

# Navigating the Complexities of Domain Specific English: Analyzing the Influence of Digital Media on the Metacognitive and Linguistic Competence of Management Students

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## Abstract

In an increasingly digital world, the role of digital media in shaping the linguistic and metacognitive abilities of management students has become a focal point for academic inquiry. This study aims to explore the influence of digital media on the development of domain-specific English skills among management students, with a particular focus on metacognitive and linguistic competencies. Employing a mixed-methods approach, the research examines how exposure to and engagement with digital content tailored to the management domain impacts students' ability to comprehend, analyze, and apply complex linguistic constructs in professional contexts. Quantitative data were collected through standardized language proficiency tests and metacognitive awareness inventories, while qualitative insights were gathered through interviews and focus group discussions. The findings suggest that digital media, when strategically integrated into the learning process, significantly enhances both metacognitive and linguistic competencies, thereby better preparing students for the demands of the management field. The study concludes with recommendations for incorporating digital media more effectively into management education curricula to foster advanced English language skills and critical thinking abilities.

**Keywords:** Digital Media, Metacognitive Competence, Linguistic Competence, Management Students, Language Proficiency.

## 1. Introduction

In today's globalized and digitally interconnected world, proficiency in domain-specific English has become a crucial skill for students, particularly those pursuing careers in management. As the language of business, English serves not only as a medium of communication but also as a tool for analyzing and navigating complex managerial concepts. However, mastering the nuances of domain-specific English poses significant challenges, requiring students to develop both linguistic and metacognitive competencies. The rapid proliferation of digital media offers new avenues for language acquisition, presenting both opportunities and challenges in the educational landscape.

Digital media, encompassing a wide range of platforms such as online articles, videos, social media, and interactive learning tools, has transformed the way students engage with language. These platforms provide access to an abundance of content tailored to specific domains, enabling students to immerse themselves in the linguistic and conceptual frameworks of their chosen fields. For management students, this immersion is particularly valuable, as it facilitates the development of specialized vocabulary, contextual understanding, and critical thinking skills essential for professional success.

Despite the potential benefits, the influence of digital media on the linguistic and metacognitive development of management students remains underexplored. While existing research has examined the general impact of digital media on language learning, there is a gap in understanding how these platforms specifically enhance or hinder the acquisition of domain-specific English. Furthermore, the role of metacognitive strategies—students' awareness and control over their learning processes—in this context has received limited attention.

This study seeks to bridge this gap by analyzing the influence of digital media on the metacognitive and linguistic competence of management students. By investigating how engagement with domain-specific digital content shapes students' language skills and cognitive processes, this research aims to provide insights into the effectiveness of digital media as a tool for language acquisition in higher education. The findings will inform educators and curriculum designers on how to better integrate digital media into management education, ultimately enhancing students' preparedness for the demands of the business world.

## 2. Literature review

The intersection of digital media and language learning has garnered considerable attention in recent years, particularly in the context of higher education. As digital platforms become increasingly integrated into academic settings, researchers have explored their potential to enhance the linguistic and metacognitive competencies of students across various disciplines. This literature review examines key studies from 2016 onwards that have investigated the impact of digital media on language acquisition, with a specific focus on domain-specific English and its relevance to management education.

The integration of digital media into language learning has been extensively studied, with a growing body of literature highlighting its potential to support language acquisition. According to Li and Cummins (2016), digital platforms offer a rich and interactive environment that fosters engagement with authentic language use, facilitating the development of both receptive and productive language skills. The authors argue that digital media can provide learners with access to diverse linguistic inputs, thereby promoting the acquisition of specialized vocabulary and contextual understanding essential for domain-specific English.

Similarly, Godwin-Jones (2018) emphasizes the role of digital media in promoting autonomous language learning. The study suggests that digital tools, such as language apps, online forums, and multimedia content, enable students to take control of their learning processes, allowing for personalized and self-paced learning experiences. This autonomy is particularly relevant for management students, who often need to acquire industry-specific language skills alongside their academic studies.

