



## REVISTA

### JUVENTUD Y CIENCIA SOLIDARIA:

En el camino de la investigación

# THE IMPACT OF ENGLISH MEDIA CONSUMPTION ON HIGH SCHOOL STUDENTS' LANGUAGE PROFICIENCY

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Mi name is **Ana Nicole Segarra Caguana**. I was born in Cuenca on June 25, 2007, and I study at Unidad Educativa Agronómico Salesiano. My hobbies include reading, learning new things, painting, and spending time with my pets. I'm 17 years old, and one of my biggest inspirations today is the originality of people. This is why I try to understand the unique vibe that each person transmits.

## Abstract

This project was conducted to analyze how media consumption affects the language proficiency of students at Agronómico Salesiano High School. To gather the sample, a survey was administered to all high school students from the baccalaureate level.

Based on their responses, a group of 16 students was selected, focusing on their use of different media to learn English. The focus group participated in three phases.

First, they completed a survey to assess how they use media to learn English. Second, a proficiency test was conducted to evaluate their skills compared to students

who do not use media to learn English. Finally, an interview was held to explore how using media has improved their speaking skills.

The analysis was based on exploratory research, and the results showed that students who engage with various media (movies, books, TV series, music, video games, among others) tend to be more proficient in English.

**Keywords:** media, consumption, strategies, benefits, learning, proficiency.

## Explanation of the topic

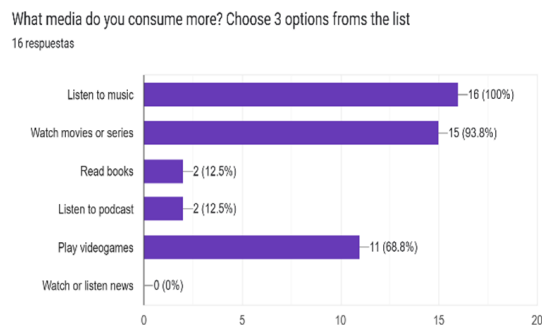
New technologies play a crucial and integral role in teenagers' lives [1]. As [2] noted, the use of different media is growing rapidly and constantly evolving. Therefore, continuous research on how to leverage this new media in second language acquisition is essential. For language learners, acquiring a new language can be challenging and requires significant time and dedication [3]. Consequently, second language educators must use diverse methodologies and strategies, including new media. As stated by the aforementioned authors, media refers to movies, music, films, and other entertainment-related learning resources. Several studies have highlighted the benefits of using mass media in the teaching and learning process [1, 4–6]. However, students often fail to fully exploit the potential of mass media to improve their proficiency in a second language because they are unaware of how to take advantage of the opportunities these resources offer. This study focuses on analyzing how the consumption of English-language media affects the language proficiency of high school students at Agronómico Salesiano High School.

A qualitative research methodology was used to collect and analyze data for this study, based on an exploratory research approach. According to [7], exploratory research investigates topics that have not been thoroughly studied and is primarily qualitative, although it may also include quantitative elements.

To understand the benefits of media use among high school students, all students were initially interviewed. Based on the results, a sample of 16 students was selected. This group represented students who actively use media to learn a language.

To collect reliable data, proficiency tests and interviews were conducted, focusing on assessing students' English levels and how they use media to support their learning. The goal was to analyze and evaluate how proficient students are when they incorporate media into their learning process.

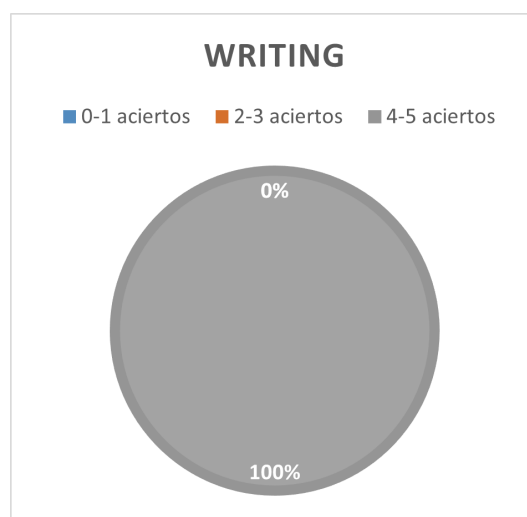
Initially, a 12-question survey was administered to gather information about how students learn English, how they have improved their language skills through media, and the types of media they use for learning.



