GRADE 7 STUDENTS PERCEPTIONS' ON THE UTILIZATION OF NEW MEDIA IN ENGLISH LANGUAGE LEARNING

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ABSTRACT

This study aimed to determine the Grade 7 Students Perceptions' on the Utilization of Never-Ending World Media in English Language Learning. This study used a descriptive research design which utilized the research skills to collect necessary data.

Specifically, it sought answers to the following questions: (1) What is the level of NEW Media Utilization in terms of Extrinsic Indicators with regards to Availability and Genre?; (2) What is the level of NEW Media Utilization in terms of Extrinsic Indicator with regards to Exposure?; (3) What is the level of NEW Media Utilization in terms of Intrinsic Indicators with regards to Interactive Communication, Comprehension, and Usage Expertise?; (4) What is the level of English Language Learning in terms of English Language Proficiency Test with regards to Vocabulary Proficiency, Writing Skills, and Communication Skills?; (5) Is there a significant difference on the NEW Media Utilization in terms of Extrinsic Indicators with regards to Availability and Genre?; (6) Is there a significant relationship between NEW Media Utilization in terms of Extrinsic Indicators with regards to Exposure and English Language Learning of students?; and (7) Is there a significant relationship between NEW Media Utilization in terms of Intrinsic Indicators and English Language Learning of students?

Forty-three (43) selected students from Grade 7, S. Y. 2022- 2023 were requested to serve as respondents to answer the researchers' self-made questionnaire.

The statistical treatments used in this study were Frequency and Percentage, Mean, Standard Deviation, Chi- Square, and Pearson's Product Moment Correlation Coefficient.

Based on the average frequency (30) and percentage (87.21%), the NEW media platforms (e.g., Facebook, TikTok, Twitter and Vlogs) were found highly available to the students. Moreover, as evidenced by a high average frequency (25.6) and percentage (59.43%), students were found highly interested to the different NEW media genres. Then, students are found moderately exposed to NEW Media since it was found that most of the students were exposed for 2 to 5 hours.

With regards to intrinsic indicators, with a weighted mean of 3.51, the researcher found that students have high interactive communication; with a weighted mean of 4.02, students have high comprehension; and with a weighted mean of 4.41, students have very high usage expertise.

In line with English language learning, students were found to have very satisfactory vocabulary proficiency since most of the students have a raw score of 7-8.99; students have satisfactory writing skills since most of the students have a raw score of 5 – 6.99; and students have very satisfactory communication skills since most of the students have a raw score of 7 – 8.99.

Lastly, it was found that there is a significant difference in availability and partial significant difference in genre. While students' exposure to NEW media has no significant relationship to their English language learning. And students' interactive communication, comprehension and usage expertise have a significant relationship to their writing skills and communication skills. While no significant relationship was found between these intrinsic indicators and students' vocabulary proficiency.

Since NEW Media Utilization in terms of Extrinsic Indicators with regards to Availability shows significant difference and partial significant difference with regards to Genre, the first hypothesis was partially accepted.

Moreover, since there is no significant relationship between NEW Media Utilization in terms of Extrinsic Indicators with regards to Exposure and English Language Learning, the second hypothesis was accepted.

Finally, since Intrinsic Indicators has no significant relationship on Vocabulary Proficiency but recorded a significant relationship on Writing Skills and Communication Skills, the third hypothesis is partially accepted.

Overall, the study highlights the importance of considering Genre and Intrinsic Indicators of NEW media when examining their impact on English language learning.

INTRODUCTION

Never-Ending World Media or NEW Media are computer media types that rely on computers for redistribution and as per the acronym itself, it has been thriving and expanding throughout the years. Computer animations, video games, interactive computer installations, websites, and virtual worlds are a few examples of NEW media. This is any digitally distributed media, including blogs, podcasts, music, and newspaper articles. Any internet-based form of communication, including websites, emails, mobile devices, streaming apps, and social media can be categorized as NEW media.

