



## Grade 7 Learners' Media Exposure and Instructional Factors: Implications on their Vocabulary Proficiency

Thena R. Tiempo\*<sup>1</sup>, Kriscentti Exzur Barcelona<sup>2</sup><sup>1, 2</sup> Lourdes College, Cagayan de Oro City, Misamis Oriental, PhilippinesCorresponding Author e-mail: [thena.tiempo@lccdo.edu.ph](mailto:thena.tiempo@lccdo.edu.ph)**Received:** 24 May 2025**Revised:** 09 September 2025**Accepted:** 22 September 2025**Available Online:** 25 September 2025**Volume IV (2025), Issue 3, P-ISSN – 2984-7567; E-ISSN - 2945-3577**<https://doi.org/10.63498/etcor457>

### Abstract

**Aim:** This study examined the relationship between media exposure, instructional factors, and vocabulary proficiency among Grade 7 students in a public junior high school in Cagayan de Oro City.

**Methodology:** A descriptive-correlational research design was employed to determine relationships between media exposure, instructional factors, and vocabulary.

**Results:** Media exposure showed a moderate positive correlation with vocabulary proficiency ( $r = 0.386$ ), suggesting its potential as a valuable resource for vocabulary acquisition (Webb, 2015). Instructional factors also correlated positively, with vocabulary learning strategies ( $r = 0.294$ ) and language use ( $r = 0.286$ ) showing weak associations, and overall instructional factors demonstrating a moderate effect ( $r = 0.315$ ).

**Conclusion:** Findings emphasize the importance of integrating diverse media resources with effective instructional strategies to enhance vocabulary proficiency. Schools are encouraged to strategically incorporate media into curricula to enrich language learning and support ESL development.

**Keywords:** *media exposure, vocabulary proficiency, instructional factors, language learning, English as a Second Language (ESL)*

### INTRODUCTION

Vocabulary plays a significant role in English language learning. It is utilized by people to perform mental processes, communicate notions and emotions, and acquire knowledge about the world around them. Vocabulary is also fundamental in acquiring a second or foreign language, enabling expression and collaboration among diverse groups (Vossoughi & Zargar, 2019). Moreover, researchers posit that learners' vocabulary should be actively developed by teachers due to its pivotal role in acquiring English as a second language (Hammon & Agung, 2019). Despite its importance, various factors can influence learners' vocabulary acquisition, including personal, instructional, and environmental contexts (Pangilinan, 2025).

In today's digital age, media play an increasingly dominant role in the lives of young learners, with exposure continually on the rise. Albritton (2023) defines media studies as any means of communication encompassing a wide array of data exchanges. Through these exchanges, news is disseminated on societal happenings, trends, and economic and political matters. The author further adds that it can be presented in various forms such as podcasts, films, television shows, newspapers, advertisements, or radio broadcasts. Given the prevalence of media in learners' lives, examining its impact on language acquisition becomes highly relevant (Muñoz & Sanchez, 2023).

Researchers have highlighted the advantages that media provide in the language learning experience. Media enable learners to participate in data exchange, engage in proactive contexts, and communicate with others from different professions, ages, and cultures. Sari and Putri (2019) found that the use of YouTube videos significantly improved EFL learners' vocabulary mastery compared to traditional methods. Similarly, Kabooha and Elyas (2018) revealed that integrating short videos into vocabulary instruction enhanced learners' engagement and retention. These findings align with studies emphasizing the role of innovative tools in addressing literacy gaps and strengthening communication skills (Amihan & Sanchez, 2023).



However, experts also caution that media can bring disadvantages and negatively affect learners' language acquisition in the classroom. Overreliance on media may lead to reduced face-to-face interaction and authentic communication practice (Chen, 2019). Additionally, the rapid pace and information overload associated with media can hinder deep processing and retention of new vocabulary (Lin & Chiu, 2020). Striking a balance between leveraging media's benefits and mitigating its drawbacks is crucial for effective vocabulary instruction (Colasito, 2025).

In the context of language teaching and learning, Brown (2018) highlights the interdependent relationship between teaching and learning, where teaching plays a crucial role in guiding, facilitating, and encouraging learners while creating favorable conditions for learning. A deep understanding of how learners acquire knowledge enables teachers to shape their educational philosophy, teaching style, approach, methods, and classroom techniques effectively. Similarly, Cook (2001) underscores that the ultimate measure of teaching success lies in the learning outcomes, as all effective teaching depends on the learning process. Without meaningful learning, even the most engaging and well-prepared language lessons lose their purpose (Carvajal et al., 2025).

### Statement of the Problem

Vocabulary proficiency is a critical component of English language learning, enabling learners to express ideas, communicate effectively, and engage meaningfully in both academic and social contexts. In today's digital age, learners are increasingly exposed to various forms of media, including videos, podcasts, television, and online platforms, which may influence their language acquisition. Concurrently, instructional factors such as vocabulary learning strategies and opportunities for language use in the classroom play a vital role in shaping learners' vocabulary development. Despite the acknowledged importance of both media exposure and instructional factors, there is limited empirical evidence on how these variables collectively relate to the vocabulary proficiency of Grade 7 learners in public junior high schools in Cagayan de Oro City. This study seeks to address this gap by examining the relationship between learners' media exposure, instructional factors, and their vocabulary proficiency, providing insights for enhancing instructional practices and leveraging media as a learning tool.

### Research Objectives

#### General Objective:

To determine the relationship between learners' media exposure and instructional factors with their vocabulary proficiency.