**Figura 1.** Media most used by students  
Source: Author

Graphic 1 illustrates that 100 % of students listen to music to improve their English, 93.8 % watch series and movies, 68.8 % play video games, and 12.5 % read books and listen to podcasts. Interestingly, none of the students reported watching the news for the purpose of learning English.

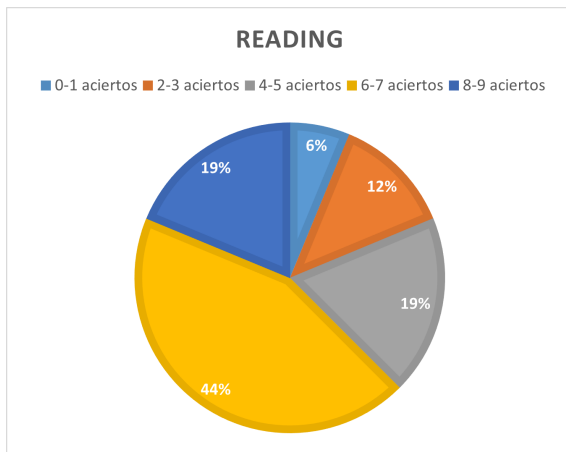
After the survey, students took a B1-level exam based on sample tests from Cambridge University Press and the book Compact Preliminary for Schools: Second Edition. This was done to compare how students who use media to learn English perform in comparison to those who do not. The exam assessed all four language skills, with the following results:



**Figura 2.** Writing Skill  
Source: Author

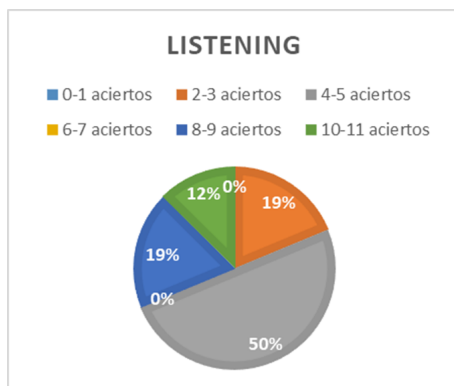
In the writing section, students were asked to respond to an email taken from a B1-level exam. It was evident that students who use media in their learning process produced more comprehensive answers, using a

wider range of vocabulary, connectors, and displaying better coherence in their writing.



**Figura 3.** Reading Skill  
Source: Author

In the reading section, students were evaluated on three tasks: analyzing images related to news, text messages, and flyers; matching websites with relevant users; and completing reading comprehension questions. Results indicated that students who use various media to learn English had superior reading comprehension skills, as most of them answered the questions correctly.



**Figura 4.** Listening Skill  
Source: Author

For the listening section, students were given two audio recordings with 11 questions. While some students performed well, the results highlighted the need for further focus on improving listening skills in future investigations. For the speaking section, each student participated in an interview. Aspects such as fluency, pronunciation, sentence formation, and response speed were analyzed. The results underscored the importance

of media consumption for language learning, as students demonstrated improved vocabulary, fluency, and pronunciation.

## Conclusiones

This project aimed to analyze the impact of English media consumption on high school students' language proficiency, as media consumption can significantly enhance student engagement and motivation to learn English. The study revealed the benefits of using media as an effective tool for learning English. Students are more accustomed to using media than traditional learning materials, as media provides a dynamic way to explore and learn. Our research's primary objective was to offer students a better option for learning a foreign language. The results showed that listening to music, watching movies and series, and playing video games were the most preferred methods for learning English among teenage students. This presents an opportunity that can be utilized in the classroom, using just a cellphone or lab computers. Music could be incorporated into tasks, or as a game where students guess the song. Movies could be used similarly, with students summarizing or answering questions about them, or copying phrases and words. As for video games, teachers can decide how best to integrate them into the classroom, but video games offer a vast array of useful phrases and words. The use of media is recommended due to the ease of learning it provides, as demonstrated in this project, which shows how it can enhance students' English proficiency.

## Referencia

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