Moreover, these NEW media platforms of this NEW media age have grown in popularity over the years, making it easier for people to connect with one another. Additionally, NEW Media Age is a time when social media networks have become the new form of mass communication. Furthermore, due to the current situation everyone is facing right now, NEW media platforms have increasingly popularized especially with the students.

According to Al-Jarrah, et al. (2019), one form of NEW media which is social media have been used for teaching and learning for quite some time. Social media has become an increasingly popular platform for students to engage in learning activities. As a learning platform, social media allows students to engage in self-study by providing access to various learning resources, such as academic journals, eBooks, and educational videos. This feature of social media can be especially beneficial for students who prefer to study independently and at their own pace.

Another noteworthy viewpoint is language learning, which is a challenging process in today's age since the present mode of learning limits the English language learning to mechanical memorization and miserably fail to develop language competency among the students as it depends largely on lecturing and modular.

According to Sumathi (2016), these stereotyped methods and teaching material makes the learning a monotonous activity and creates distaste among the students by reducing them to mere passive receptors of language and not active participants in the learning process. Students have little chance to use English in communication and limited exposure to academic English, therefore, they are often unable to fully comprehend lectures or actively participate in class discussions. Many are also hampered in their ability to express themselves in writing.

However, there are still many ways on how students can continue learning the English language—may it be through the usage of different NEW media platforms. At present, Facebook, Twitter, and Instagram are popular forms of Social Networking Service with a high rate of university students' demography (Gettman, et al., 2015); hence could be employed as mobile learning tools to positively impact language learning. Furthermore, Valenzuela, et al., (2013) found that freshmen mainly used social media about an hour daily to socialize with friends. This shows what potential social media has as a method for learning.

At present, Lumban National High School has initiated its reading program, Project Enhanced Taking the Habit of Reading (E-THOR) and was able to identify a number of students that has difficulty in learning the English language. This research study was a preliminary attempt to identify the Grade 7 Students Perceptions' on the Utilization of Never-Ending World Media in English Language Learning acquisition of learners in and out of the classroom.

This study aimed to determine the Grade 7 Students Perceptions' on the Utilization of Never-Ending World Media in English Language Learning in Lumban National High School.

Specifically, it sought to answer the following questions:

1. What is the level of NEW Media Utilization in terms of Extrinsic Indicators with regards to:
    1.1 Availability; and
    1.2 Genre?
2. What is the level of NEW Media Utilization in terms of Extrinsic Indicator with regards to Exposure?
3. What is the level of NEW Media Utilization in terms of Intrinsic Indicators with regards to:
    3.1 Interactive Communication;
    3.2 Comprehension; and
    3.3 Usage Expertise?
4. What is the level of English Language Learning in terms of English Language Proficiency Test with regards to:
    4.1 Vocabulary Proficiency;
    4.2 Writing Skills; and
    4.3 Communication Skills?
5. Is there a significant difference on the NEW Media Utilization in terms of Extrinsic Indicators with regards to Availability and Genre?
6. Is there a significant relationship between NEW Media Utilization in terms of Extrinsic Indicators with regards to Exposure and English Language Learning of students?
7. Is there a significant relationship between NEW Media Utilization in terms of Intrinsic Indicators and English Language Learning of students?

REVIEW OF RELATED LITERATURE

New media are forms of media that are computational and rely on computers for redistribution. Some examples of new media are computer animations, computer games, human-computer interfaces, interactive computer installations, websites, and virtual worlds. (Leinonen, 2010)

According to Winston, et. al (2022), the term new media is frequently used to refer to products and services that provide information or entertainment in digital form, especially online via the Internet. Examples of new media include online news sources, videogames, blogs, and social media. The term may also be used to describe online content, especially content that is interactive; on-demand media that is accessible through a range of devices; and media that is responded to or shared in real time. It is sometimes used to refer to content that is created, published, or distributed by individuals or non-traditional publishers, such as bloggers.

Cote, (2022) mentioned that new media is any media—from newspaper articles and blogs to music and podcasts—that are delivered digitally. From a website or email to mobile phones and streaming apps, any internet-related form of communication can be considered new media. This doesn't necessarily refer to a specific mode of communication. Some types of new media, such as an online newspaper, are also "old media" in the form of a traditional printed newspaper. Other new media are entirely new, such as a podcast or smartphone app. It becomes even more complicated to define when you consider that as technology continues to advance, the definition continually changes.

