

The Role of English-Language Entertainment Exposure in Developing English Reading Comprehension Skill

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Abstract. Reading comprehension remains a pressing challenge in Philippine education, as reflected in the country's low performance in the 2018 Programme for International Student Assessment (PISA). While English-language entertainment, particularly video content and music, has become deeply embedded in students' daily routines, its contribution to academic reading skills remains underexamined. This study explored the relationship between English-language entertainment exposure and reading comprehension among 117 first-year Bachelor of Secondary Education (BSED) English students at Tagoloan Community College. Using a descriptive-quantitative research design and a census sampling method, data were gathered through a validated researcher-made questionnaire with a high content validity index (CVI = 0.95). Findings revealed that students engaged with English-language video and music content on a "daily or almost daily" basis (composite means: video = 3.25; music = 3.36). However, despite this frequent exposure, their average reading comprehension score was only 9.85 (SD = 2.50), placing most students in the "Proficient" and "Developing" categories. Spearman's Rank Correlation indicated no significant relationship between exposure to video content ($\rho = 0.057$, $p = 0.543$) or music content ($\rho = 0.080$, $p = 0.390$) and reading comprehension scores. These findings suggest that while English-language entertainment may support general language familiarity, it is insufficient on its own to improve reading comprehension. The study underscores the importance of integrating media content into explicit literacy instruction and structured reading interventions. Future research may adopt experimental or mixed-method designs to investigate mediating variables such as digital literacy, reading motivation, or strategy use, and to understand better how entertainment media can be leveraged for instructional gain.

Keywords: English-language media; Literacy development; Music exposure; Reading comprehension; Video content.

1.0 Introduction

Reading comprehension is a core academic skill that underpins student success across disciplines, particularly in language education programs where interpreting and analyzing texts is essential. Despite continued formal instruction in English, many students in the Philippines struggle with reading proficiency. The country's performance in the 2018 Programme for International Student Assessment (U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, n.d) underscored this issue, ranking last among 79 countries in reading literacy and revealing that a majority of Filipino students fall below the minimum proficiency level required to understand and evaluate written texts (OECD, 2019).

English remains a pivotal tool in global communication, consisting of a structured language conveyed through writing and speech. Its mastery opens doors to academic, economic, and social mobility. However, learning the English language is a complex phenomenon influenced by numerous factors such as learners' linguistic background, exposure, motivation, and instructional methods. English language learning involves mastering grammar, vocabulary, pronunciation, and pragmatic use, often requiring sustained and meaningful engagement. According to Cotham and Chutikarn (2024), in a study on Norwegian university students, academic English reading proficiency was evaluated using self-assessment tools validated through an Academic Reading Module, demonstrating the global concern regarding the accurate assessment of reading skills in second-language contexts. This reflects the intricacy of acquiring English proficiency, especially among non-native speakers in multilingual environments.

In the Philippine setting, this persistent challenge calls for exploring alternative, accessible avenues to support reading development. One potential avenue is the integration of English-language entertainment in students' learning environments. With the proliferation of digital platforms, learners are increasingly exposed to English-language media such as YouTube videos, educational vlogs, films, and music, including songs, lyrics, and podcasts. These media offer authentic linguistic input and cultural context that may indirectly reinforce language acquisition. According to Awatin and Escandallo (2023), regular exposure to English-language media enhances vocabulary retention and listening skills, particularly among English majors. Similarly, Arabiana et al. (2020) found that incorporating video content into pre-reading tasks stimulated background knowledge and fostered greater engagement with texts.

While growing evidence supports the educational potential of media-based input, the impact of passive media consumption, such as watching videos or listening to music, on students' reading comprehension remains underexplored, especially in localized educational contexts. Moreover, disadvantages are also noted in the literature. Excessive or unstructured exposure to entertainment media may lead to cognitive overload, distraction, or the consumption of non-academic content that lacks educational value. As noted by Guzman and Viray (n.d.), while students may enjoy increased exposure to English, this does not necessarily lead to improved comprehension or critical literacy. Furthermore, studies have shown that students often prioritize entertainment value over educational content, which may hinder their ability to engage deeply with academic texts (Gagalang, 2022; Turayeva, 2024).

Existing literature often emphasizes speaking and listening (Gagalang, 2022; Guzman & Viray, n.d.), with less attention given to how receptive skills like reading may be influenced by informal language exposure. Moreover, most studies have focused on learners from urban or international school settings, leaving a gap in understanding the dynamics within small, community-based institutions in the Philippines (Brodarić Šegvić, 2022).

Reading comprehension goes beyond word recognition; it involves constructing meaning, inferring relationships, evaluating arguments, and applying textual understanding to new situations. Francia and Andrey (2024) emphasized that competent readers must navigate vocabulary, context, and authorial intent, while Diaz and Villanueva (2022) added that self-monitoring and adaptive reading strategies are critical for successful comprehension. When these abilities are underdeveloped, students may read fluently but fail to grasp meaning, thereby hindering academic progress (Quiño, 2022; Dimla et al., 2021).

