelchairs, want to make friends just like any other youngster. On the other side, it may be difficult to establish new friends and reconnect with old ones. Children of the same age may make fun of or ridicule them. If you see any bullying or taunting, do not be hesitant to bring it to the attention of a teacher. Being alone may cause

feelings of isolation and loneliness (Chen et al., 2019).

A handicap is someone who has limits that hinder them from participating in ordinary social relationships. These disorders may be caused by a variety of factors, ranging from a genetic fault present at birth to a traumatic incident, such as a war or an accident, which leaves many individuals with awful memories that they must live with for the rest of their lives. Examples of disabilities may be derived from a broad range of categories, ranging from functional impairments such as blindness, hearing loss, or difficulty speaking to structural impairments such as limb amputation (Stevens et al., 2021)

Language Development

Language development in children is noteworthy in that it is consistent across persons and languages, despite the latter are tremendous variability. Children make the same sorts of mistakes in their language production and interpretation at every stage of language development, and these errors are consistent throughout. Every child is capable of effectively speaking and understanding their native language, despite naturally existing variances in IQ and other talents, as well as naturally occurring differences in the amount of time spent exposed to language. Adult learners, on the other hand, exhibit a far broader range of learning processes and outcomes than younger learners. As a result, a number of experts have concluded that there is a critical or sensitive time for the process of language acquisition. When compared to learning that occurs inside the crucial time, learning that occurs outside of this window exhibits more unpredictability and weaker robustness, resulting in a larger variety of outcomes and more unique patterns of acquisition (Anderson & Anderson, 2012).

Expressive Language Skills

Expressive language is the capacity to communicate your goals and needs either verbally or nonverbally. This kind of language relates to language's "product." The capacity to

explain one's ideas in a style that is both intelligible and linguistically acceptable is a necessary life skill. Children who struggle to articulate their desires and needs may have an issue with their expressive language. Those kids should be assessed. If your kid is unable to convey fundamental needs to you, such as when they are hungry or need to use the restroom, there may be an issue with their expressive language (Lal & Sanghvi 2015).

Infant's language and vocabulary skills continue to increase as they grow, allowing them to communicate more effectively with others. The phrase "expressive language" refers to the many methods in which humans might communicate, including vocally, nonverbally, visually, and symbolically. One way to get started is to point out something specific, and another is to create and publish a book on a topic that interests you. When it comes to the use of expressive language, talking is the most common method that individuals express themselves. And, although it is the most often utilised means of communication, there are many other alternatives that are as successful. A written language, a visual communication system, the use of a technology that creates speech, or the employment of a sign language is all examples of this. Keep in mind that they are only conduits for the transmission of information (Pancsofar et al., 2010).

A message or meaning is expressed via the use of words and phrases in expressive language. It is often associated with the capacity to recognise things, narrate events, perform tasks, compose words, and utilise appropriate language. When given the chance, children of the proper age are also capable of remembering or repeating a story and responding effectively to probing questions. Contact with other individuals and discussion of one another's needs and desires are both vital for the development of writing talents (Alshenqeeti, 2016).

Digital Media and its Genres

Digital media refers to any kind of data that may be moved digitally from one place to another. Much technological advancement improves the accessibility and delivery of the material. Digital media includes software, video games, movies, websites, social media, and online marketing. However, this category does not confine itself to only those things. Many company owners are still apprehensive to rely on internet marketing services rather than traditional forms of media to promote their goods or services. To put it another way, as technology advances, it is hard to ignore the influence that digital media has had and will continue to have on the way we live our lives. It has a big influence on the ways we educate and engage with one another, in my opinion. As a result of this advancement, the corporate world has been pushed from the industrial to the information era, representing a profound paradigm shift. As a consequence of the adoption of digital tactics, businesses are being compelled to rethink their long-term ambitions. Because we now communicate through computers and smartphones, writing on paper is becoming an increasingly outmoded mode of communication (Collins & Halverson, 2018).

There are 3 types of digital media: 1) Owned media, 2) Paid media, 3) Earned media (Lee & Chan 2016). The phrase "owned media" refers to any online resource that you wholly and completely own. In the great majority of cases, this kind of material belongs solely to your company. Your website, accounts on different social media sites, blogs, and videos are all examples of digital media outlets (Jayson et al., 2018).