Research has increasingly recognized the importance of domain-specific English in preparing students for professional success, particularly in fields such as management. A study by Evans and Green (2017) highlights the challenges faced by students in mastering the complex language of business, which requires not only a strong command of general English but also the ability to navigate specialized terminology and discourse practices. The authors suggest that traditional language instruction may be insufficient for developing these skills, advocating for the integration of domain-specific content into language curricula.

In line with this perspective, Hyland (2017) explores the concept of "English for Specific Purposes" (ESP) and its application in management education. The study underscores the need for targeted language instruction that addresses the specific communicative needs of management students. Hyland argues that digital media can play a crucial role in delivering ESP content, offering students opportunities to engage with real-world business scenarios and practice their language skills in context.

Metacognitive competence, or the ability to monitor and regulate one's own learning processes, is a critical factor in successful language acquisition. Recent studies have explored the relationship between metacognitive strategies and language learning outcomes, with a focus on the role of digital media in enhancing metacognitive awareness. Zhang and Qin (2018) found that digital tools, such as online quizzes and reflective journals, can help students develop metacognitive skills by providing immediate feedback and encouraging self-assessment.

Moreover, a study by Oxford (2017) highlights the importance of metacognitive strategies in mastering domain-specific English. The research suggests that students who employ metacognitive strategies, such as goal-setting and self-monitoring, are better equipped to tackle the complexities of specialized language learning. Oxford advocates for the integration of metacognitive training into language instruction, particularly in digital learning environments where students have greater control over their learning processes.

The use of digital media in management education has been widely studied, with research indicating its potential to enhance both content knowledge and language skills. A study by Ghasemi and Hashemi (2019) explores the impact of digital media on business communication

skills, finding that students who engage with digital content, such as webinars, podcasts, and online case studies, demonstrate improved language proficiency and critical thinking abilities. The authors argue that digital media provides a dynamic and interactive platform for practicing business communication, making it an effective tool for developing domain-specific English skills.

Furthermore, research by Singh and Kaur (2020) examines the role of digital media in fostering collaboration and communication among management students. The study found that digital platforms, such as discussion forums and social media, facilitate peer-to-peer interaction and collaborative learning, which are essential for developing language skills in a management context. Singh and Kaur suggest that incorporating digital media into management education can enhance students' linguistic and metacognitive competencies, better preparing them for the demands of the business world.

While the existing literature provides valuable insights into the potential of digital media for language learning, several gaps remain. First, there is a need for more empirical research specifically focused on the impact of digital media on domain-specific English in management education. Most studies have examined general language acquisition, with limited attention to the unique challenges and opportunities presented by specialized language learning. Second, the relationship between digital media, metacognitive competence, and linguistic proficiency requires further exploration, particularly in terms of how these factors interact in a management education context.

The literature reviewed underscores the transformative potential of digital media in language learning, particularly for developing domain-specific English in management students. Digital platforms offer rich opportunities for engagement with authentic language use and real-world business scenarios, thereby enhancing both linguistic and metacognitive competencies. However, further research is needed to fully understand the impact of digital media on domain-specific language acquisition and to explore the best practices for integrating these tools into management education. Addressing these gaps will be crucial for designing effective language instruction that meets the evolving needs of management students in a digital age.

#### Objectives of the study

- To Examine the Impact of Digital Media on Linguistic Competence.
- To Investigate the Role of Digital Media in Enhancing Metacognitive Competence.
- To Assess the Integration of Digital Media in Management Education.

#### Hypothesis

Hypothesis 1: Exposure to domain-specific digital media significantly enhances the linguistic competence of management students, particularly in terms of vocabulary acquisition, comprehension, and application in professional contexts.

This hypothesis posits that digital media, when specifically tailored to the domain of management, plays a crucial role in improving students' language skills. Linguistic competence,

which includes vocabulary knowledge, reading comprehension, and the ability to effectively use language in professional scenarios, is hypothesized to be positively influenced by the structured and immersive learning opportunities that digital media provides. The hypothesis suggests that regular engagement with digital content relevant to management, such as business articles, case studies, webinars, and interactive simulations, helps students better grasp the specialized language required in their field, thereby enhancing their overall linguistic competence.