Given the increasing integration of English-language entertainment into students' daily routines, it is important to assess whether these exposures play a significant role in academic reading performance. This study aimed to examine the level of English-language entertainment exposure among first-year Bachelor of Secondary Education (BSED) English students at Tagoloan Community College, specifically in terms of video and music content. It also assessed their level of reading comprehension and tested whether a statistically significant relationship exists between their entertainment exposure and comprehension skills. By investigating this relationship, the study contributes to a deeper understanding of how informal, media-based English exposure interacts with formal academic learning. The findings have potential implications for instructional design, particularly in integrating familiar media formats into reading strategies and classroom practice. Additionally, the study provides a basis for further exploration of contextualized language learning in community college settings, where media habits may offer untapped opportunities for supporting literacy development (Gabor & Celeste, 2024; Turayeva, 2024).

2.0 Methodology

2.1 Research Design

This study utilized a descriptive-correlational quantitative research design to investigate the relationship between English-language entertainment exposure and reading comprehension skills among first-year Bachelor of Secondary Education (BSED) major in English students at Tagoloan Community College. This design was selected because it allowed the researchers to gather numerical data and statistically examine both the characteristics of the respondents' media exposure and its potential connection to their reading comprehension performance, without manipulating any variables. The descriptive component of the research aimed to determine the level and frequency of students' exposure to English-language entertainment, specifically video and music content. It also sought to describe their reading comprehension performance across core domains such as summarizing, sequencing, inferencing, and drawing conclusions. This part of the study involved summarizing patterns through frequency counts, percentages, means, and standard deviations.

The correlational component examined whether there was a statistically significant relationship between the students' level of English-language entertainment exposure and their reading comprehension skills. Given that the data collected did not meet the assumptions of normality, non-parametric statistical techniques, particularly Spearman's Rank Correlation, were used to test the hypothesis. The descriptive-correlational design was well suited for addressing the study's objectives. It allowed the researchers to establish a clear picture of students' current behaviors and skills while evaluating the strength and direction of associations between variables. The findings generated from this approach can support evidence-based recommendations for instructional planning and curriculum enhancement, particularly in integrating entertainment media as a pedagogical resource for reading development.

2.2 Participants and Sampling Technique

This study was conducted at Tagoloan Community College, located in Baluarte, Tagoloan, Misamis Oriental. The institution offers various academic programs, including the Bachelor of Secondary Education (BSED) major in English, which served as the focal group for this research. The participants were first-year BSED English students enrolled during the academic year 2024–2025. This particular cohort was selected because first-year students are typically in the early stages of their formal language development within the college curriculum, making them ideal subjects for assessing foundational reading comprehension and the potential influence of English-language media exposure. The study employed a census sampling technique, wherein all members of the defined population were included. A total of 117 first-year BSED English students participated in the study. This complete enumeration approach was appropriate due to the relatively small and accessible population size, and it ensured that the findings represented the entire cohort without introducing sampling bias or error.

Table 1. *Distribution of Respondents by Section*

Section	Number of Students
English 1A	34
English 1B	40
English 1C	43
Total	117

Participation was limited to students officially enrolled in the first-year BSED English program during the specified academic year. Students from other year levels or academic programs were excluded to maintain the specificity and integrity of the research population. Informed consent was obtained from all participants prior to data collection. For those who answered the survey in person, verbal and written consent was secured during the distribution of printed questionnaires. For the online participants, consent was digitally embedded as a mandatory agreement form at the beginning of the Google Forms survey, which was distributed through the students' official class group chats. This dual approach ensured ethical compliance and inclusivity across different modes of administration.

2.3 Research Instrument

To effectively measure students' levels of English-language entertainment exposure and their reading comprehension skills, the researchers developed a researcher-made questionnaire grounded in relevant literature. They adapted from existing tools used in media exposure and language proficiency research. The development and validation process of the instrument are presented in two sub-sections for clarity.

The questionnaire was composed of two main parts. Part I assessed the level of exposure to English-language entertainment, specifically through video and music content. This section used a 4-point Likert scale ranging from 1 ("Never") to 4 ("Daily or almost daily"). It included items that evaluated how frequently students consumed various forms of English-language media (for example: vlogs, films, songs, live performances) and how they perceived its influence on their language skills. Part II evaluated students' reading comprehension skills using selected English texts followed by multiple-choice questions. These questions targeted specific sub-skills, including summarizing, sequencing, inferencing, and drawing conclusions. The comprehension questions were crafted to reflect the types of questions typically used in standardized assessments, aligned with learning competencies for first-year education students. Several item revisions were made to improve clarity and avoid cultural or brand-specific bias. For example, the video item "I frequently watch English-language videos such as YouTube vlogs and streaming content" was revised to "I frequently watch English-language videos such as vlogs and other content." Similarly, in the music section, items like "I sing along to English-language songs" were revised to emphasize skill development: "I use English music to practice pronunciation and vocabulary."

