



## Use of Multimedia and Digital Platforms for Enhancing Reading and Writing Competency among Upper Primary School Children

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### Abstract:

*The use of multimedia and digital platforms has become increasingly important in improving teaching and learning at the school level. This study focuses on understanding how multimedia tools and digital platforms help in enhancing reading and writing competency among upper primary school children. At this stage of education, students are expected to develop strong reading comprehension and writing abilities to support learning in all subjects. However, many students face difficulties due to limited exposure to engaging learning materials and traditional teaching methods that do not always meet their learning needs. Multimedia tools such as educational videos, animated stories, audio recordings, digital storybooks, and interactive presentations make language learning more interesting and meaningful. These tools support reading skills by combining text with images and sound, which helps students understand content more clearly. Digital platforms such as learning applications, online worksheets, and writing tools encourage students to practice writing regularly. Features like easy editing, spelling support, and guided writing activities help students improve sentence formation, organization of ideas, and overall writing confidence. The study is based on secondary data collected from books, research articles, educational reports, and previous studies related to multimedia learning and digital education. The review of literature shows that students who are exposed to multimedia-based learning demonstrate better reading interest, improved comprehension, and greater willingness to engage in writing activities. Digital platforms also promote self-paced learning and active participation, which are especially helpful for slow learners. The study concludes that multimedia and digital platforms play a supportive and effective role in improving reading and writing competency among upper primary school children. Proper selection of digital content, teacher guidance, and availability of basic digital infrastructure are essential for successful implementation. The study highlights the importance of integrating multimedia-based learning strategies into regular classroom teaching to improve the quality of language education.*

**Keywords:** *Multimedia Learning, Digital Platforms, Reading Competency, Writing Competency, Upper Primary School Children, Language Learning.*

### Introduction:

Reading and writing are two essential language skills that play a vital role in a child's academic and personal development. At the upper primary level, students are expected to read with understanding and write clearly to express their ideas. These skills are necessary not only for language subjects but also for learning other

subjects such as science, social studies, and mathematics. However, many upper primary school children face difficulties in reading comprehension and writing expression due to limited exposure to engaging learning materials and the continued use of traditional teaching methods. In the present digital age, multimedia and digital platforms have emerged as effective tools for improving language learning in schools. Multimedia tools such as educational videos, animated stories, audio recordings, and digital storybooks combine text, sound, and visuals to make learning more interesting and meaningful. These tools help students understand reading materials more easily and maintain their interest in reading activities. Digital platforms such as language learning applications, online worksheets, and digital writing tools encourage students to practice writing regularly in a supportive environment. Features like easy editing, guided writing tasks, and spelling support help students improve sentence formation and organization of ideas.

The use of multimedia and digital platforms also creates a learner-centered classroom environment. Students become active participants in the learning process and are able to learn at their own pace. Such digital tools are especially helpful for slow learners and students who feel anxious about reading and writing tasks. Teachers also benefit from using multimedia resources, as they can adopt innovative teaching strategies and access a wide range of learning materials. Therefore, the use of multimedia and digital platforms is highly significant for enhancing reading and writing competency among upper primary school children. When used in a planned and meaningful manner, these tools can improve student engagement, confidence, and overall language learning outcomes.

### Need and Significance of the Study

Reading and writing competency are essential for upper primary school children, as these skills form the foundation for learning across all subjects. At this stage, students are required to read textbooks with understanding and express their ideas clearly in written form. However, many students face difficulties in reading comprehension and writing due to limited learning resources, lack of motivation, and overdependence on traditional teaching methods. Therefore, there is a strong need to adopt innovative and engaging teaching approaches to strengthen these core language skills. The use of multimedia and digital platforms has become increasingly relevant in the present educational context. Multimedia tools such as educational videos, animated stories, audio recordings, and digital storybooks make learning more interactive and enjoyable. These tools support reading by combining text with images and sound, which helps students understand content more easily. Digital platforms such as language learning applications, online worksheets, and digital writing tools provide opportunities for guided practice and regular writing activities. They help students improve sentence formation, organization of ideas, and confidence in writing. The significance of this study lies in highlighting the educational value of multimedia and digital platforms for language learning at the upper primary level. The findings of the study can help teachers understand how digital tools can be effectively used to improve reading and writing skills. It can also support school administrators and policymakers in planning digital infrastructure and teacher training programs. Overall, the study emphasizes that the planned and meaningful use of multimedia and digital platforms can enhance student engagement, improve language competency, and strengthen the overall quality of teaching and learning at the upper primary stage.