#### Specific Objectives:

1. To determine the extent of Grade 7 learners' exposure to media in English.
2. To assess the participants' evaluation of their teachers' instructional factors, specifically:
  - 2.1. Vocabulary Learning Strategies
  - 2.2. Opportunities for Language Use in the Classroom
3. To identify the participants' level of vocabulary proficiency.
4. To determine whether learners' media exposure and their assessment of instructional factors are significantly associated with their vocabulary proficiency.

### Research Questions

1. What is the extent of Grade 7 learners' exposure to media in English?
2. How do learners assess their teachers' instructional factors in terms of:
  - 2.1. Vocabulary Learning Strategies
  - 2.2. Opportunities for Language Use in the Classroom
3. What is the level of vocabulary proficiency of the participants?
4. Are learners' media exposure and their assessment of instructional factors significantly associated with their vocabulary proficiency?

### Hypothesis

For the first three research questions, which involve descriptive analyses, no formal hypotheses are tested. However, for the fourth research question, which examines the relationship between learners' media exposure, instructional factors, and vocabulary proficiency, the following hypothesis was formulated and tested at a 0.05 level of significance:



- $H_0$  (Null Hypothesis): There is no significant relationship between Grade 7 learners' media exposure and their assessment of teachers' instructional factors with their vocabulary proficiency.
- $H_1$  (Alternative Hypothesis): There is a significant relationship between Grade 7 learners' media exposure and their assessment of teachers' instructional factors with their vocabulary proficiency.

## METHODS

### Research Design

This study employed a descriptive-correlational research design, which aimed to identify the characteristics of specific groups and examine relationships between variables (Johnson & Christensen, 2022). According to Bag-ao and Dioso (2024), descriptive-correlational research involves systematically investigating relationships among variables within a single group without manipulating any conditions, making it particularly suitable for educational research where natural relationships need to be understood. This approach has been widely utilized in educational contexts because it provides a framework to analyze how different factors interact in authentic learning environments (Bontuyan, 2025).

### Population and Sampling

The participants of this study consisted of 201 Grade 7 learners from a public junior high school in the West 2 District of Cagayan de Oro City. They were chosen through the Partial Enumeration technique. Partial enumeration involves systematically counting or surveying a subset of a population rather than conducting a full enumeration (i.e., a complete count). This approach is commonly used in large-scale research where full enumeration is impractical due to time, resource, or accessibility constraints. Instead, researchers rely on statistical sampling techniques to obtain representative data, which can then be generalized to the entire population with an acceptable margin of error (Abenojar et al., 2025).

### Instrument

The study utilized a Frequency Likert Scale Questionnaire as the primary data-gathering instrument, carefully designed to align with the research objectives. The questionnaire consisted of three main parts, each containing 20 items to comprehensively assess different aspects of English language learning and instruction.

The first part assessed participants' media exposure in English, with items adapted from established studies by Hines (2015) on demographic variables and media exposure in second language acquisition, Magno's (2009) research on English language exposure among Taiwanese students, and Pascual's (2017) study on English linguistic environments. The second part evaluated learners' assessment of their teachers' vocabulary instruction, drawing from various scholarly works including Al-Awaid's (2009) research on EFL teachers' instructional practices, Shams and Rahimy's (2012) investigation of vocabulary learning strategies, and additional insights from Magno (2009) and Pascual (2017). This structure reflects best practices in tool development for educational research, ensuring that the items are both valid and responsive to the study's objectives (Carvajal et al., 2025).

The final section measured students' vocabulary proficiency using adapted items from standardized ESL vocabulary tests, including the Intermediate Level Exercise 02 (The English Tests Online, 2024), ESL Vocabulary Exercises (The English Tests Online, 2024), and Pre-Intermediate Vocabulary Multiple Choice Worksheet (ESL Lounge, 2024). These established sources warranted the validity and reliability of the instrument in measuring the intended constructs.

### Data Collection

The data-gathering process began with a formal request to the participating schools for permission to conduct the study. Upon approval, the researchers explained the study's purpose and procedures to the participants and obtained their informed consent. The survey questionnaire was then distributed in paper-and-pencil format, with assistance from a school contact person. Ample time was given for completion to ensure full retrieval. Collected data were reviewed for accuracy and completeness, with follow-up communication as needed.

The actual data collection involved systematically administering questionnaires covering participants' media exposure and assessment of vocabulary instruction, followed by a vocabulary proficiency assessment. To ensure data quality and participant comfort, the questionnaires were administered in a quiet classroom setting during regular school hours, with clear instructions provided in both English and Bisaya. This procedure aligns with recommended



practices in educational research that emphasize ethical sensitivity and clarity in participant engagement (Sanchez, 2025).

### Treatment of Data

For this study's statistical treatment, data analysis utilized descriptive statistics and Pearson Correlation Coefficient ( $r$ ) to examine relationships between variables, with all identifying information removed during the reporting phase to maintain participant anonymity. It employed both descriptive and inferential statistics.

For problems 1 to 3, descriptive statistics including frequency distribution, percentage, standard deviation, and mean distribution were used to summarize and organize the data meaningfully. For problem 4, which examined relationships between variables, the Pearson Correlation Coefficient ( $r$ ) was utilized as the inferential statistic. This measure analyzed the strength and direction of linear relationships between media exposure, instructional factors, and vocabulary proficiency, enabling hypothesis testing and determining statistical significance in these relationships.

### Ethical Considerations

Following ethical clearance, the researchers implemented a systematic permission process, starting with the school principal's authorization and subsequently securing consent from class advisers. This hierarchical approach to institutional permission was essential for maintaining professional integrity and protecting all stakeholders in educational research. Furthermore, ethical standards emphasized confidentiality, voluntary participation, and respect for participants' rights, consistent with principles highlighted in educational and social science research (Amihan et al., 2023).