To ensure content validity, the initial draft of the questionnaire was submitted to two language education experts for review. One expert was a Level Lead and Lecturer at the Language Institute of Bangkok University in Thailand, and the other was a Department Head at the University of Science and Technology of Southern Philippines-CDO. They evaluated each item based on clarity, grammatical correctness, alignment with objectives, and relevance to the constructs being measured. The Content Validity Index (CVI) was computed following Yusoff's (2019) guidelines. Each item was rated on a 4-point relevance scale (1 = Not Relevant to 4 = Highly Relevant). The Item-Level CVI (I-CVI) was calculated, and items with an I-CVI below 0.80 (for example: Video Items 7, 8, and 10; Music Items 1 and 10) were revised. After incorporating expert feedback, the instrument was re-evaluated and achieved a final I-CVI of 0.95 across all items. The Scale-Level CVI Average (S-CVI/Ave) was also computed at 0.95, indicating excellent content validity.

To further establish reliability and clarity, the instrument underwent pilot testing with a small group of first-year BSED students who were not part of the actual study sample. The pilot results were used to refine item phrasing and layout. Based on this pilot test, the questionnaire demonstrated strong internal consistency, with a Cronbach's alpha coefficient of 0.87, indicating high reliability. The finalized questionnaire was deemed valid, reliable, and appropriate for assessing English-language entertainment exposure and its potential relationship with students' reading comprehension skills in the local context of Tagoloan Community College.

2.4 Data Gathering Procedure

Prior to data collection, the researchers secured formal approval to conduct the study. A letter of request was first endorsed by the research adviser and subsequently approved by the English Program Head, the Dean of the College of Education, and the Vice President for Academic Affairs of Tagoloan Community College. Since the institution did not have a formal research ethics board, administrative approval from these key officials served as the ethical clearance for the conduct of the study. Data collection was conducted over two weeks from March 4 to March 18, 2025, during the second semester of Academic Year 2024–2025. A hybrid approach was employed to ensure both accessibility and inclusivity in the administration of the instrument.

For the face-to-face modality, the researchers personally distributed printed copies of the validated questionnaire to first-year Bachelor of Secondary Education (BSED) English students during their regular class schedules. This method allowed immediate clarification of instructions and ensured completeness of responses. Simultaneously, the online version of the same questionnaire was administered via Google Forms. The survey link was shared through the students' official class group chats (via Facebook Messenger), allowing those who were absent or preferred digital completion to participate. This ensured complete coverage of all 117 enrolled first-year BSED English students, consistent with the study's census sampling approach. The questionnaire consisted of two major parts: (1) a Likert-scale section assessing students' level of English-language entertainment exposure in terms of video and music content, and (2) a set of multiple-choice reading comprehension questions based on selected texts. Throughout the data gathering process, informed consent was obtained from all participants. They were assured of the voluntary nature of their participation and were informed that they could withdraw at any point without penalty. Confidentiality and anonymity were strictly maintained. All responses were securely compiled and used exclusively for academic research purposes, with no identifying information collected or disclosed.

2.5 Data Analysis Procedure

The data collected in this study were analyzed using quantitative statistical techniques to address the research questions systematically and accurately. All responses from the validated and pilot-tested researcher-made questionnaire were encoded and processed using statistical software to generate descriptive and inferential statistics. To answer the first research question, which examined the students' level of English-language entertainment exposure in terms of video and music content, the researchers computed the weighted mean and standard deviation. These measures provided insight into the frequency and consistency of students' engagement with English-language media. Similarly, to address the second research question, the weighted mean and standard deviation were used to describe the students' level of reading comprehension skills, based on their performance in multiple-choice comprehension items.

For the third research question, which aimed to determine whether a significant relationship existed between English-language entertainment exposure and reading comprehension skills, Spearman's Rank Correlation Coefficient (Spearman's ρ) was employed. This non-parametric test was chosen over the Pearson Product-Moment Correlation Coefficient because the Shapiro-Wilk test for normality revealed that the data for all variables, video content, music content, and reading comprehension scores, were not normally distributed ($p < .05$). Spearman's correlation was therefore deemed more appropriate for analyzing monotonic relationships in non-normally distributed datasets.

All statistical analyses were conducted at a 0.05 level of significance, ensuring that the findings were interpreted with a high degree of rigor and statistical reliability. The results provided empirical evidence to support or reject the null hypothesis related to the correlation between the study's key variables. The instrument used in this study had undergone expert validation and pilot testing, achieving a high level of content validity (Item-Level CVI = 0.95; Scale-Level CVI Average = 0.95). This confirmed its suitability for quantitatively measuring English-language entertainment exposure and reading comprehension among the target respondents. Since the study was purely quantitative in design, qualitative measures of trustworthiness, such as credibility and transferability, were not applicable (Yusoff, 2019).