And new media is now widely employed, particularly in education. One related study that supports the importance of teaching and learning materials in the instructional process is "The Role of Instructional Materials in the Teaching of Science" by Daramola, et. al. (2014). The study investigates the role of instructional materials in teaching science subjects in Nigerian schools. The authors found that the use of teaching and learning materials positively impacted the students' interest in science and improved their understanding and retention of the subject matter. The study also concluded that the use of instructional materials helped to create a more interactive and engaging learning environment, which increased student participation and overall learning outcomes. Therefore, the study supports the significance of instructional materials in the teaching and learning process, particularly in science education.

Moreover, the findings of recent studies show that online learning and instruction have positive impacts on language learning. For instance, Conroy concluded that Internet-based or assisted language learning could support college students in independent language learning and academic writing because these students are enthusiastic and reasonably competent users of Internet-based tools and techniques. In Internet-based instruction, elements such as emails, bulletin boards, chat rooms, and online discussions can promote learner-instructor and learner-learner interactions.

Another study by Ahmad (2012) who carried out on English language teaching and integration of media technology, proposes an interesting finding, in which he statistically explores EFL learners' response towards new media technology in general and its impact in improving accentual patterns of individual English words in particular. Ahmad also explores the impact of internet and the teacher's role in improving the writing skills of learners. A number of similar such studies suggest that the extension of physical classroom teaching-learning to a flexible, natural and virtual space for learning the second language has immense potential to produce effective results.

METHODOLOGY

This study used a descriptive research design which utilized the research skills to collect necessary data. The total population of Grade 7 students in Lumban National High School of 341 was overwhelming for the researcher. Thus, a stratified random sampling was conducted. From 341 respondents of this study, there were 43 students selected from Grade 7, S. Y. 2022- 2023 using purposive random sampling.

Moreover, the instrument that was used was a self-made questionnaire composed of two parts. The researcher administered the SQ among the selected Grade 7 students of Lumban National High School in Lumban, Laguna in the middle of 2nd Quarter S. Y. 2022- 2023, as permitted by the School's School Head.

The data were retrieved from the questionnaires, then tallied, tabulated, analyzed and interpreted.

The statistical treatments used in this study were Frequency and Percentage, Mean, Standard Deviation, Chi- Square, and Pearson's Product Moment Correlation Coefficient.

RESULT AND DISCUSSION

Table 1. Level of NEW Media Utilization in terms of Extrinsic Indicators with regards to Availability

	NEW Media Platforms	**True**	**%**	**Verbal Interpretation**
1	TikTok	40	93.02	Highly Available
2	Facebook	42	97.67	Highly Available
3	Twitter	29	67.44	Moderately Available
4	Vlogs	39	90.70	Highly Available
	Average Point Received	**30**	**87.21**	**Highly Available**

Legend:

Range	Interpretation
30 to 43	Highly Available
15 to 29	Moderately Available
0 to 14	Slightly Available

With the four (4) NEW media platforms presented, the results showed that the students' availability to Facebook is *highly available* (97.67%), followed by TikTok which is also *highly available* (93.02%). Twitter, on the other hand, is *moderately available* (67.44%), while Vlogs are also *highly available* (90.70%) to them.

Based on the average frequency (30) and percentage (87.21%), the NEW media platforms (e.g., Facebook, TikTok, Twitter and Vlogs) were found *highly available* to the students. This means that NEW media platforms, such as Facebook, TikTok, Twitter, and Vlogs, are highly accessible to students.