## RESULTS and DISCUSSION

This section provides an overview of the respondents' profiles concerning their Artificial Intelligence (AI) competence. Here, the respondents' understanding, familiarity, and exposure to AI concepts and applications are highlighted.

### Profile of the Respondents on Exposure to Media in English

#### Problem 1. What is the extent of the participants' exposure to media in English?

Table 1 presents the frequency, percentage, and mean distribution of the participants' exposure to media in English. Notably, the overall mean exposure level is 3.00, with a standard deviation of 0.58, which is interpreted as moderate. This implies that, on average, the learners engage with English media at a moderate rate, neither heavily immersed nor minimally exposed to it.

González-Fernández and Schmitt (2019) found similar patterns of moderate exposure levels among language learners, particularly highlighting entertainment media as the primary source of exposure. From an educational perspective, a moderate exposure level can still foster language familiarity and basic proficiency, but it may be insufficient for achieving high-level language competence. The moderate spread in the data, as reflected by the standard deviation, indicates that, although individual exposure levels vary, a large portion of the participants share comparable patterns of English media use.

In terms of distribution, 63.18 percent of participants reported a moderate level of exposure, reflecting the largest subgroup within the sample. This finding aligns with Liu and Chao's (2023) cross-cultural study, which reported that 65 percent of their participants showed moderate engagement with English media. This points to a broad tendency to engage with English media in a balanced yet not fully immersive manner. These proportions show that extreme cases are rare, while most learners stick to middle-ground practices, occasionally switching between English and other languages when using media.

**Table 1**

*Frequency, Percentage and Mean Distribution of the Participants' Exposure to Media in English*

Range	Interpretation	Frequency	Percentage
4.51-5.00	Very High	2	1.00
3.51-4.50	High	33	16.42
2.51-3.50	Moderate	127	63.18
1.51-2.50	Low	38	18.91
1.00-1.50	Very Low	1	0.50



<b>Total</b>	<b>201</b>	<b>100.0</b>
<b>Overall Mean</b>	<b>3.00</b>	
<b>Interpretation</b>	<b>Moderate</b>	
<b>SD</b>	<b>0.58</b>	

Meanwhile, 18.91 percent fell into the low category, while 16.42 percent registered a high level of exposure, suggesting that a modest subset of learners either seldom encounter English media or actively consume it more frequently. Only 1 percent of the learners indicated a very high level of exposure, and nearly no one (0.50 percent) reported very low exposure. These proportions show that extreme cases are rare, while most learners stick to middle-ground practices, occasionally switching between English and other languages when using media.

Examination of specific indicators provides a clearer picture of how participants engage with English media. Among the activities, listening to English songs scored the highest mean (4.20), followed by watching English-language movies (3.89) and playing English video games, whether online or offline (3.67).

Cadierno and Muñoz (2021) corroborated these findings in their study on digital entertainment in English language acquisition, reporting similar high engagement levels with music (mean=4.1) and movies (mean=3.8). Lee & Kim's (2021) meta-analysis on gaming and language learning further supported the high engagement levels with video games (mean=3.5) among language learners. All these activities were rated as High, emphasizing that leisure-related media serves as a significant source of English exposure for participants.

In contrast, activities such as reading magazines and newspapers in English, listening to English radio programs, and sending emails in English were rated as Low, each scoring below 2.50 on the scale. Zhang (2020) corroborated these findings in their study of print media consumption patterns among digital era EFL learners, similarly reporting low engagement with magazines and newspapers (mean<2.5).

At the same time, the lower engagement with formal print or broadcast media underscores a gap in exposure to more structured or academic English, possibly hindering the development of advanced reading skills and a more sophisticated vocabulary set. Harris & Lee (2022) demonstrated how structured integration of popular media into language curricula improved student engagement and learning outcomes.

Educators can capitalize on students' existing media habits by introducing activities that bridge enjoyment and learning, such as movie-based discussions, song lyric analysis, or gamified reading challenges. Doing so may help transition learners from passive exposure to more purposeful and skill-building interactions with English media.

**Problem 2. What is the participants' assessment of their teachers' instructional factors in terms of:**

- 2.1. Vocabulary Learning Strategies; and**
- 2.2. Opportunities for Language Use in the Classroom?**

Table 2 presents the frequency, percentage, and mean distribution of participants' assessments of their teachers' instructional factors related to vocabulary learning strategies. The overall mean of 3.12 (SD = 0.70) indicates a moderate level of effectiveness as perceived by the students. This suggests that while teachers are using various strategies to support vocabulary learning, there is still potential to enhance their impact and effectiveness.

**Table 2**

*Frequency, Percentage and Mean Distribution of the Participants' Assessment of their Teachers' Instructional Factors (Vocabulary Learning Strategies)*

	<b>Interpretation</b>	<b>Frequency</b>	<b>Percentage</b>
4.51-5.00	Very High	4	1.99
3.51-4.50	High	56	27.86
2.51-3.50	Moderate	95	47.26
1.51-2.50	Low	44	21.89
1.00-1.50	Very Low	2	1.00
<b>Total</b>	<b>201</b>	<b>100.0</b>	
<b>Overall Mean</b>		<b>3.12</b>	
<b>Interpretation</b>		<b>Moderate</b>	
<b>SD</b>		<b>0.70</b>	

The moderate level of assessment of instructional factors indicates that students may not be fully benefiting from current instructional approaches. Teachers might need to reevaluate and refine their strategies to better meet



learners' needs. Insights from this data highlight the importance of regularly assessing students' perceptions of instructional effectiveness and using their feedback to guide pedagogical decisions and professional development efforts.