It is possible to attract more users to the social media platforms by purchasing placements on other websites or blogs. You have the option of using sponsored media such as banner advertisements, promotions on Facebook, Google AdWords, Bing Ads, and other similar options. While sponsored advertising may be somewhat expensive, it can assist you in reaching a greater number of individuals who may be interested in the items or services you provide. A savvy marketing

firm may be able to drive potential clients who are a suitable match for your company to your website via the use of sponsored media and well managed PPC campaigns. As a consequence, paid advertising on digital media may be able to support your entire marketing plan with substantial and concrete outcomes (Duffy & Schwartz 2018).

Currently, there are three types of digital media. The phrase "earned media" refers to adverts created by your consumers. Your company's name will become more well-known if pleased customers advocate for it through word-of-mouth or social media (for example, by posting reviews or offering testimonials), since this will increase the visibility of your brand. This is the highest endorsement that a company owner can get. Using earned digital media may assist reduce customer acquisition expenses and increase brand identification, among other advantages. In contrast to privately held digital media, you will need to pay great attention to the material shown since you have no influence over it. Earned media is mostly driven by strong organic search engine rankings and high-quality content (Xie et al., 2018).

Research Methodology

The primary purpose of the research was to investigate the impact of genres of digital media on the expressive language development of children with exceptional needs. To achieve this purpose, survey design was used.

Population & Sample

The target population of the study comprised of 294 state-run special educational institutions (schools, centers) in the Punjab. Total number of individuals from which sample is selected is called population (Ali et al., 2021; Faiz et al.,

2021; Jabeen et al., 2022; Kanwal et al., 2022; Lakhan et al., 2020; Siddique et al., 2021). The subset of population which is used for data collection, selected on the basis of specialized sampling technique is called sample of the study (Mah Jabeen et al., 2021; Munir et al., 2021; Saeed et al., 2021; Sajjad et al., 2022; Siddique, 2020; Siddique et al., 2022; Siddique et al., 2021). The research participants were selected using a systematic random selection method. The sample for this research included 332 special education teachers who had experience in working with special needs children in primary, middle, and secondary grades.

Instrumentation

The researchers used a self-designed questionnaire with 15 closed ended items relating to the influence of digital media on the expressive language development. **[WRITE NAME OF SPECIFIC DIGITAL**

RESOURCES OR GENRES HERE TO DELIMIT THE FOCUS]

The questionnaire was split into three sections, including a preliminary section concerning the respondent's demographics.

Data Collection & Analysis

The researchers developed a Google form link to for data collection. The data were analyzed using both descriptive and inferential statistical procedures. Frequency distribution analysis, the mean, and the standard deviation was estimated to examine educators' opinions and independent samples t-test and one-way ANOVA were used to identify disparities in participant perspectives. The results of the analysis along with interpretations are given below.

Table 1 Description of the Sample

Variable	Respondents	Frequency	Percentage (%)
Gender	Male	199	59.9
	Female	133	40.1

Age of Respondents	21-30 Y	164	49.4
	31-40 Y	148	44.6
	41-50 Y	17	5.1
	51-60 Y	3	.9
Designation	JSET*	115	34.6
	SSET**	98	29.5
	Speech Therapist	79	23.8
	Psychologist	40	12
Profession Qualification	Bachelor	32	9.6
	Master	172	51.8
	MPhil.	122	36.7
	PhD	6	1.8
Place of Posting	School	212	63.9
	Center	120	36.1
Area of Posting	Rural	122	36.7
	Urban	210	63.2
Division of School	Lahore	32	9.6
	Multan	150	45.2
	Rawalpindi	15	4.5
	Sargodha	13	3.9
	Bahawalpur	18	5.4
	DG Khan	50	15.1
	Faisalabad	17	5.1
	Gujranwala	18	5.4
	Sahiwal	19	5.7
	Experience	0-5 Y	237
6-10 Y		67	20.2
11-15 Y		21	6.3
>15 Y		7	2.1
Total		332	100

*Junior Special Education Teachers

** Senior Special Education Teachers

Results

Tables 2A to 2C display results of the descriptive data analysis.