2.6 Ethical Considerations

The researchers strictly adhered to established ethical standards to safeguard the rights, dignity, and welfare of all participants throughout the conduct of this study. As Tagoloan Community College does not currently have a formal institutional research ethics board, the researchers obtained administrative approval from relevant academic authorities. Specifically, formal permission to conduct the study was granted by the English Program Head, the Dean of the College of Education, and the Vice President for Academic Affairs (VPAA). Prior to data collection, the researchers clearly explained the study's purpose, scope, and procedures to all participants. It was emphasized that participation was entirely voluntary and that respondents could decline or withdraw from the study at any point without penalty or academic consequence. Informed consent was obtained from all participants either in writing (for face-to-face surveys) or digitally (for online responses).

To protect participant privacy, all data were anonymized and de-identified prior to analysis. The questionnaire did not collect names or other personally identifying information, and all responses were stored securely and used exclusively for academic research purposes. No data were shared with third parties, ensuring complete confidentiality. Furthermore, no minors were involved in this study; all respondents were legal adults enrolled in a college program, so parental consent was not required. The researchers also ensured that participation would not expose students to any form of physical, emotional, or psychological harm. The nature of the study, which involved non-invasive survey completion, posed minimal to no risk. By following these ethical procedures and obtaining institutional approval in the absence of a formal ethics review board, the researchers conducted the study with transparency, accountability, and full respect for research ethics and academic integrity.

3.0 Results and Discussion

3.1. Students' Level of English-Language Entertainment Exposure

Table 2 presents the level of English-language entertainment exposure among students in terms of video content. The composite mean of 3.25 with a standard deviation of 0.41 indicates that students engage with English-language video content "Daily or almost daily." This finding highlights the regular presence of such content in their routines, particularly in informal learning environments

Table 2. *Students' Level of English-Language Entertainment Exposure in terms of Video Content*

Statements	Mean	Standard Deviation	Interpretation
1. I frequently watch English-language videos such as vlogs and other content.	3.41	0.58	Daily or almost daily
2. I regularly watch English-language movies and TV series (for example: Netflix, Disney+, Amazon Prime).	3.27	0.69	Daily or almost daily
3. I engage with English-language tutorials and educational videos (for example: TED Talks, Khan Academy).	3.09	0.66	A Few Times A Week
4. I watch English-language news reports, interviews, and documentaries.	3.37	0.61	Daily or almost daily
5. I attend or watch English-language live streams, webinars, or online workshops.	2.97	0.82	A Few Times A Week
6. I prefer watching English-language videos over non-English content.	3.13	0.78	A Few Times A Week
7. I watch English-language content without subtitles and still understand it.	3.21	0.71	A Few Times A Week
8. My vocabulary and comprehension skills improved when I watched English-language videos.	3.34	0.65	Daily or almost daily
9. My exposure to English-language video content helps me understand written English materials better.	3.39	0.63	Daily or almost daily
10. My overall reading comprehension skills were influenced by watching English-language video content.	3.29	0.62	Daily or almost daily
Composite Mean	3.25	0.41	Daily or almost daily

Several items in the video content category received high mean scores, including watching English-language vlogs ($M = 3.41$), news reports and documentaries ($M = 3.37$), and content that enhances vocabulary and comprehension ($M = 3.34$, $M = 3.39$). These forms of video engagement occurred with high frequency, reflecting a strong preference for dynamic and accessible media formats. On the other hand, watching tutorials ($M = 3.09$), live streams or webinars ($M = 2.97$), and videos without subtitles ($M = 3.21$) occurred less frequently, classified as “A Few Times a Week.” Notably, the highest variability in responses was observed in the item related to live streams ($SD = 0.82$), suggesting differing levels of exposure to academic or formal video content across respondents.

This pattern of responses underscores that students regularly consume English-language media, particularly vlogs, movies, and news content, as part of their daily activities. However, more academically oriented formats such as tutorials and webinars are accessed less often, indicating an imbalance between entertainment-driven and instructional media consumption. These findings offer significant implications for educators. Given the habitual nature of video consumption among students, educators may consider incorporating multimedia-based learning strategies into classroom instruction. For example, using vlogs or news clips to support reading tasks may not only increase engagement but also build vocabulary and contextual understanding. Conversely, the relatively lower engagement with educational videos and workshops suggests a need to encourage students to explore such content intentionally for academic purposes.