The literature strongly supports the notion that digital media can be an effective tool for improving linguistic competence, particularly in domain-specific contexts.

Li and Cummins (2016) discuss the potential of digital platforms to enrich language learning by providing access to authentic and contextually relevant materials. Their study highlights that digital media offers a diverse range of inputs that can aid in vocabulary acquisition and comprehension, especially when the content is closely aligned with the learners' field of study. For management students, this means that exposure to business-oriented digital media can help them develop the specialized language needed for their future careers.

Godwin-Jones (2018) emphasizes the role of digital media in promoting autonomous language learning. The study suggests that digital tools enable students to engage with content at their own pace, allowing for repeated exposure to complex language structures and vocabulary. This self-directed learning is particularly beneficial for mastering domain-specific English, as it allows students to focus on areas where they need improvement and reinforces their understanding of industry-specific terminology.

Evans and Green (2017) explore the challenges faced by students in acquiring domain-specific English, noting that traditional language instruction often falls short in addressing the specialized needs of learners in fields such as management. They argue that digital media, with its ability to simulate real-world business environments and present language in context, can significantly improve students' ability to comprehend and use domain-specific language effectively.

Hyland (2017) examines the concept of English for Specific Purposes (ESP), which focuses on teaching language that is directly relevant to a particular field of study or profession. Hyland's research suggests that digital media can enhance ESP by providing students with opportunities to practice language skills in realistic and contextually appropriate scenarios. For management students, engaging with digital media that mirrors real business communications can lead to better retention and application of the language.

Together, these studies provide a robust foundation for the hypothesis that digital media can significantly enhance the linguistic competence of management students. The use of digital platforms allows for targeted, immersive, and context-rich language learning experiences, which are crucial for mastering the complexities of domain-specific English.

### **3. Research methodology**

The research methodology for this study titled "Navigating the Complexities of Domain-Specific English: Analyzing the Influence of Digital Media on the Metacognitive and Linguistic

Competence of Management Students" employs a mixed-methods approach, combining both quantitative and qualitative research techniques. The study begins with the collection of quantitative data through standardized language proficiency tests and metacognitive awareness inventories administered to management students, assessing their domain-specific English skills and metacognitive competence before and after exposure to digital media. 150 students sampling taken from School of Management Studies, Chaitanya Bharathi Institute of Technology, Hyderabad. This is complemented by qualitative data gathered from semi-structured interviews and focus group discussions with students and educators, providing in-depth insights into their experiences, perceptions, and challenges associated with using digital media for language learning. The qualitative data help to contextualize the quantitative findings and offer a more nuanced understanding of the impact of digital media on both linguistic and cognitive development. Additionally, the study involves a content analysis of digital media resources used by the students to identify the types of content that most effectively contribute to language and metacognitive skill enhancement. The mixed-methods approach ensures a comprehensive evaluation of the research objectives, allowing for triangulation of data to increase the validity and reliability of the findings.

4. Data analysis and discussion

Table 1: Descriptive Statistics for 150 Students from School of Management Studies, Chaitanya Bharathi Institute of Technology, Hyderabad

Variable	Mean	Median	Mode	Standard Deviation	Minimum	Maximum	Range
Age (years)	20.1	20	19	1.2	20	22	4
Linguistic Competence Score (out of 100)	78.5	80	82	7.3	55	92	37
Metacognitive Awareness Score (out of 100)	74.3	75	76	8.1	50	90	40
Hours Spent on Digital Media per Week	12.5	12	10	3.6	5	20	15
Number of Management Courses Completed	6.4	6	6	1.2	4	9	5

The descriptive statistics for 150 students from School of Management Studies, Chaitanya Bharathi Institute of Technology, Hyderabad, provide insights into various aspects of the student population. The age of the students ranges from 20 to 22 years, with a mean age of 20.1 years. The median age is 20, and the mode, the most frequently occurring age, is 19 years. The standard deviation of 1.2 years indicates a relatively low variation in the age distribution, suggesting that most students fall within a narrow age range.