The distribution of the data show that nearly half of the participants (47.26%) rated their teachers' vocabulary learning strategies at a moderate level, while 27.86 percent rated them high. This suggests that the majority of students found these strategies to be moderately to highly effective. However, 21.89 percent of the participants rated the strategies low, and 1 percent rated them very low, indicating room for improvement in the teachers' instructional approaches.

An examination of the specific indicators reveals that the highest-rated strategy was the teacher explaining the meanings of words and providing sentence examples ( $M = 3.57$ ,  $SD = 1.23$ ), which was rated high. This finding indicates that students value direct instruction and contextualized examples when learning new vocabulary. Other strategies such as explaining roots and affixes ( $M = 3.34$ ,  $SD = 1.23$ ), showing pictures ( $M = 3.34$ ,  $SD = 1.22$ ), providing synonyms and antonyms ( $M = 3.32$ ,  $SD = 1.16$ ), and acting out words ( $M = 3.17$ ,  $SD = 1.19$ ) were rated at a moderate level, indicating that these strategies are moderately effective in supporting vocabulary acquisition.

However, the lowest-rated strategy was conducting vocabulary games like Scrabble and Bookworm ( $M = 2.43$ ,  $SD = 1.09$ ), which was rated low. This low rating implies that students may not find these specific games particularly helpful or engaging for learning vocabulary. It is essential to note that while games can be an effective way to promote vocabulary learning (Khezrab & Shehni, 2021), the choice of games and their implementation plays a crucial role in their success. Teachers might consider alternative game-based activities that better match students' interests and learning needs to improve the effectiveness of this approach.

Furthermore, the high standard deviations for the specific indicators (ranging from 1.08 to 1.24) could mean a considerable variation in students' perceptions of the effectiveness of these strategies. This underscores the importance of differentiated instruction and adapting vocabulary teaching methods to cater to diverse learner needs and preferences (Tomlinson, 2021).

Overall, the assessment of teachers' vocabulary learning strategies was perceived as moderate by the participants, there is potential for improvement. By incorporating more engaging and interactive activities, providing targeted support based on individual needs, and continuously evaluating and refining instructional approaches, teachers can enhance the effectiveness of their vocabulary instruction and better support students' language development.

Table 3 presents the frequency, percentage, and mean distribution of participants' assessments of their teachers' instructional factors related to opportunities for language use in the classroom. The overall mean of 3.10 ( $SD = 0.64$ ) indicates a moderate level of language use opportunities as perceived by the students. This implies that while teachers are providing some chances for students to practice and use English in the classroom, there is room for improvement in the frequency and variety of these opportunities.

**Table 3**

*Frequency, Percentage and Mean Distribution of the Participants' Assessment of their Teachers' Instructional Factors (Opportunities for Language Use in the Classroom)*

Range	Interpretation	Frequency	Percentage
4.51-5.00	Very High	3	1.49
3.51-4.50	High	53	26.37
2.51-3.50	Moderate	106	52.74
1.51-2.50	Low	38	18.91
1.00-1.50	Very Low	1	0.50
<b>Total</b>		<b>201</b>	<b>100.0</b>
<b>Overall Mean</b>		<b>3.10</b>	
<b>Interpretation</b>		<b>Moderate</b>	
<b>SD</b>		<b>0.64</b>	

The distribution of the data shows that the majority of participants (52.74%) rated the opportunities for language use in the classroom at a moderate level, while 26.37 percent rated them high. This implies that most students perceive a moderate to high level of language use opportunities in their classrooms. However, 18.91



percent of the participants rated the opportunities low, and 0.50 percent rated them very low, indicating that a notable portion of students feel that the opportunities for language use are limited or insufficient.

A closer examination of the individual indicators reveals that the highest-rated strategies were the teacher translating difficult English words into the Cebuano Visayan language ( $M = 3.69$ ,  $SD = 1.16$ ) and asking students to write sentences and paragraphs in English ( $M = 3.54$ ,  $SD = 1.25$ ), both of which were rated high. These findings suggest that students value the support provided by their teachers in understanding complex vocabulary and the opportunities to practice writing in English.

Other strategies such as encouraging students to speak in English during oral recitations ( $M = 3.47$ ,  $SD = 1.26$ ), giving question and answer activities ( $M = 3.39$ ,  $SD = 1.08$ ), assigning performance tasks like role-playing and newscasting ( $M = 3.37$ ,  $SD = 1.19$ ), and conducting reporting activities in English ( $M = 3.32$ ,  $SD = 1.25$ ) were rated at a moderate level. This means that these strategies are moderately effective in promoting language use in the classroom.

However, the lowest-rated strategies were requiring students to speak in English when talking with classmates ( $M = 2.29$ ,  $SD = 1.25$ ) and not responding to students when they use the Cebuano Visayan language ( $M = 2.34$ ,  $SD = 1.19$ ), both of which were rated low. These low ratings imply that students may not feel comfortable or confident in using English for peer interactions and that the use of the Cebuano Visayan language is still prevalent in the classroom.

These findings highlight the importance of providing diverse and authentic opportunities for language use in the classroom to support students' English language development. As emphasized by recent research, a language-rich classroom environment that encourages meaningful communication and interaction is crucial for fostering language acquisition (Hoff, 2019; Krashen, 1985). Teachers should strive to create a supportive and inclusive classroom culture that values and encourages the use of English while also acknowledging and respecting students' first language (Cummins, 2021).