The current results align with previous studies that emphasize the pedagogical potential of video content in language development. Alhadad et al. (2021) found that frequent exposure to English-language videos such as vlogs and films improved students' vocabulary and contextual comprehension. Gabor and Celeste (2024) further demonstrated that captioned videos significantly supported reading and listening comprehension among EFL learners, emphasizing the dual benefit of audio-visual input. Additionally, Francia and Andrey (2024) reported that while English media exposure enhanced students' ability to extract explicit meanings from texts, it was less effective in supporting inferential comprehension. The high mean scores and frequent video engagement observed in this study reflect the same trends, suggesting that video-based media play a meaningful but potentially limited role in reading comprehension development unless supported by structured reading tasks and instructional guidance. By recognizing students' media habits and preferences, educators can better tailor reading instruction and scaffold comprehension activities using the digital content that students already engage with in their daily lives.

Table 3 summarizes the frequency distribution of students' exposure to English-language video content. Half of the respondents (50.43%) reported engaging with video content “Daily or almost daily,” while 47.86% reported using it “A Few Times A Week.” Only a minimal portion (1.71%) indicated watching such content “Once A Month or Less,” and none reported never using English-language video content. The mean score of 3.25, with a standard deviation of 0.41, supports the conclusion that video exposure is a regular part of students' routines.

Table 3. *Frequency Distribution of Students' English-Language Entertainment Exposure in terms of Video Content*

Score	Frequency	%	Interpretation
3.25-4.00	59	50.43	Daily or almost daily
2.50-3.24	56	47.86	A Few Times A Week
1.75-2.49	2	1.71	Once A Month or Less
1.0-1.74	0	0.00	Never
Total	117	100.00	
Mean: 3.25		Standard Deviation: 0.41	

The clustering of responses within the top two categories suggests that English-language video content is widely accessible and deeply integrated into the daily habits of the respondents. This indicates a strong potential for leveraging video content as an instructional resource, aligning instructional materials with students' existing exposure patterns and interests. These findings align with earlier studies demonstrating the value of regular video interaction in second language acquisition. Arabiana et al. (2020) emphasized that video cartoons and task-induced involvement can enhance incidental literacy acquisition among pupils. Gabor and Celeste (2024) developed and evaluated video-based materials that improved reading comprehension by integrating multimedia with instructional design. In a related context, Francia and Andrey (2024) observed that students who viewed subtitled movies developed stronger comprehension skills, particularly when multimedia elements were contextualized.

Alhadad et al. (2021) also highlighted how consistent exposure to English-language videos contributes to vocabulary retention and comprehension through incidental learning. Meanwhile, Awatin and Escandallo (2023) emphasized that English major students exposed to media content reported better language competence and familiarity with academic texts. Turayeva (2024) further stressed that integrating media content in teaching not only improves language acquisition but also boosts learner engagement. The frequency of exposure reported in this study complements these findings by confirming that video content is not only a popular medium but also a potentially rich source of incidental learning. Although the study did not find a statistically significant relationship between video exposure and comprehension performance, the habitual engagement observed here suggests a readiness among learners that educators can harness. If guided by intentional pedagogical framing, this existing exposure could be transformed into a more active, structured learning experience (Andrews et al., 2024; Diaz & Villanueva, 2022).

The results in Table 4 indicate that students generally engage with English-language music at a "Daily or almost daily" level, as reflected by the composite mean of 3.36 and a standard deviation of 0.44. High mean scores were observed in key activities such as listening to English songs (3.57), understanding lyrics (3.53), searching for new music (3.48), and reading lyrics to comprehend meaning (3.55). These suggest that music functions not just as entertainment, but also as an informal learning platform.

Table 4. *Students' Level of English-Language Entertainment Exposure in terms of Music Content*

Statements	Mean	Standard Deviation	Interpretation
1. I regularly listen to English-language music.	3.57	0.53	Daily or almost daily
2. I understand and appreciate the lyrics of English songs.	3.53	0.55	Daily or almost daily
3. I actively search for and explore new English-language music.	3.48	0.60	Daily or almost daily
4. I prefer listening to English-language songs over non-English songs.	3.05	0.81	A Few Times A Week
5. I use English music to practice pronunciation and vocabulary.	3.27	0.70	Daily or almost daily
6. I practice my English skills when I listen to English music.	3.27	0.61	Daily or almost daily
7. I read the lyrics of English songs to understand their meaning,	3.55	0.59	Daily or almost daily
8. I watch English-language music videos or live performances that include lyrics.	3.35	0.61	Daily or almost daily
9. I follow English-speaking artists and explore their music trends.	3.21	0.74	A Few Times A Week
10. I read and understand better because of my exposure to English-language music.	3.33	0.61	Daily or almost daily
Composite Mean	3.36	0.44	Daily or almost daily

In addition, students reported using music to practice vocabulary and pronunciation (3.27) and to support overall English skills development (3.33). The slightly lower frequencies observed in their preference for English over non-English songs (3.05) and in following English-speaking artists (3.21) may indicate a more diverse musical taste, even though English remains a dominant medium. These findings underscore the pedagogical value of English-language music as a language learning resource. Integrating music-based activities into instruction, such as lyric analysis, vocabulary exercises based on songs, and pronunciation practice through repeated listening, can harness

students’ natural engagement and transform it into a meaningful academic advantage.