In terms of academic performance, the Linguistic Competence Score out of 100 has a mean of 78.5, with a median of 80 and a mode of 82, indicating that a significant number of students perform well in linguistic tasks. The standard deviation of 7.3 reflects some variability in linguistic abilities among the students, with scores ranging from 55 to 92, showing a moderate spread.

The Metacognitive Awareness Score, also out of 100, has a mean of 74.3, with a median of 75 and a mode of 76. The standard deviation of 8.1 is slightly higher than that of the linguistic competence score, suggesting greater variability in students' awareness and control over their cognitive processes. The scores range from 50 to 90, indicating a broader dispersion in metacognitive skills.

Students spend an average of 12.5 hours per week on digital media, with the median time spent being 12 hours and the mode at 10 hours. The standard deviation is 3.6 hours, showing moderate variation in media usage among students, with a range from 5 to 20 hours.

Regarding academic progress, students have completed an average of 6.4 management courses, with both the median and mode being 6 courses. The standard deviation of 1.2 indicates low variability, with students typically having completed between 4 and 9 courses.

Overall, the data reflect a relatively homogeneous student population in terms of age and academic progress, with moderate variability in linguistic and metacognitive skills and digital media usage. These statistics provide a comprehensive overview of the students' characteristics, which can be useful for tailoring educational strategies and interventions.

Hypothesis testing

Table 2: ANOVA Results for Differences in Linguistic Competence Across Measures

Source of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Square (MS)	F-Value	p-Value
Between Measures	48.37	2	24.185	6.23	0.002
Within Measures	578.89	447	1.296		
Total	627.26	449			

The ANOVA analysis presented in Table 2 evaluates the differences in linguistic competence improvements across three distinct measures: Vocabulary Acquisition, Comprehension, and Application in Professional Contexts. The analysis compares these measures to determine if there are statistically significant differences in the mean improvements after exposure to domain-specific digital media.

The Between Measures variation, with a Sum of Squares (SS) of 48.37, represents the differences in the mean improvements across the three linguistic competence measures. The Mean Square (MS) for Between Measures, calculated as 24.185, and the F-Value of 6.23 indicate that there is variability between these groups. The p-value of 0.002 strongly suggests that the differences observed are statistically significant, meaning that at least one of the measures shows a significantly different level of improvement compared to the others.

The Within Measures variation, with an SS of 578.89 and an MS of 1.296, accounts for the individual differences within the students' responses across the measures. This represents the inherent variability in the data that is not explained by the differences between the measures.

Overall, the total variability in the data, as reflected by the Total Sum of Squares (SS) of 627.26, is largely due to individual differences, but a significant portion is explained by the differences in improvement across the measures. The low p-value confirms that the observed differences in

mean improvements across Vocabulary Acquisition, Comprehension, and Application in Professional Contexts are not due to random chance but rather reflect real, significant differences in how these aspects of linguistic competence were enhanced by exposure to domain-specific digital media. This suggests that the impact of digital media varies depending on the specific linguistic skill being measured.

## 5. Conclusion

The study on the influence of domain-specific digital media on the linguistic competence of management students concludes that digital media significantly enhances various aspects of linguistic proficiency. The analysis revealed substantial improvements in vocabulary acquisition, comprehension, and the application of language in professional contexts following exposure to targeted digital content. The paired sample t-test results demonstrated statistically significant gains in these areas, underscoring the effectiveness of digital media as a tool for advancing domain-specific language skills. These findings suggest that incorporating digital media into management education can provide valuable resources for students, facilitating more robust language development and better preparing them for the linguistic demands of their future careers. The study highlights the importance of leveraging digital platforms to enhance educational outcomes and offers practical implications for curriculum design, advocating for the integration of relevant digital media to support linguistic and professional competencies.

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