Furthermore, the high standard deviations for the specific indicators (ranging from 1.08 to 1.42) implies a considerable variation in students' perceptions of the effectiveness of these strategies. This underscores the need for teachers to differentiate their instructional approaches and provide a range of language use opportunities that cater to the diverse needs, interests, and proficiency levels of their students (Tomlinson, 2021).

Table 4 presents a summary of the teachers' instructional factors, including the dimensions of vocabulary learning strategies and opportunities for language use in the classroom. The overall mean of 3.11 ( $SD = 0.61$ ) indicates a moderate level of effectiveness for the teachers' instructional factors as perceived by the participants.

This finding means that while the learners view the teaching effectiveness in terms of language learning opportunities as moderately effective, they also recognize the need for improvement. Insights from this data highlight the importance of continuously evaluating and refining instructional practices to better support students' language acquisition and development.

A closer look at the individual dimensions reveals that both vocabulary learning strategies ( $M = 3.12$ ,  $SD = 0.70$ ) and opportunities for language use in the classroom ( $M = 3.10$ ,  $SD = 0.64$ ) were rated at a moderate level. This implies that the participants perceive the teachers' efforts in these areas as moderately effective, but there is still room for enhancement.

**Table 4***Summary Table of Teachers' Instructional Factors*

Dimensions of Teachers' Instructional Factors	Mean	Interpretation	SD
Vocabulary Learning Strategies	3.12	Moderate	0.70
Opportunities for Language Use in the Classroom	3.10	Moderate	0.64
<b>Overall Teachers' Instructional Factors</b>	<b>3.11</b>	<b>Moderate</b>	<b>0.61</b>

The moderate rating for vocabulary learning strategies suggests that while teachers are employing various techniques to support vocabulary acquisition, such as explaining word meanings, providing examples, and using visuals, there is potential for further improvement. As highlighted by recent research, effective vocabulary instruction should be multifaceted, incorporating both explicit teaching and opportunities for incidental learning through engaging activities (Lems et al., 2019; Nation, 2020). Teachers may need to explore additional strategies and resources to make vocabulary learning more meaningful, memorable, and contextually relevant for their students.

Similarly, the moderate rating for opportunities for language use in the classroom indicates that while teachers are providing some avenues for students to practice and apply their language skills, there is a need for



more diverse and authentic language use experiences. As emphasized by language acquisition theories, such as Krashen's input hypothesis (Krashen, 1985) and the interactionist approach (Long, 2021), exposure to comprehensible input and opportunities for meaningful interaction are crucial for language development. Teachers should strive to create a language-rich classroom environment that encourages active participation, collaborative learning, and real-life communication scenarios.

The comparatively small standard deviations for both dimensions (0.70 for vocabulary learning strategies and 0.64 for opportunities for language use) suggest a moderate level of consistency in how participants perceive these factors. However, it is essential to acknowledge that individual differences among learners, such as their language proficiency, learning styles, and motivational factors, may influence their experiences and assessments of the instructional factors (Dörnyei, 2019).

**Problem 3. What is the participants' vocabulary proficiency level?**

Table 5 presents the frequency, percentage, and mean distribution of participants' vocabulary proficiency levels. The overall mean of 11.67 ( $SD = 5.00$ ) indicates a moderate level of vocabulary proficiency among the participants. This indicates that, on average, participants have a moderate level of vocabulary knowledge and usage. A moderate proficiency level means that while some students have a solid vocabulary foundation, others may face challenges in understanding and using words effectively.

**Table 5***Frequency, Percentage and Mean Distribution of the Participants' Vocabulary Proficiency Level*

Range	Interpretation	Frequency	Percentage
17.00-20.00	Very High	43	19.55
13.00-16.99	High	61	27.73
9.00-12.99	Moderate	31	14.09
5.00-8.99	Low	52	23.64
1.00-4.99	Very Low	14	6.36
<b>Total</b>		<b>201</b>	<b>100.0</b>
<b>Overall Mean Interpretation</b>		<b>11.67</b>	<b>Moderate</b>
<b>SD</b>			<b>5.00</b>

**Legend:** 17-20 (Very High); 13-16 (High); 9-12 (Moderate); 5-8 Low; 1-4 (Very Low)

The relatively high standard deviation of 5.00 points to significant variation in participants' vocabulary proficiency levels, with some students excelling and others struggling. This highlights the need to assess individual learners' vocabulary skills and provide targeted support to address specific needs. A moderate proficiency level has implications for overall language development and academic performance, as vocabulary knowledge is closely linked to reading comprehension, writing quality, and academic success (Coxhead, 2020). Educators may prioritize vocabulary instruction and implement evidence-based strategies to help students expand their vocabulary and deepen their understanding of words in diverse contexts.

The distribution of the data reveals that the highest proportion of participants (27.73%) falls into the high proficiency category, followed by the low proficiency category (23.64%). This implies that while a significant number of students demonstrate expertise and complexity in their vocabulary use, there is also a notable portion of students who have limited vocabulary skills and may struggle with understanding words in context. The very high proficiency category accounts for 19.55 percent of the participants, indicating that a substantial number of students possess an advanced level of vocabulary knowledge and usage.

On the other hand, 14.09 percent of the participants fall into the moderate proficiency category, indicating that they have a moderate vocabulary range but may not be as fluent or expansive in their vocabulary use compared to their high-proficiency peers. Finally, the very low proficiency category comprises 6.36 percent of the participants, indicating that a small but significant proportion of students have a very limited vocabulary and may face significant challenges in understanding and using words effectively.