Table 2 A Frequency Distribution for Role of Using Digital Media in Developing Expressive Language of Children with Special Needs

No..	Statements of Questions	SA f(%)	A f(%)	UD f(%)	DA f(%)	SDA f(%)	M	SD
1	Digital media sources motivate children with	65(19.6)	120(60.2)	52(15.7)	11(3.3)	4(1.2)	3.93	0.76

2	special needs to learn more language. Access to use digital media sources increases the vocabulary of children with special needs.	76(22.9)	199(59.9)	46(13.9)	8(2.4)	39(.9)	4.0	0.73
3	Digital media usage enhances the expressive language of children with special needs.	70(21.1)	189(56.9)	60(18.1)	6(1.8)	7(2.1)	3.9	0.80
4	Digital media improves the grammar of children with special needs.	68(20.5)	193(58.1)	54(16.3)	15(4.5)	2(.6)	3.9	0.77
5	Use of digital media increases the speaking skills of children with special needs.	68(20.5)	201(60.5)	45(13.6)	13(3.9)	5(1.5)	3.9	0.79

Table 2 A elaborates the results of section-II (The Role of Using the Digital Media in The Development of the Expressive Language of Children with Special Needs). Respondents agree (60.2%) that digital media genres motivate children with special needs to learn more language with M (3.93) & SD (.76); 59.9% agree that access to use digital media sources increases the vocabulary of children with special needs with M (4.0) & SD (.73);

56.9% agree that the digital media usage enhances the expressive language of children with special needs with M (3.9) & SD (.80); 58.1% agree that digital media improves the grammar of children with special needs with M (3.9) & SD (.77); and 60.5% agree that use of digital media increases the speaking skills of children with special needs with M (3.9) & SD (.79).

Table 2 B Frequency Distribution for Role of Using Digital Media in Developing Expressive Language of Children with Special Needs

No.	Statements of Questions	SA f(%)	A f(%)	UD f(%)	DA f(%)	SDA f(%)	M	SD
6	Digital media improves the listening skills of children with special needs.	75(22.6)	188(56.6)	56(16.9)	11(3.3)	2(.6)	3.9	0.76
7	Digital media sources play an important role in development of expressive language	77(23.2)	188(56.6)	54(16)	11(3.3)	3(.9)	3.9	0.77
8	Digital media sources help children with special needs to practice listening skills.	84(25.3)	190(57.2)	45(13.6)	11(3.3)	2(.6)	4.0	0.75
9	Listening skills of children with special needs are improved due to the use of various digital media.	76(22.9)	193(58.1)	52(15.7)	7(2.1)	4(1.2)	3.9	0.76

10	Digital media sources improve the proficiency expressive language in children with special needs.	89(26.8)	188(56.6)	45(13.6)	7(2.1)	3(.9)	4.0	0.75
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Table 2 B describes the results of section-II. (The Role of Using the Digital Media in The Development of the Expressive Language of Children with Special Needs) of the questionnaire. Respondents agree (56.6%) that digital media improves the listening skills of children with special needs with M (3.9) & SD (.76); 56.6% strongly agree that digital media sources play an important role in development of expressive language with M (3.9) & SD

(.77); 57.2% agree that digital media sources help children with special needs to practice listening skills with M (4.0) & SD (.75); 58.1% agree that listening skills of children with special needs are improved due to the use of various digital media, with M (3.9) & SD (.76); and 56.6% agree that digital media sources improve the proficiency in expressive language of children with special needs, with M (4.0) & SD (.75).

Table 2 C Frequency Distribution for Role of Using Digital Media in Developing Expressive Language of Children with Special Needs

No.	Statements of Questions	SA f(%)	A f(%)	UD f(%)	DA f(%)	SDA f(%)	M	SD
11	Digital media is an easy way to download online videos which is quite helpful for language development skills in children with special needs.	98(29.5)	185(55.7)	42(12.7)	5(1.5)	2(.6)	4.1	0.72
12	Various digital media sources help children with special needs to communicate with friends.	93(28)	184(55.4)	49(14.8)	4(1.2)	2(.6)	4.0	0.72
13	Different kinds of social media sources facilitate children with special needs to share information with their friends.	87(26.2)	197(59.3)	41(12.3)	4(1.2)	2(.6)	4.0	0.71
14	Digital media genres provide platform to children with special needs for language learning.	87(26.2)	202(60.8)	38(11.4)	3(.9)	2(.6)	4.1	0.67
15	Children with special needs get benefits from digital media for learning expressive language.	94(28.3)	183(55.1)	45(13.6)	6(1.8)	4(1.2)	4.0	0.77