The current findings are consistent with prior studies emphasizing the linguistic benefits of music exposure. Diaz and Villanueva (2022) found that instrumental popular music positively affected students’ reading comprehension and supported proposed remediation strategies. Similarly, Novi Rahmadaniati and Widiastuty (2024) argued that listening to English music on digital platforms enhances vocabulary development by embedding new words in contextual usage. Gagalang (2022) also highlighted that media consumption, including music, correlates with improved reading attitudes and competence among Filipino learners. Furthermore, Ahmad (2023) demonstrated that students exposed to classical music and video performed better in comprehension tasks, while Arabiana et al. (2020) emphasized the effectiveness of engaging, task-induced media like songs and videos in developing L2 literacy among pupils. In a broader perspective, Andrews, Shin, and Salon (2024) advocated for integrating diverse media content, including music, into English language education to promote learner motivation and authentic language interaction. Taken together, the results affirm that English-language music plays a significant role in students’ daily exposure and supports various aspects of language development. However, to maximize its instructional value, this exposure should be paired with intentional classroom strategies that promote active rather than passive engagement with music content.

The frequency distribution in Table 5 confirms that most students engage with English-language music content regularly. A majority (58.97%) fall within the "Daily or almost daily" exposure range, while 40.17% engage in "A Few Times A Week." Only one respondent (0.85%) reported listening to English music "Once A Month or Less," and none indicated having no exposure at all. The overall mean score of 3.36 and a standard deviation of 0.44 reinforce the pattern of consistent and widespread use of English-language music among the participants. This high level of engagement highlights the potential of music as a supplementary language learning tool. With nearly all students reporting at least weekly interaction with English songs, there exists a valuable opportunity for educators to integrate music into classroom practices aimed at improving vocabulary, pronunciation, and reading comprehension.

Table 5. *Frequency Distribution of Students’ English-Language Entertainment Exposure in terms of Music Content*

Score	Frequency	%	Interpretation
3.25-4.00	69	58.97	Daily or almost daily
2.50-3.24	47	40.17	A Few Times A Week
1.75-2.49	1	0.85	Once A Month or Less
1.0-1.74	0	0.00	Never
Total	117	100.00	

Mean: 3.36 Standard Deviation: 0.44

The findings mirror previous research emphasizing the educational impact of frequent media exposure. Novi Rahmadaniati and Widiastuty (2024) argued that listening to English music on digital platforms significantly supports vocabulary development through repeated and contextual exposure. Diaz and Villanueva (2022) also emphasized that music can serve as a foundational tool for reading remediation, particularly when students engage with both melody and meaning. Similarly, AHMAD (2023) found that students exposed to English-language music and video demonstrated enhanced comprehension skills compared to those with more traditional exposures. Moreover, Gagalang (2022) noted that media platforms—particularly music and social media—positively influence reading attitudes and competence among Filipino learners, underscoring the cognitive link between informal exposure and formal literacy. Arabiana et al. (2020) further supported this idea, revealing that students’ incidental exposure to English media, such as songs or cartoons, led to improved literacy acquisition through enjoyable input.

This aligns with the present study, where the consistent exposure score suggests that students do not just listen passively, but may also interact with the material in meaningful ways. Awatin and Escandallo (2023) reported similar patterns among English majors, whose frequent exposure to English-language music contributed to increased language competence, especially in vocabulary and listening. Taken together, the results support the pedagogical integration of English-language music as a tool to engage students in authentic and enjoyable language practice. With students already immersed in music consumption as part of their routine, structured incorporation of music-based learning tasks may help bridge informal exposure and formal reading comprehension outcomes (Andrews et al., 2024; Gabor & Celeste, 2024).

3.2. Respondents' Level of Reading Comprehension Skill

The distribution in Table 6 indicates that a large portion of students, 41.03% (48 out of 117), are at the "Proficient" level of reading comprehension, achieving scores between 10 and 12. Meanwhile, 35.04% (41 students) fall under the "Developing" level, scoring between 7 and 9. Only 14.53% (17 students) reached the "Advanced" level with scores ranging from 13 to 15. A smaller group, 9.40% (11 students), scored in the "Emerging" category (4 to 6). Importantly, no participants were classified under the "Beginning" level (0 to 3), suggesting a basic level of reading proficiency across all respondents. The mean score of 9.85 and standard deviation of 2.50 further suggest that most students perform within a mid-range, specifically between the "Developing" and "Proficient" levels, with a moderate variability in scores.