Table 2. Level of NEW Media Utilization in terms of Extrinsic Indicators with regards to Genre

	Genre	**True**	**%**	**Verbal Interpretation**
1	Live streams	23	53.49	Moderately Interested
2	Comedy/ Romance/ Drama Videos	32	74.42	Highly Interested
3	Educational	31	72.09	Highly Interested
4	Everyday Mini Vlogs	27	62.79	Moderately Interested
5	User-Generated Content	15	34.88	Moderately Interested
	Average Point Received	**25.6**	**59.43**	**Highly Interested**

Legend:

Range	Interpretation
30 to 43	Highly Interested
15 to 29	Moderately Interested
0 to 14	Slightly Interested

The results showed that among the genres, the students are *highly interested* to comedy/romance/drama (74.42%) and educational videos (72.09%). While, it is found that they are *moderately interested* to every day mini vlogs (62.79%), live streams (53.49%) and user- generated content (34.88%).

As evidenced by a high average frequency (25.6) and percentage (59.43%), students were found *highly interested* to the different NEW media genres. It follows that students have a high level of interest in various genres of NEW media.

Table 3. Level of NEW Media Utilization in terms of Extrinsic Indicators with regards to Exposure

Exposure	**Frequency**	**%**	**Verbal Interpretation**
More than 8 hours	8	18.60	Very Highly Exposed
5 hours to 8 hours	6	13.95	Highly Exposed
2 hours to 5 hours	18	41.86	Moderately Exposed
30 mins. to 2 hours	11	25.58	Lowly Exposed

No time for social media	0	0.00	Very Lowly Exposed
Total	**N=43**	**100**	

Results showed that most of the respondents (41.86%) are *moderately exposed* in using NEW media platforms, then 25.58% are *lowly exposed*. Moreover, 18.60% of the respondents are *very highly exposed*, while the remaining 13.95% are *highly exposed.*

Therefore, students are *moderately exposed* to NEW Media since it was found that most of the students were exposed for 2 to 5 hours. Hence, students have a moderate level of exposure to NEW Media.

Table 4. Level of NEW Media Utilization in terms of Intrinsic Indicators with regards to Interactive Communication

The students…	Mean (x)	Standard Deviation	Verbal Interpretation
1. Can engage myself in communicating with others through comments, direct messages, or live video chats in using TikTok, Facebook, Twitter, and Vlogs.	3.42	1.20	High
2. Can effectively write chats, comments, and social networking posts in TikTok, Facebook, Twitter, and Vlogs.	3.95	1.17	High
3. Can stay in touch with my friends and family members, no matter where they are in the world, and engage in lively discussions and debates on a range of topics.	4.07	1.06	High
4. Can make comments on present issues that are trending in the community when seeing posts like these in TikTok, Facebook, Twitter, and Vlogs.	2.28	1.22	Low
5. Can communicate with my classmates in talking about school activities and updates.	3.21	1.06	Moderate
6. Can connect with my favourite brands, celebrities, and influencers, creating a new level of engagement and interaction	3.56	1.10	High
7. Can engage myself in conversations like giving recommendations and suggestions on products that are being sold online.	4.09	1.09	High
Weighted Mean	**3.51**		**High**

Legend:

Scale	Range	Description	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

With a mean of 3.42 and SD of 1.20, it was found that students have *high* engagement in communicating with others through comments, direct messages, or live video chats. Then, with a mean of 3.95 and SD of 1.17, students also have *high* interaction to effectively write chats, comments, and social networking posts. Next, a mean of 4.07 and SD of 1.06 signifies that students have *high* interaction to stay in touch with their friends and family members, no matter where they are in the world, and engage in lively discussions and debates on a range of topics.

On the other hand, with a mean of 2.28 and SD of 1.22, it was found that students have *low* interaction in making comments on present issues that are trending in the community, while they have *moderate* (M- 3.21, SD- 1.06) communication with their classmates in talking about school activities and updates. Lastly, it was found that students have *high* (M- 3.56, SD- 1.10) interaction with their favorite brands, celebrities, and influencers, creating a new level of engagement and interaction and *high* (M- 4.09, SD- 1.09) engagement in conversations like giving recommendations and suggestions on products that are being sold online.

Based on the weighted mean of 3.51, the researcher found that students have *high* interactive communication or capability to interact and exchange ideas actively through NEW media platforms. This

suggests that students are adept at utilizing new technology to connect and communicate with others, highlighting the importance of these platforms in facilitating collaboration and information sharing.