These findings highlight the diverse range of vocabulary proficiency levels among the participants and underscore the importance of differentiated vocabulary instruction to cater to the varying needs of learners. As emphasized by research in vocabulary acquisition, students with different proficiency levels require tailored support and strategies to optimize their vocabulary learning (Nation, 2020; Webb & Nation, 2017).



For students in the low and very low proficiency categories, teachers may need to focus on explicit vocabulary instruction, providing clear explanations, examples, and multiple exposures to target words (Beck et al., 2013). These students may benefit from strategies such as using visual aids, mnemonic devices, and contextual clues to help them grasp the meaning and usage of new words (Graves, 2016).

Students in the moderate proficiency category may require a balance of explicit instruction and opportunities for incidental vocabulary learning through extensive reading and listening (Schmitt, 2019). Teachers can support these students by providing them with level-appropriate texts, encouraging wide reading, and teaching word-learning strategies such as using word parts and context to infer meaning (Nagy & Townsend, 2012).

For high and very high proficiency students, teachers can focus on expanding their vocabulary breadth and depth by exposing them to a wide range of academic and domain-specific texts (Coxhead, 2020). These students may benefit from activities that promote deep processing of words, such as analyzing word roots and affixes, exploring semantic relationships, and engaging in productive vocabulary use through writing and speaking tasks (Nation, 2020).

**Problem 4. Are the participants' media exposure and their assessment of the teachers' instructional factors significantly associated with their vocabulary proficiency?**

**Ho1: The participants' media exposure and their assessment of the teachers' instructional factors are not significantly associated with their English vocabulary proficiency.**

Table 6 presents the results of the test examining the relationship between media exposure, instructional factors (including vocabulary learning strategies and language use), and vocabulary proficiency. The data show that both media exposure ( $r = 0.386$ ,  $p < 0.01$ ) and overall instructional factors ( $r = 0.315$ ,  $p < 0.01$ ) have statistically significant positive correlations with vocabulary proficiency. Additionally, vocabulary learning strategies ( $r = 0.294$ ,  $p < 0.01$ ) and language use ( $r = 0.286$ ,  $p < 0.01$ ) also exhibit significant positive correlations with vocabulary proficiency. These results indicate that the relationships between the variables are unlikely to have occurred by chance.

Based on these findings, the null hypothesis, which posits that participants' media exposure and their assessment of teachers' instructional factors are not significantly associated to their English vocabulary proficiency, is rejected. The significant positive correlations highlight the role of media exposure and instructional strategies in supporting vocabulary development and improving learners' English proficiency.

**Table 6**  
*Results of the Test of Relationship between Media Exposure, Instructional Factors and Vocabulary Proficiency*

Measures	MEDIA EXPOSURE	INSTRUCTIONAL FACTORS			Overall Instructional Factors
		Vocabulary Learning Strategies	Language Use		
VOCABULARY PROFICIENCY	Correlation Coefficient	.386**	.294**	.286**	.315**
	Sig. (2-tailed)	.000	.000	.000	.000

\*\*significant at 0.01 level

The correlation coefficient between media exposure and vocabulary proficiency is 0.386, indicating a moderate positive relationship. This finding indicates that increased exposure to media is associated with higher levels of vocabulary proficiency among the participants. Insights from this data highlight the potential of media as a valuable resource for vocabulary acquisition. Engaging with various forms of media, such as reading books, watching educational videos, or listening to podcasts, can provide learners with diverse language input and opportunities for incidental vocabulary learning (Webb, 2015). The moderate strength of the correlation implies that while media exposure plays a significant role in vocabulary development, it is not the sole determinant, and other factors, such as instructional strategies and individual differences, also contribute to vocabulary proficiency.

Regarding instructional factors, vocabulary learning strategies ( $r = 0.294$ ) and language use ( $r = 0.286$ ) demonstrate weak correlations with vocabulary proficiency. This indicates that while effective vocabulary learning strategies and opportunities for language use in the classroom are associated with higher levels of vocabulary



proficiency among participants, their effect may be limited by other factors. Variations in the quality or consistency of instructional delivery, differences in individual learners' motivation or engagement, or the degree of alignment between instructional methods and students' specific needs could all contribute to the relatively modest strength of these correlations.

The overall instructional factors ( $r = 0.315$ ) show a moderate positive correlation, emphasizing the collective effect of various instructional approaches on vocabulary development. These results highlight the importance of not only employing effective instructional methods but also ensuring they are tailored to learners' contexts and consistently implemented to maximize their impact on vocabulary proficiency.

The statistical significance of these correlations ( $p < 0.01$ ) indicates that the relationships between media exposure, instructional factors, and vocabulary proficiency are unlikely to have occurred by chance. This underscores the importance of considering both media exposure and instructional strategies when designing vocabulary development programs.

The rejection of the null hypothesis has significant implications for educational practice and research. It highlights the need for a comprehensive approach to vocabulary instruction that incorporates both media exposure and effective teaching strategies. Educators should recognize the potential of media as a valuable tool for language learning and actively seek ways to integrate diverse media resources into their curricula. Furthermore, the findings emphasize the importance of providing students with explicit instruction on vocabulary learning strategies and creating opportunities for authentic language use in the classroom.

## Conclusion

The study's findings highlight important implications for English language education, particularly in vocabulary development. Schools and educational institutions are encouraged to implement policies that strategically integrate diverse media resources into their curricula, moving beyond traditional textbook-based instruction. Structured use of songs, films, educational games, and digital content can transform media from a perceived distraction into a legitimate learning tool that enriches vocabulary acquisition.

Teachers also need to adapt their instructional approaches to bridge the gap between students' informal media consumption and formal classroom learning. This requires professional development programs that equip educators with the skills to design lessons incorporating popular media while maintaining academic rigor. Differentiated instruction should likewise be emphasized to address varying proficiency levels and learning preferences.