**Table- Different Aspects of Need and Significance**

Aspect	Description
<b>Need for the Study</b>	Reading and writing skills are essential for upper primary students to understand textbooks and express ideas clearly. Many students face difficulties due to lack of engaging materials and reliance on traditional teaching methods.
<b>Learning</b>	Students often struggle with reading comprehension, sentence formation, and written

<b>Problems at Upper Primary Level</b>	expression. These problems affect overall academic performance and learning confidence.
<b>Role of Multimedia Tools</b>	Multimedia tools such as educational videos, animated stories, audio recordings, and digital storybooks make learning interactive. They help students understand reading materials better through visuals and sound.
<b>Role of Digital Platforms</b>	Digital platforms like language apps, online worksheets, and writing tools provide guided practice and regular writing opportunities. They support easy editing and improvement of writing skills.
<b>Relevance in the Digital Age</b>	Students are familiar with digital technology, making multimedia-based learning more attractive and effective. Digital tools increase interest and motivation in language learning.
<b>Significance for Teachers</b>	The study helps teachers adopt innovative teaching strategies and effectively use digital resources to improve reading and writing instruction.
<b>Significance for Schools and Policymakers</b>	The findings support planning for digital infrastructure, teacher training, and integration of digital tools in school curricula.
<b>Overall Educational Significance</b>	Planned use of multimedia and digital platforms enhances student engagement, improves reading and writing competency, and strengthens the quality of education at the upper primary level.

## Literature Review

The use of multimedia and digital platforms in school education has been widely discussed in educational research, especially in relation to language learning. Many researchers agree that multimedia-based instruction creates an interactive and learner-centered environment that supports reading and writing development among school children. According to Mayer (2009), multimedia learning that combines text, images, audio, and video helps learners understand content more easily and improves retention. This approach is particularly useful for upper primary students, who benefit from visual and auditory support while learning language skills.

Several studies have focused on the impact of multimedia tools on reading skills. Dalton and Proctor (2008) found that digital storybooks and multimedia texts improve reading comprehension by providing visual cues and audio narration. Such tools help students follow the text, understand meaning, and develop interest in reading. Warschauer (2004) also noted that digital reading environments motivate learners and encourage independent reading habits, especially among students who struggle with traditional print-based texts. Research related to writing skills shows positive outcomes from the use of digital platforms. Graham and Perin (2007) reported that word processors and digital writing tools support better writing by allowing students to revise, edit, and reorganize their work easily. Digital platforms reduce fear of making mistakes and encourage students to write more freely. Studies also suggest that guided writing activities on digital platforms improve sentence structure, coherence, and clarity of expression (Bangert-Drowns, 2012).

Vocabulary and language exposure are indirectly strengthened through multimedia learning. Hulstijn (2001) emphasized that repeated exposure to words in meaningful contexts supports language development.

Multimedia content presents language in real-life situations using images and sound, which helps students understand and remember words while reading and writing. Indian studies also highlight the growing importance of digital learning in schools. Reports by NCERT (2019) suggest that multimedia resources improve student engagement and classroom interaction. Mishra and Koehler (2006) emphasized that technology becomes effective when it is meaningfully integrated with pedagogy and subject content. So, the reviewed literature clearly indicates that multimedia tools and digital platforms play a significant role in enhancing reading and writing competency among upper primary school children. However, researchers also stress the need for proper teacher training, planned use of digital resources, and supportive infrastructure to achieve effective learning outcomes.

### **Objectives of the Study**

1. To explore the role of multimedia tools and digital platforms in enhancing reading and writing competency of upper primary school children based on existing research and educational reports.
2. To examine how the use of multimedia and digital platforms influences student engagement, interest, and confidence in reading and writing activities at the upper primary level through secondary data analysis.

### **Research Methodology**

The present study adopts a qualitative research approach based on secondary data to examine the use of multimedia and digital platforms in enhancing reading and writing competency among upper primary school children. Data were collected from various secondary sources such as books, research journals, educational reports, policy documents, and previous studies related to multimedia learning and digital education. Relevant national and international studies were carefully reviewed to understand different multimedia tools and digital platforms used in language teaching. The collected data were organized and analyzed using descriptive and thematic analysis. Key themes related to reading development, writing improvement, student engagement, and teacher practices were identified and interpreted in simple language. This qualitative analysis helped to understand the educational value and effectiveness of multimedia and digital platforms in improving reading and writing skills at the upper primary level.