Table 5. Level of NEW Media Utilization in terms of Intrinsic Indicators with regards to Comprehension

The students…	Mean (x)	Standard Deviation	Verbal Interpretation
1. Can understand both textual and visual material in TikTok, Facebook, Twitter, and Vlogs posts.	4.23	0.84	Very High
2. Can be aware of the aims of any supplied information in TikTok, Facebook, Twitter, and Vlogs.	4.07	0.96	High
3. Can categorize content by genre in TikTok, Facebook, Twitter, and Vlogs that I watch.	4.09	0.92	High
4. Can determine whether or not the knowledge presented in TikTok, Facebook, Twitter, and Vlogs is valuable or not.	3.95	0.95	High
5. Can evaluate whether the information in TikTok, Facebook, Twitter, and Vlogs complies with the laws and guidelines.	3.72	1.08	High
6. Can easily understand the main purpose of a video clip in TikTok, Facebook, Twitter, and Vlogs with or without text accompaniment.	4.14	1.04	High
7. Can automatically digest the ideas presented in different TikTok, Facebook, Twitter, and Vlogs contents.	3.91	1.02	High
Weighted Mean	**4.02**		**High**

Legend:
Scale	Range	Description	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

From the findings, it was found that students have *very high* (M- 4.23, SD- 0.84) understanding of both textual and visual material in TikTok, Facebook, Twitter, and Vlogs posts. Then, with a mean of 4.07 and SD of 0.96, students are found to have *high* awareness of the aims of any supplied information in these platforms. Further, with a mean of 4.09 and SD of 0.92, students have *high* comprehension to categorize content by genre. Next, a mean of 3.95 and SD of 0.95 indicates that students have *high* comprehension to determine whether or not the knowledge presented is valuable or not.

Moreover, it is also found that students have *high* (M- 3.72, SD- 1.08) evaluation whether the information in these platforms complies with the laws and guidelines, *high* (M- 4.14, SD- 1.04) understanding of the main purpose of a video clip with or without text accompaniment and *high* (M- 3.91, SD- 1.02) automatic digestion of the ideas presented in different TikTok, Facebook, Twitter, and Vlogs contents.

From the weighted mean of 4.02, the researcher found that students have *high* comprehension or competence to understand, interpret, and accurately comprehend the written material in all text available in NEW media platforms. This signifies that students possess a high level of comprehension and competence in their ability to understand, interpret, and accurately comprehend written material across all text available in new media platforms.

Table 6. Level of NEW Media Utilization in terms of Intrinsic Indicators with regards to Usage Expertise

The students…	Mean (x)	Standard Deviation	Verbal Interpretation
1. Can navigate the features in TikTok, Facebook, Twitter, and Vlogs. (e.g. use of emojis, gifs, etc.)	4.58	0.70	Very High
2. Can be comfortable with these platforms' commands and tools in TikTok, Facebook, Twitter, and Vlogs.	4.33	0.92	Very High
3. Can personalize my profile in TikTok, Facebook, Twitter, and Vlogs.	4.77	0.53	Very High
4. Can assist others in using TikTok, Facebook, Twitter, and Vlogs with my technical expertise.	3.98	0.77	High
5. Can download and upload pictures, videos and other multimedia forms in TikTok, Facebook, Twitter, and Vlogs.	4.19	1.01	High
6. Can create my own video clips in TikTok, Facebook, Twitter, and Vlogs.	4.37	1.20	Very High
7. Can subscribe, unsubscribe, and share videos in TikTok, Facebook, Twitter, and Vlogs that I follow or subscribed in.	4.67	0.75	Very High
Weighted Mean	4.41		Very High

Legend:

Scale	Range	Description	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

The results showed that students have *very high* (M- 4.58, SD- 0.70) navigation on the features in TikTok, Facebook, Twitter, and Vlogs. (e.g. use of emojis, gifs, etc.), *very high* (M- 4.33, SD- 0.92) expertise to be comfortable with these platforms' commands and tools and *very high* (M- 4.77, SD- 0.53) expertise to personalize their profile in these platforms.