Table 2 C describes the results of section-2 (The Role of Using the Digital Media in The

Development of the Expressive Language of Children with Special Needs) of the

questionnaire. Respondents agree (55.7%) that digital media is an easy way to download online videos which is quite helpful for language development skills in children with special needs, with M (4.1) & SD (.72); 55.4% agree that various digital media sources help children with special need to communicate with friends with M (4.0) & SD (.72); 59.3% agree that different kinds of social media sources facilitated children with special needs to share information with their friends, with M (4.0) & SD (.71); 60.8% agree that digital media is an

important platform which is helpful for children with special needs, with M (4.1) & SD (.67); and 55.1% agree that Children with special needs get benefits from digital media for learning expressive language, with M (4.0) & SD (.77).

Analysis of Variance of Responses about Role of Digital Media Genres in Expressive Language Development of Children with Special Needs

Table 3 Comparing Means of the Responses on the Basis of Gender

Gender	N	M	SD	df	t	Sig.
Male	199	60.64	7.89	330	0.968	0.334
Female	133	59.75	8.52			

*P > .05 Level of Significance

Table 3 shows comparison of mean scores of responses of males and females. The empirical evidence for male (N=199, M=60.68, SD=7.89) and for female (N=133, M=59.75, SD=7.89) with t-statistics (t (330) = 0.968, P > .05) shows

that there is no significant difference in the opinions of male and female respondents about role of using digital media in expressive language development of children with special needs.

Table 4 Comparing Mean Scores of Responses on the Basis of Place of Posting

Place of Posting	N	M	SD	df	t	Sig.
School	211	60.76	8.61	330	1.415	0.158
Center	121	59.45	7.23			

*P > .05 Level of Significance

Table 4 provides empirical evidence for school (N=211, M=60.76, SD=8.61) and for center (N=121, M=59.45, SD=7.23) with t-statistics (t (330) = 1.415, P > .05), which shows that there is no significant difference in the opinions of

respondents with respect to schools and centers about role of using Digital Media in Expressive Language Development of children with special needs.

Table 5 Comparing Mean Scores of Responses on the Basis of Area of Posting

Area of Posting	N	M	SD	df	t	Sig.
Rural	122	59.29	8.76	330	-1.699	0.090
Urban	210	66.86	7.73			

*P > .05 Level of Significance

Table 5 gives empirical evidence for rural (N=122, M=59.29, SD=8.76) and for urban (N=210, M=66.86, SD=7.73) with t-statistics (t (233) = 4.32, P > .05), which leads to conclude

that there is no significant difference in the opinion of teachers from rural areas and teachers from urban areas about role of using

digital media in expressive language development of children with special needs.

Table 6 Analysis of Variance in Responses on the Basis of Age

Age of Respondents	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	581.979	3	193.993	2.973	.032
Within Groups	21402.262	328	65,251		
Total	21984.241	331			

*P < .05 Level of Significance

Table 6 gives the empirical evidence for Between Groups (Sum of squares=581.979, df=3, Mean square=193.993) and for Within Groups (Sum of squares=21402.262, df=328, Mean square=65.251) with one-way ANOVA (F (331) = 2.973, P<.05), which leads to

conclude that there is a significant difference in the opinions of teachers from Between Groups and Within Groups about role of using digital media in expressive language development of children with special needs.

Table 7 Analysis of Variance in Responses on the Basis of Qualification

Qualification	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	740.391	3	246.797	3.810	.010
Within Groups	21243.850	328	64.768		
Total	21984.241	331			

*P < .05 Level of Significance

Table 7 gives the empirical evidence for Between Groups (Sum of squares=740.391, df=3, Mean square=246.797) and for Within Groups (Sum of squares=21243.850, df=328, Mean square=64.768) with one-way ANOVA (F (234) = 3.810, P < .05), which suggests that

there is a significant difference in the opinions of teachers from Between Groups and Within Groups about role of using digital media in expressive language development of children with special needs.