The results confirm both Bandura's Social Learning Theory and Bartlett's Schema Theory, underscoring that vocabulary learning is most effective when observational learning through media is combined with structured classroom instruction. This theoretical alignment encourages the design of curricula that balance implicit learning opportunities from media exposure with explicit teaching strategies for vocabulary growth.

Policymakers are likewise urged to consider the integration of digital infrastructure and media-based resources as a priority equal to traditional instructional materials. Assessments may also need recalibration to capture both formal academic vocabulary and practical communication skills shaped through media interaction.

It must be noted, however, that this study is correlational and does not establish causation. While media exposure and instructional strategies are associated with vocabulary proficiency, further research is needed to explore causal pathways and the mechanisms that drive these relationships. Future studies may adopt experimental or longitudinal designs to capture deeper insights, especially the interplay of individual learner characteristics such as motivation and socio-economic background.

Ultimately, the findings point to the need for a paradigm shift in language education. Rather than treating media and instruction as separate or competing influences, educators and policymakers should pursue an integrated approach that leverages both to create more engaging and effective vocabulary learning experiences. This holistic model can better prepare students for the communication demands of an increasingly media-driven global environment.

## Recommendations

Based on the study's findings, the following are recommended:

1. For School Administrators
  - 1.1. Develop a media-integrated curriculum that systematically incorporates entertainment media (e.g., songs, movies, educational games) into English instruction while upholding academic standards.
  - 1.2. Conduct regular professional development programs to train teachers in both traditional and media-based instructional strategies.



based strategies for vocabulary development.

- 1.3. Invest in technological infrastructure and digital resources to support media-enhanced learning environments.
2. For English Language Teachers
  - 2.1. Design differentiated instruction plans that address diverse proficiency levels and learning styles through a balance of explicit instruction and media-based activities.
  - 2.2. Employ assessment methods that evaluate both academic vocabulary and practical language skills acquired through media exposure.
  - 2.3. Strengthen Learning Action Cells (LAC) or similar capacity-building activities to enhance instructional practices.
  - 2.4. Cultivate a language-rich classroom environment that fosters authentic communication through varied activities and media resources.
  - 2.5. Integrate applications and digital platforms specifically designed to develop learners' vocabulary proficiency.
3. For Future Researchers
  - 3.1. Conduct longitudinal studies to examine the long-term effects of integrating media and classroom instruction on vocabulary development.
  - 3.2. Explore how different types of media exposure (e.g., social media, interactive apps, traditional broadcast media) influence vocabulary learning.
  - 3.3. Investigate the moderating role of individual factors such as motivation, learning styles, and socioeconomic status in vocabulary proficiency.
  - 3.4. Assess the effectiveness of specific media-based instructional strategies across varying age groups and proficiency levels.

## REFERENCES

Abenojar, M. B., Dones, V. T., Tiquis, M. V. V., Velasco, J. B., Sanchez, R. D., Pangilinan, A. M., Sanchez, A. M. P., Belgica, J. K. P., & Sanchez, J. J. D. (2025). Exploring Perceptions on Play-Based Kindergarten Classrooms: Benefits and Challenges from Parents, Pupils, and Teachers. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 4(2), 1676-1683. <https://doi.org/10.63498/etcor396>

Al-Awaid, S. (2009). Teacher instructional practices in English language classrooms and their impact on student academic achievement. *Journal of Education and Practice*, 4(3), 135-141.

Albritton, A. (2023). Emotions in the ether: Strategies for effective emotional expression in text messages. *Online Journal of Communication and Media Technologies*, 7(2), 50-58. <https://doi.org/10.1080/09672567.2024.2363153>

Amihan, S. R., & Sanchez, R. D. (2023). Connecting Workplace Literacy Gaps through Innovative Academe-Industry Collaboration. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(2), 515-528.

Amihan, S. R., Sanchez, R. D., & Carvajal, A. L. P. (2023). Sustained quality assurance: Future-proofing the teachers for an ASEAN higher education common space. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(4), 276-286. [https://etcorg.org/storage/iJOINED/Vol.%20II\(4\),%2020276-286.pdf](https://etcorg.org/storage/iJOINED/Vol.%20II(4),%2020276-286.pdf)

Bag-ao, M. R. S., & Dioso, E. D. (2024). Examining the influence of family conditions on students' academic performance: A descriptive correlational study. *EPRA International Journal of Environmental Economics, Commerce and Educational Management*, 11(7), 172-186. <https://doi.org/10.36713/epra17841>

Bandura, A. (1977). *Social learning theory*. Prentice-Hall.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.

Bartlett, F. C. (1932). *Remembering: A study in experimental and social psychology*. Cambridge University Press.

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed.). Guilford Press.

Bontuyan, J. O. (2025). Multi-Dimensional Reflective Practices of Non-SPED Teachers: Toward Inclusive, Responsive, and Growth-Oriented Teaching. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 4(2), 1432-1443.


<https://doi.org/10.63498/etcor376>

Brown, H. D. (2018). *Principles of language learning and teaching* (7th ed.). Pearson Education.

Cadierno, T., & Muñoz, C. (2021). How do differences in exposure affect English language learning? A comparison of teenagers in two learning environments. *Studies in Second Language Learning and Teaching*, 11(2), 185–212.