Table 6. *Frequency Distribution of Students' Level of Reading Comprehension Skill*

Score	Frequency	%	Interpretation
13 - 15	17	14.53	Advanced
10 - 12	48	41.03	Proficient
7 - 9	41	35.04	Developing
4 - 6	11	9.40	Emerging
0 - 3	0	0.00	Beginning
Total	117	100.00	

Mean: 9.85 Standard Deviation: 2.50

These results highlight the diverse reading abilities among first-year BSED English students and point to the need for differentiated instruction. While a significant number of students demonstrate foundational to intermediate skills in reading comprehension, targeted support and enrichment activities should be implemented to help both struggling and high-performing learners reach their full potential. Tailoring instructional strategies based on learners' current levels could foster both remedial growth and advanced development. The pattern of skill distribution observed in this study is consistent with findings from similar research on student literacy profiles. Francia and Andrey (2024) found that students exposed to subtitled English media tended to cluster around intermediate comprehension levels, aligning with the present study's "Developing" and "Proficient" categories. Similarly, Diaz and Villanueva (2022) emphasized the value of using popular music as a scaffold for improving reading comprehension across diverse learner profiles.

Moreover, Gagalang (2022) and Dimla et al. (2021) discussed how exposure to social media and digital content fosters vocabulary development and enhances general comprehension. These findings support the idea that even informal engagement with English-language entertainment contributes to students' academic performance. In the same vein, Alhadad et al. (2021) reported that learners regularly exposed to English-language entertainment showed increased proficiency in contextual understanding – consistent with the mid-range mean scores found in the current study.

Additionally, Andrews et al. (2024) promoted the integration of media literacy into formal education to bridge the gap between passive media exposure and critical literacy. This supports the current recommendation to integrate English-language media into instruction to build on learners' existing habits and informal language experiences. In sum, the results underscore the need for responsive teaching practices that build upon existing literacy foundations while offering scaffolding for higher-order reading comprehension skills. Future interventions might benefit from integrating English-language media into formal instruction to bridge the gap between informal exposure and academic proficiency (Gabor & Celeste, 2024; Awatin & Escandallo, 2023).

3.3. Significant Relationship Between the Students' Level of English-Language Entertainment Exposure and their Level of Reading Comprehension Skills

Table 7 presents the normality test results of the variables using the Shapiro-Wilk test. The analysis reveals that none of the variables—Video Content, Music Content, and Reading Comprehension Skill—are typically distributed. The Shapiro-Wilk test yields p-values of 0.026 for Video Content, 0.002 for Music Content, and 0.030 for Reading Comprehension Skill. Since all p-values are less than the significance level of 0.05, the null hypothesis of normality is rejected for each variable. This indicates that the data for these variables significantly deviates from a normal distribution. To ensure the data met the normality assumption before analyzing the relationships between variables, the Shapiro-Wilk test was used to assess normality, as shown in Table 7.

Table 7. Normality Test Result of the Variables

Variables	Shapiro-Wilk	p-value	Interpretation
Video Content	0.975	0.026	not normally distributed
Music Content	0.960	0.002	not normally distributed
Reading Comprehension Skill	0.975	0.030	not normally distributed

The non-normal distribution of the data necessitates the use of non-parametric statistical tests, such as Spearman's Rank Correlation used in Table 8, to analyze the relationship between variables. This methodological consideration is crucial for ensuring the validity of the research findings. The results of the normality test in this study align with current statistical practices in educational and language research, where non-parametric methods are employed when data do not meet the assumption of normality. For example, Yusoff (2019) emphasized the critical role of validity and appropriate statistical treatment in ensuring accurate interpretation of data in educational settings. Similarly, Quiño (2022) demonstrated the importance of selecting robust statistical methods when evaluating patterns in career preference data that do not follow normal distribution.

In line with this, studies involving media exposure and comprehension, such as those by Dimla et al. (2021) and Awatin and Escandallo (2023), support the use of non-parametric tools when assessing the influence of media-based variables on learner proficiency due to often skewed or ordinal datasets. Furthermore, Gagalang (2022) and Guzman and Viray (n.d.) emphasized the necessity of testing distribution assumptions in research involving digital and informal learning contexts, as learner behaviors frequently display non-normal patterns. In the current study, the Shapiro-Wilk test results indicated that none of the variables – Video Content ($p = 0.026$), Music Content ($p = 0.002$), and Reading Comprehension Skill ($p = 0.030$) – were normally distributed, as all p-values were below the 0.05 threshold. This justified the use of Spearman's Rank Correlation, a non-parametric test suited for such data distributions.

This approach is supported by OECD (2019), which highlights the importance of methodological rigor in educational assessment, particularly when evaluating student literacy outcomes across varied socio-cultural and digital contexts. Moreover, the validation of statistical assumptions reinforces the reliability and integrity of results, as also suggested by Gabor and Celeste (2024) in their development of video-based reading tools validated through rigorous quantitative procedures. In summary, the application of the Shapiro-Wilk test and the subsequent use of Spearman's Rank Correlation demonstrate a deliberate adherence to appropriate statistical practice in the analysis of language and media-based data. This reinforces the study's credibility and underscores the necessity of data-driven decision-making in educational research designs.