Table 8 Analysis of Variance in Responses on the Basis of Experience

Experience	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	182.872	3	60.957	0.917	.433
Within Groups	21801.369	328	66.468		
Total	21984.241	331			

*P > .05 Level of Significance

Table 8 provides empirical evidence for Between Groups (Sum of squares=182.872, df=3, Mean square=60.957) and for Within Groups (Sum of squares=21801.369, df=328, Mean square=66.468) with one-way ANOVA (F (331) = 0.917, P > .05), which suggests that

there is no significant difference in the opinions of teachers from Between Groups and Within Groups about role of using digital media in expressive language development of children with special needs.

Table 9 Analysis of Variance in Responses on the Basis of Designations

Experience	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1058.671	3	352.890	5.531	.001
Within Groups	20925.570	328	63.797		
Total	21984.241	331			

*P < .05 Level of Significance

Table 9 provides empirical evidence for Between Groups (Sum of squares=1058.671, df=3, Mean square=352.890) and for Within Groups (Sum of squares=20925.570, df=328, Mean square=63.797) with one-way ANOVA (F (331) = 5.531, P< .05,) which indicates that

there is a significant difference in the opinions of teachers from Between Groups and Within Groups about role of using digital media in expressive language development of children with special needs.

Table 10 Analysis of Variance in Responses on the Basis of Divisions of the Schools/Centers

Division	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1777.079	8	222.135	3.551	.001
Within Groups	20207.162	323	62.561		
Total	21984.241	331			

*P < .05 Level of Significance

The empirical data presented in Table 10 for Between Groups (Sum of squares=1777.079, df=8, Mean square=222.135) and Within Groups (Sum of squares=20207.162, df=323, Mean square=62.561) with one-way ANOVA (F (331) = 3.551, P .05) leads to the conclusion that there is a significant difference between the opinions of teachers from Between Groups and Within Groups regarding the role of using digital media in expressive language development of children with special needs.

Findings

The major goal of this research was to examine how exposure to digital media affected the growth of children with special needs' expressive language skills in the context of Punjab's special education system. So, a survey using closed ended items on a five-point Likert scale was conducted to explore various factors that drive the growth of expressive language in children with special needs. Findings suggest that peer relationships are an essential topic for students with special needs, and this study sought the insight of educators, psychologists, and speech therapists. Majority of the respondents tend to agree that children with

special needs get benefits from digital media for learning expressive language. It is observed that majority of respondents tend to agree that various digital media sources help children with special need to communicate with friends. A great many respondents appear to favor that digital media genres are an important platform, which is helpful in language learning for children with special needs. Overall, the respondents perceive that the digital media usage has strong positive effects on the expressive language development of children with special needs. There were, however, a few participants who had a different opinion.

Discussion

The primary goal of this research was to explore how exposure to digital media genres influences the development of expressive language in children with special needs. The literature review reveals that teachers, psychologists, speech therapists, and others who work with special needs children give serious consideration to how special needs students acquire language and develop their ability to communicate and understand.

The results of this study support this concern and show that teachers of special needs children tend to agree that digital/social media genres help in language learning enhance motivation, vocabulary, grammar, speaking, and listening skills. Digital media assist special needs children in practicing their listening skills. Digital media also assists children in developing speaking skills. The findings of the study are consistent with findings in Khan, Ayaz, Khan, and Khan (2016). Most respondents in their study indicated learners searched for unknown words through digital media. Many thoughts Facebook and Twitter would make learners more articulate. The findings of the present research are also of this research as they, too, found digital media genres helpful in developing language skills and vocabulary of the special needs children.

Conclusion

This survey study strongly suggests on the basis of teachers' opinions that digital media can prove a great resource for supporting children with special needs. This seems convincing as more and more technological gadgets are being brought into language teaching in Pakistani schools and centers for special learners. However, this study never favors the replacement of teachers and parents scaffolding role in language development. Media resources should be taken just as supplementary materials. The study was based on a province wide survey and shows general perceptions of teachers. For more substantial findings, experimental and qualitative studies are recommended. Another recommendation that will materialize the use of digital generic materials is training of school administrators and teachers in this domain across the Punjab (Pakistan).

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