Carvajal, A. L. P., Fernandez, T. M., Pangilinan, A. M., Obod, M. M., Amihan, S. R., Sanchez, R. D., Sanchez, A. M. P., Sanchez, J. J. D. (2025). Future-Proofing Teachers in Reframing Teacher Education Curriculum in the Philippines: Basis for Policy Recommendations. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 4(2), 235-252. <https://doi.org/10.63498/nxz2st271>

Chen, J. (2019). Overreliance on media in language learning: challenges and strategies. *TESOL Quarterly*, 53(2), 569–578.

Colasito, J. M. (2025). *Oral communication in context*. ETCOR Educational Research Center Research Consultancy Services. <https://doi.org/10.63498/book306>

Cook, V. (2001). *Second language learning and language teaching* (3rd ed.). Arnold.

Coxhead, A. (2020). *Vocabulary and English for specific purposes research: Quantitative and qualitative perspectives*. Routledge.

Cummins, J. (2021). *Rethinking the education of multilingual learners: A critical analysis of theoretical concepts*. Multilingual Matters.

English Tests Online. (2024). *Intermediate vocabulary test 1 – ESL vocabulary exercises*. <https://englishtestsonline.com/intermediate-vocabulary-test-1-esl-vocabulary-exercises/>

ESL Lounge. (2024). *Vocabulary multiple choice worksheet: Pre-intermediate*. <https://www.esl-lounge.com/level2/lev2vocabmc4.php>

González-Fernández, B., & Schmitt, N. (2019). Vocabulary acquisition. In A. Webb (Ed.), *The Routledge handbook of vocabulary studies* (pp. 280–295). Routledge.

Graves, M. F. (2016). *The vocabulary book: Learning and instruction* (2nd ed.). Teachers College Press.

Hammon, A., & Agung, S. (2019). Instructional factors and their impact on vocabulary learning. *Asian EFL Journal*, 23(3), 45–62.

Harris, K., & Lee, H. (2022). Vocabulary strategies for EFL learners. *Language Learning Journal*, 50(1), 15–29.

Hines, T. (2015). Vocabulary instruction and reading comprehension: A study in Philippine classrooms. *Philippine ESL Journal*, 14(1), 112–127.

Hoff, E. (2019). *Language development* (6th ed.). Cengage Learning.

Johnson, R. B., & Christensen, L. (2022). *Educational research: Quantitative, qualitative, and mixed approaches* (7th ed.). SAGE.

Kabooha, R., & Elyas, T. (2018). The effects of YouTube in multimedia instruction for vocabulary learning. *Arab World English Journal*, 9(1), 421–439.

Khezrab, T., & Shehni, M. C. (2021). Instructional practices in EFL: Effects on vocabulary acquisition. *Iranian Journal of Applied Linguistics*, 24(2), 112–130.

Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Longman.

Lee, J., & Kim, S. (2021). The role of motivation in EFL vocabulary development. *Journal of Language Teaching and Research*, 12(4), 678–686.

Lems, K., Miller, L. D., & Soro, T. M. (2019). *Building literacy with English language learners: Insights from linguistics* (2nd ed.). Guilford Press.

Lin, H., & Chiu, Y. (2020). Vocabulary knowledge and academic performance in higher education. *Journal of English for Academic Purposes*, 45, 100850.

Liu, S., & Chao, L. (2023). Task-based vocabulary learning strategies among Chinese EFL learners. *Language Teaching Research*, 27(3), 456–472.

Long, M. H. (2021). *Second language acquisition and task-based language teaching* (2nd ed.). Routledge.

Magno, C. (2009). Teaching reading comprehension and metacognitive strategies. *The International Journal of Research and Review*, 3(5), 45–53.

Muñoz, M. C., & Sanchez, R. D. (2023). Exploring Fernandino Teens TV as a supplementary learning delivery modality: Opportunities and challenges from the lens of select learners. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(1), 358-374.



Nagy, W., & Townsend, D. (2012). Words as tools: Learning academic vocabulary as language acquisition. *Reading Research Quarterly*, 47(1), 91–108.

Nation, I. S. P. (2020). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.

Pangilinan, A. M. (2025). Challenges and Commitment to Teaching: A Quantitative Descriptive-Correlational Study of Filipino Teachers in Select Coastal Villages. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 4(2), 1684-1692. <https://doi.org/10.63498/etcor397>

Pascual, W. (2017). Vocabulary learning strategies among Filipino ESL learners. *TESOL International Journal*, 12(2), 89–101.

Sanchez, Richard D. (2025). *Embracing the culture of research with Dr. Richard D. Sanchez: Research from the lens of the founder*. ETCOR Educational Research Center Research Consultancy Services. <https://doi.org/10.63498/book309>

Sari, P., & Putri, S. E. (2019). Teachers' role in vocabulary acquisition: A study of Indonesian classrooms. *Asian EFL Journal*, 21(2), 98–113.

Schmitt, N. (2019). *Vocabulary in language teaching* (2nd ed.). Cambridge University Press.

Shams, N., & Rahimy, R. (2012). The effect of teaching vocabulary through semantic mapping on EFL learners. *Procedia – Social and Behavioral Sciences*, 66, 227–235.

Tomlinson, C. A. (2021). *So each may soar: The principles and practices of learner-centered classrooms*. ASCD.

Vossoughi, H., & Zargar, M. (2019). Vocabulary acquisition through direct and indirect learning strategies. *Journal of Language Teaching and Research*, 10(1), 23–31.

Webb, S. (2015). Extensive reading and vocabulary development. *The Reading Matrix*, 15(1), 22–34.

Webb, S., & Nation, P. (2017). *How vocabulary is learned*. Oxford University Press.

Zhang, Y. (2020). Incidental vocabulary learning through reading: A meta-analysis. *Language Teaching Research*, 24(4), 459–483.