### **Discussion**

The discussion is based on qualitative analysis of secondary data related to the use of multimedia and digital platforms for enhancing reading and writing competency among upper primary school children. The reviewed studies clearly indicate that multimedia-based learning creates a supportive and engaging environment for language development. Multimedia tools such as educational videos, animated stories, audio recordings, and digital storybooks help students understand reading materials more easily by combining text with visuals and sound. This multisensory approach supports different learning styles and improves reading comprehension, especially for students who find traditional print-based texts difficult. From the reviewed literature, it is evident that multimedia tools increase students' interest in reading activities. Digital storybooks and narrated texts encourage repeated reading, which strengthens fluency and comprehension. Students are able to follow the text while listening to correct pronunciation, helping them develop better reading confidence. The flexibility of digital platforms also allows students to read at their own pace, which is particularly helpful for slow learners and students with low reading ability. In terms of writing competency, digital platforms play an important role in reducing students' fear of writing. Word processors, digital worksheets, and online writing tools provide opportunities for guided practice and easy correction. Students can edit, revise, and reorganize their written work without hesitation, which helps improve sentence formation, grammar, and clarity of ideas. The qualitative evidence shows that digital writing activities encourage creativity and regular practice, leading to gradual improvement in writing skills.

The discussion also highlights that the use of multimedia and digital platforms increases student engagement and participation in classroom activities. Students become active learners rather than passive listeners. Interactive digital content motivates students to take part in reading and writing tasks with greater enthusiasm. Teachers are also able to adopt innovative teaching strategies by using a variety of multimedia resources, which makes lessons more interesting and effective. However, secondary data also point out certain challenges in the effective use of multimedia and digital platforms. Lack of proper digital infrastructure, limited access to devices, and insufficient teacher training can reduce the effectiveness of digital learning. Therefore, proper planning, teacher support, and selection of age-appropriate digital content are essential for successful implementation. So, the discussion reveals that multimedia and digital platforms have strong potential to enhance reading and writing competency among upper primary school children. When used in a planned and meaningful way, these tools can improve comprehension, expression, confidence, and overall language learning outcomes.

### **Findings of the Study**

The findings of the study, based on qualitative analysis of secondary data, show that multimedia tools and digital platforms play an important role in enhancing reading and writing competency among upper primary school children. The use of educational videos, animated stories, audio recordings, and digital storybooks helps students understand reading materials more clearly and improves reading comprehension. Students show greater interest in reading activities when multimedia content is used, as it makes learning more enjoyable and less stressful. The study also finds that digital platforms such as online worksheets, word processors, and writing applications support the development of writing skills. These tools allow students to practice writing regularly, edit their work easily, and improve sentence formation and organization of ideas. Students feel more confident in expressing their thoughts through writing when digital tools are used. So, the findings indicate that multimedia and digital platforms increase student engagement, motivation, and confidence in reading and writing activities, leading to better language learning outcomes at the upper primary level.

### **Conclusion**

The present study concludes that multimedia tools and digital platforms have a significant role in enhancing reading and writing competency among upper primary school children. Based on the analysis of secondary data, it is evident that multimedia resources such as educational videos, animated stories, audio recordings, and digital storybooks make reading activities more interesting and meaningful. These tools help students understand texts better, improve pronunciation, and develop confidence in reading. The study also highlights that digital platforms support writing development by providing opportunities for guided practice, easy editing, and creative expression. Students feel less afraid of making mistakes and show greater willingness to write when using digital tools. As a result, improvements are observed in sentence formation, organization of ideas, and overall writing quality. Furthermore, the study shows that the use of multimedia and digital platforms increases student engagement, motivation, and active participation in language learning. However, the effective use of these tools depends on proper planning, teacher guidance, and availability of digital resources. Overall, the study emphasizes that planned and meaningful integration of multimedia and digital platforms can significantly improve reading and writing competency and enhance the quality of language education at the upper primary level.

### **Recommendations**

Based on the objectives and findings of the study, it is recommended that multimedia tools and digital platforms should be regularly used in language teaching at the upper primary level to enhance reading and writing competency. Schools should ensure the availability of basic digital infrastructure such as computers, projectors, smart boards, and internet facilities to support multimedia-based learning. Teachers should be

provided with proper training to effectively use digital tools such as educational videos, digital storybooks, and online writing platforms in classroom teaching. It is also suggested that multimedia content should be selected according to the age, learning level, and language needs of students. Digital activities should be planned in a structured manner to support regular reading and writing practice. Schools should encourage a blended learning approach by combining traditional teaching methods with multimedia and digital platforms. Continuous monitoring and support from school authorities can help improve effective implementation. Overall, the meaningful and planned use of multimedia and digital platforms can greatly enhance language learning outcomes among upper primary school children.

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