Then, with a mean of 3.98 and SD of 0.77, students have *high* expertise to assist others in using these platforms with their technical expertise. Next, a mean of 4.19 and SD of 1.01, signifies that students have *high* expertise in downloading and uploading pictures, videos and other multimedia forms. Lastly, it was found that students have *very high* (M- 4.37, SD- 1.20) expertise in creating their own video clips and *very high* (M- 4.67, SD- 0.75) expertise in subscribing, unsubscribing, and sharing videos in TikTok, Facebook, Twitter, and Vlogs that they follow or subscribed in.

Based on the results (weighted mean- 4.41), it was found that students have *very high* usage expertise or operative abilities required to access and effectively use these NEW media platforms. This signifies that students possess a very high level of expertise and operative abilities required to effectively access and use NEW media platforms.

Table 7. Level of English Language Learning in terms of English Language Proficiency Test with regards to Vocabulary Proficiency

Raw Score	Frequency (f)	Percentage (%)	Verbal Interpretation
9 -10	3	6.98	Outstanding
7 – 8.99	18	41.86	Very Satisfactory
5 – 6.99	12	27.91	Satisfactory
3 – 4.99	7	16.28	Fair
1 – 2.99	3	6.98	Poor
	N=43	100	

Results showed that most of the respondents (41.86%) have *very satisfactory* vocabulary proficiency, then 27.91% have *satisfactory* vocabulary proficiency. Moreover, 16.28% of the respondents are *fair*, while the remaining respondents are equally divided as to have *poor* (6.98%) *and outstanding* (6.98%) vocabulary proficiency.

Therefore, students have *very satisfactory* vocabulary proficiency in their English language proficiency test since it was found that most of the students have a raw score of 7-8.99. Thus, majority of students demonstrated a good level of vocabulary proficiency in their English language proficiency test.

Table 8. Level of English Language Learning in terms of English Language Proficiency Test with regards to Writing Skills

Raw Score	Frequency (f)	Percentage (%)	Verbal Interpretation
9 -10	9	20.93	Outstanding
7 – 8.99	9	20.93	Very Satisfactory
5 – 6.99	11	25.58	Satisfactory
3 – 4.99	9	20.93	Fair
1 – 2.99	5	11.63	Poor
	N=43	100	

Based on the findings, it signifies that most of the respondents (25.58%) have *satisfactory* writing skills, then 27 of the respondents are equally divided as to have *fair* (20.93%), *very satisfactory* (20.93%), *and outstanding* (20.93%) writing skills. While the remaining respondents (11.63%) have *poor* writing skills.

Overall, students have *satisfactory* writing skills in their English language proficiency test since it was found that most of the students have a raw score of 5 – 6.99. Therefore, students possess adequate writing skills to communicate effectively in English.

Table 9. Level of English Language Learning in terms of English Language Proficiency Test with regards to Communication Skills

Raw Score	Frequency (f)	Percentage (%)	Verbal Interpretation
9 -10	9	20.93	Outstanding
7 – 8.99	13	30.23	Very Satisfactory
5 – 6.99	8	18.6	Satisfactory
3 – 4.99	11	25.58	Fair
1 – 2.99	2	4.65	Poor
	N=43	100	

The results indicates that most of the respondents (30.23%) have *very satisfactory* communication skills, while 25.58% are *fair*. Then, 20.93% of the respondents have *outstanding* communication skills, whilst 18.6% are *satisfactory*. While the remaining respondents (4.65%) have *poor* communication skills.

In totality, students have *very satisfactory* communication skills in their English language proficiency test since it was found that most of the students have a raw score of 7 – 8.99. This signifies that students have a good understanding of the language and can communicate effectively in various settings.