Table 8 presents the results of the Spearman's Rank Correlation analysis assessing the relationship between students' English-language entertainment exposure, categorized into video and music content, and their reading comprehension skills. The correlation between video content exposure and reading comprehension yielded a Spearman's rho of 0.057 with a p-value of 0.543. In contrast, music content exposure had a rho of 0.080 with a p-value of 0.390. Both p-values exceed the 0.05 significance threshold, indicating no statistically significant relationships between these variables.

Table 8. Spearman's Rank Correlation between the English-Language Entertainment Exposure (Video and Music Content) and their Reading Comprehension Skills

	Video Content		Music Content	
	Spearman's rho	p-value	Spearman's rho	p-value
Reading Comprehension Skill	0.057	0.543 ^{ns}	0.080	0.390 ^{ns}

^{ns}- not significant

These results suggest that higher exposure to English-language entertainment does not directly correspond with improved reading comprehension skills among the respondents. While students may frequently engage with English-language media, such exposure in itself may be passive and entertainment-driven rather than instructional, limiting its effectiveness in enhancing complex cognitive tasks such as inferencing, summarizing, or critically evaluating texts. The lack of significant correlation points to the multifaceted nature of reading comprehension. Unlike vocabulary acquisition or listening fluency, which often benefit from repeated exposure to media, reading comprehension typically requires deliberate practice, metacognitive strategies, and academic

guidance. Informal media consumption may improve surface-level language familiarity but not the deeper processing required for academic reading.

This interpretation aligns with prior studies. Diaz and Villanueva (2022) highlighted that music exposure can support vocabulary development, but reading comprehension benefits only when media is purposefully used within instructional design. Francia and Andrey (2024) similarly found that watching subtitled media improved literal comprehension but had a limited impact on higher-order reading skills unless paired with reflective tasks. In addition, Gagalang (2022) emphasized that while social media and English-language entertainment positively influence reading attitudes and motivation, their effects on actual comprehension performance are often limited to surface-level gains. Alhadad et al. (2021) further supported the idea that entertainment exposure contributes more to incidental learning than to structured academic skills. This supports the current study's finding that passive engagement with media does not translate into statistically significant gains in reading comprehension.

Moreover, Awatin and Escandallo (2023) noted that English majors exposed to English-language content improved in linguistic familiarity, but advanced reading competencies still required structured training. Andrews et al. (2024) advocated for integrating media into pedagogy with a clear instructional purpose—without which media exposure alone falls short of producing meaningful literacy outcomes. In the context of this study, the findings reinforce the need for teachers to go beyond media exposure and incorporate explicit comprehension instruction, such as teaching summarization, textual analysis, and inferencing techniques. While entertainment media can support vocabulary and motivation, its role in developing deeper reading comprehension skills appears limited unless coupled with structured academic activities (Gabor & Celeste, 2024; Turayeva, 2024).

4.0 Conclusion

This study provided key insights into the relationship between English-language entertainment exposure, specifically video and music content, and the reading comprehension skills of first-year Bachelor of Secondary Education (BSED) English students at Tagoloan Community College. The findings revealed that although students frequently engaged with English-language media, often on a daily or almost daily basis, there was no statistically significant correlation between their level of exposure and their reading comprehension performance. These results emphasize that passive exposure to English-language entertainment is not sufficient to enhance complex academic skills like reading comprehension.

The findings highlight the importance of intentional and active engagement with media content within the classroom setting. Teachers can harness students' interest in video and music by designing instructional activities such as guided video viewing, lyric interpretation exercises, and comprehension discussions that link media engagement with academic learning objectives. Such strategies can transform casual media consumption into meaningful learning opportunities. Curriculum developers and education stakeholders should recognize that while English-language entertainment enhances language exposure and motivation, it must be supplemented with explicit instruction in comprehension strategies to produce measurable academic benefits. The data suggest that integrating media into the curriculum requires thoughtful pedagogical design, not mere inclusion for exposure's sake.

Reading comprehension remains a multidimensional skill shaped by more than language exposure. It is also influenced by factors such as students' metacognitive strategies, motivation, digital literacy, and access to academic reading materials. Future researchers are encouraged to explore these variables as potential mediators to understand how entertainment inputs translate, or fail to translate, into reading gains. A more grounded rationale for examining digital literacy, for example, lies in its role in helping students navigate, evaluate, and comprehend multimodal texts familiar in today's media-rich environments. Experimental or mixed-methods studies could further illuminate how entertainment-based inputs interact with instructional techniques. Additionally, longitudinal designs may capture whether extended, structured exposure to English-language media produces delayed effects on comprehension development.

In conclusion, while English-language entertainment offers rich linguistic input and motivational value, it cannot serve as a standalone mechanism for developing reading comprehension. Teachers are encouraged to design active learning experiences that bridge students' entertainment habits with formal literacy instruction, ensuring that the benefits of English media are fully realized within an academic framework.

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Not indicated

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9.0 References

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