Table 10. Difference on the NEW Media Utilization in terms of Extrinsic Indicators with regards to Availability and Genre

Criteria	Response	Observed	Expected	Residual	p-Value	Test Statistics	CV	VI

Criteria	Response	Observed	Expected	Residual	p-Value	Test Statistics	CV	VI
TikTok	Yes	40	22.5	18.5	0.00	30.51	3.84	S
	No	3	22.5	-19.5				
Total		**43**						
Facebook	Yes	42	22.5	19.5	0.00	37.44	3.84	S
	No	1	22.5	-21.5				
Total		**43**						
Twitter	Yes	29	22.5	6.5	0.02	5.09	3.84	S
	No	14	22.5	-8.5				
Total		**43**						
Vlogs	Yes	39	22.5	16.5	0.00	27.31	3.84	S
	No	4	22.5	-18.5				
Total		**43**						
Criteria	**Response**	**Observed**	**Expected**	**Residual**	**p-Value**	**Test Statistics**	**CV**	**VI**
Live streams	Yes	23	22.5	0.5	0.59	0.29	3.84	NS
	No	20	22.5	-2.5				
Total		**43**						
Comedy /Romance/ Drama Videos	Yes	32	22.5	10.00	0.00	10.00	3.84	S
	No	11	22.5	-11.5				
Total		**43**						
Educational	Yes	31	22.5	8.5	0.00	8.11	3.84	S
	No	12	22.5	-10.5				
Total		43						
Everyday Mini Vlogs	Yes	27	22.5	4.5	0.10	2.78	3.84	NS
	No	16	22.5	-6.5				
Total		**43**						
User- Generated Content	Yes	15	22.5	-7.5	0.05	4.00	3.84	S
	No	28	22.5	5.5				
Total		**43**						

With regards to availability, a *significant difference* was found on TikTok(p-value=0.00, x^2=30.51), Facebook(p-value=0.00, x^2=37.44), Twitter(p-value=0.02, x^2=5.09), and Vlogs(p-value=0.00, x^2=27.31), since the computed p-values in all the platforms are less than 0.05 level of significance. Furthermore, the computed test statistics in all platforms are greater than the critical value of 3.84 which was strong enough to support a significant finding.

Moreover, with regards to genre, a *significant difference* was found on comedy/romance/drama(p-value=0.00, x^2=10), educational(p-value=0.00, x^2=8.11), and user- generated content(p-value=0.05, x^2=4), since the computed p-values in all the platforms are less than 0.05 level of significance. Furthermore, the computed test statistics in all platforms are greater than the critical value of 3.84 which was strong enough to support a significant finding. However, there was *no significant difference* found on everyday mini vlogs(p-value=0.10, x^2=2.78), since the computed p-value is greater than 0.05 level of significance.

These findings suggest that the availability of media platforms plays a significant role in how they are utilized by the respondents. It also implies that respondents tend to use media platforms that are easily accessible to them, regardless of the genre.

Table 11. Relationship between NEW Media Utilization in terms of Extrinsic Indicators with regards to Exposure and English Language Learning in terms of English Language Proficiency Test

NEW MEDIA UTILIZATION	ENGLISH LANGUAGE LEARNING English Language Proficiency Test	r	Interpretation	p	Analysis

Extrinsic Indicator	Exposure	Vocabulary Proficiency	0.00	Negligible	0.66	**NS**
		Writing Skills	0.07	Negligible	0.09	**NS**
		Communication Skills	0.03	Negligible	0.26	**NS**

From the findings, it was found that exposure has *no significant relationship* to vocabulary proficiency(r-value= 0.00,p-value=0.66), writing skills(r-value= 0.07,p-value=0.09), and communication skills(r-value= 0.03,p-value=0.26), since the p-values are greater than 0.05 level of significance.

Based on the results, it shows that students' exposure to NEW media has *no significant relationship* to their English language learning. Therefore, the second hypothesis (There is no significant relationship between NEW media utilization in terms of extrinsic indicators with regards to exposure and English language learning) is *accepted*. This signifies that the study did not find evidence to support the idea that students' exposure to NEW media has a significant impact on their English language learning.

Table 12. Relationship between NEW Media Utilization in terms of Extrinsic Indicators with regards to Exposure and English Language Learning in terms English Language Proficiency Test

English Language Proficiency Test	Interactive Communication			Comprehension			Usage Expertise		
	r-value	p-value	Analysis	r-value	p-value	Analysis	r-value	p-value	Analysis
Vocabulary Proficiency	0.050	0.749	NS	0.241	0.119	NS	0.040	0.799	NS
Writing Skills	0.459	0.002	*S*	0.467	0.002	*S*	0.534	0.000	*S*
Communication Skills	0.428	0.004	*S*	0.401	0.008	*S*	0.380	0.012	*S*

Degree of Correlation
±0.80- ±1.00   Very strong
±0.60- ±0.79   Strong
±0.40- ±0.59   Moderate
±0.20- ±0.39   Weak
±0.00- ±0.19   Very weak

Based on the findings, it was found that interactive communication has a *significant relationship* to writing skills(r-value=0.459,p-value=0.002) and to communication skills(r-value=0.428,p-value=0.004), since the computed p-values are both less than 0.05 level of significance. However, there was *no significant relationship* found between interactive communication and vocabulary proficiency(r-value=0.050,p-value=0.749),since the computed p-value is higher than 0.05 level of significance.

Moreover, it was found that comprehension has a *significant relationship* to writing skills(r-value=0.467,p-value=0.002) and to communication skills(r-value=0.401,p-value=0.008), since the computed p-values are both less than 0.05 level of significance. However, there was *no significant relationship* found between comprehension and vocabulary proficiency(r-value=0.241,p-value=0.119),since the computed p-value is higher than 0.05 level of significance.

Lastly, it was found that usage expertise has a *significant relationship* to writing skills(r-value=0.534,p-value=0.000) and to communication skills(r-value=0.380,p-value=0.012), since the computed p-values are both less than 0.05 level of significance. However, there was *no significant relationship* found between usage expertise and vocabulary proficiency(r-value=0.040,p-value=0.799),since the computed p-value is higher than 0.05 level of significance.

Based on the results, it shows that students' interactive communication, comprehension and usage expertise have a *significant relationship* to their writing skills and communication skills. While *no significant relationship* was found between these intrinsic indicators and students' vocabulary proficiency. Therefore, the third hypothesis (There is no significant relationship between NEW media utilization in terms of intrinsic indicators and English language learning) is *partially accepted*. It implies that interactive communication is an important factor in language learning, particularly in developing communication skills.

CONCLUSION

In the light of the outcomes mentioned above, the study has drawn the following conclusions:

Since it was found that there is a significant difference in availability and partial significant difference in genre, the first hypothesis is partially accepted.

Moreover, since no significant relationship was found between students' exposure to NEW media and their English language learning, the second hypothesis was accepted.

Finally, since intrinsic indicators show significant relationship to writing skills and communication skills, but recorded no significant relationship to vocabulary proficiency, the third hypothesis is partially accepted.

Overall, the study highlights the importance of considering genre and intrinsic indicators of NEW media when examining their implications on English language learning.

RECOMMENDATIONS

The following are hereby recommended for consideration from the findings and conclusions drawn:

1. Students may take advantage of the availability of NEW media to access a variety of genre that would be relevant to English language learning. They may use social media platforms to discover new sources of information and engage with different perspectives. Yet, they should be critical in evaluating the credibility and quality of the genre they encounter.
2. Teachers and parents may provide students with opportunities to practice their language skills in interactive and communicative contexts. They may use NEW media tools and platforms to facilitate language learning activities such as engaging students with English-speaking communities online.
3. Curriculum planners may support English language learning initiatives by providing resources such as online language exchange programs and online tutoring services. They may also develop instructional materials with the integration of NEW media tools and platforms to practice their language skills.
4. Future researchers may investigate other factors that influence English language learning outcomes in relation to NEW media utilization. They should consider other factors such as motivation, language proficiency, and socio-economic background that may affect language learning outcomes.
5. The school and community may provide education and training on how to use NEW media tools and platforms effectively for language learning purposes. Also, they may support research initiatives that explore the potential of NEW media technologies for language learning and identify strategies for maximizing their benefits.

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