INADVERTENT EFFECTS OF VARIOUS MEDIA ON

UTAR STUDENTS' ENGLISH PROFICIENCY & FLUENCY

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A RESEARCH
PROJECT
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NG CHEE KWAN

APPROVAL FOR SUBMISSION

This research paper attached hereto, entitled " Inadvertent Effects of Various Media on UTAR Students' English Proficiency & Fluency" prepared and submitted by Ng Chee Kwan in partial fulfillment of the requirements for the Bachelor of Communications (HONS) Broadcasting is hereby accepted.

Supervisor   Date: 25th September 2023

IZA SHARINA BINTI SALLEHUDDIN

Abstract:

This study investigates the impact of various media on the fluency, and proficiency of English among UTAR students. In the context of Malaysia's growing emphasis on English language education and its relevance in an interconnected world, understanding the influence of media consumption becomes crucial. Through an exploration of various media platforms, including television shows, movies, social media, games and online resources, this research aims to offer insights into innovative language teaching strategies. The findings can inform educators to design more effective language learning experiences that cater to students' digital-oriented daily lifestyles. The study's outcomes hold the potential to foster a linguistically diverse and competent society, empowering graduates to excel in the global landscape.

DECLARATION

I declare that the material contained in this paper is the result of my own work and

that due acknowledgement has been given in the bibliography and references to

ALL sources be they printed, electronic or personal.

Name: Ng Chee Kwan

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Date: 25th September 2023

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Chapter 1

1.1 Introduction

Malaysia is a multicultural country with various languages used by their citizens. The second most common language for Malaysians is the English language (Farheen, 2022). It is functioning more than just an extra language as its education plays a significant role in economic globalization, technology and culture integration. In the modern-day era, it has become a common necessity for a student to be able to speak English, if not at least a basic understanding of the language, so that they could converse with their lecturers and classmates that belong from all kinds of different cultures and ethnicities. Students are continually exposed to a wealth of English language information thanks to the extensive availability and accessibility of multiple media channels, including television programmes, films, social media, internet resources, and more.

It is vital to investigate how various media modalities affect language skills and competency as Malaysia continues to emphasize the value of English as a second language for educational and economic advancement. The impact of media on language learning and acquisition has also grown significantly in the linked world of today. Understanding these effects can also help educators and decision-makers create efficient language-learning systems that make use of the media's capacity to improve students' communication skills. This study aims to clarify the complex link between media use and the growth of the English language while providing insightful information on Malaysia's constantly changing language education system.

1.2 Background of study

Malaysia, as a multi-ethnic cultured country, hosts all kinds of people with different lifestyles and they speak in different tongues. One of the most prevalent languages, which is also shared by many races across Malaysia is the English Language. As a remnant of the old British colonization, the language has remained along with the constitutional monarchy system; it serves as an almost unanimous second language for the people (Abu Bakar, 2021). Besides, it also serves a great importance as English competence is acclaimed to be an important tool to help the nation grow a knowledge society towards achieving its goal of becoming a developed nation. To prepare students for globalization and more business communication opportunities (Fei, Siong, Kim & Azizah, 2010), it is very important for universities to measure and nurture English proficiency skills among students.

Due to its crucial role in developing international communication, trade, and higher education options, Malaysia has seen a growing emphasis on English language education in recent years. English language instruction has risen in both schools and universities as a result of the Malaysian government's efforts to encourage English competence as part of its educational policy. However, the traditional classroom environment might not be able to adequately accommodate all of the students' varying learning needs and preferences. Malaysian university students find themselves immersed in a more media-rich environment as digital technology and media continue to revolutionize how information is received and shared. Through television,

online resources, social media, streaming services, and other multimedia, they come across a wide range of English-language content.

Through television, online resources, social media, streaming services, and other multimedia, they come across a wide range of English-language content. The widespread use of many media types has both advantages and disadvantages for language acquisition and development. Therefore, it is crucial to look into how the use of different media affects Malaysian university students' linguistic abilities, fluency, and general competency in English. Understanding these dynamics will help educators and policymakers develop cutting-edge and effective language teaching strategies that maximize language learning results and address the changing linguistic needs of children in the digital age.

1.3 Problem statement

The problem statement here is the disparity of language capabilities between written skills and speaking skills of a University Student caused by conventional teaching plans.

Most Malaysian students are not English natives, so there is a certain pressure to be able to speak or write an adequate level of English so others would understand, most crucially especially during presentations and assignments. For assignments, University students have a buffer as they

could rely on online resources and research beforehand. But for physical presentations, there are much more factors that affect the speaking of a student, According to Rusli, Melor & Hashim (2018), due to psychological influences such as peer pressure and instructor's bias and discrimination, understudies have shown to exhibit lower confidence in their English speaking, as they experience nervousness and shyness, ideas are not able to be expressed properly, leading to poor performance. However, in retrospect, the usage of English under slightly loose conditions, such as conversing with friends, texting with strangers online, the performance of which is much better for ng quicker than ever. Channels such as social media, games, and music offer personalized choices, comfort and interactivity when it is treated as an official learning method.

According to Rebecca (2016), Malaysian Employers Federation reported 200,000 graduates were unemployed, one of the top reasons remained to be poor command in English (64%) and bad communication skills (60%). If the teaching methods of the educational schools do not keep up with the times, Malaysians will remain at a disadvantage in terms of the skills of English proficiency, this affects employment rates which in turn affect the lives of the younger, working generation.

The proposed solution here is to integrate new, interactive elements into the education plan so that the application of the English language stays relevant with the needs of modern times. Such methods may include a task-based approach, where the teaching of English is conducted based on real life immediate relevance such as writing an email looking for a job, booking a hotel room, or even harder tasks like expressing views on political topics with all nuance included. Another obvious solution would be allowing smartphones in classes, this allows students to be resourceful.

1.4 Research Questions

Research Question 1:

To what extent does engagement with activities such as watching movies, scrolling social media, listening to music, playing games contribute to passive English language learning among individuals?

Research Question 2:

 Does immersing oneself in modern forms of media (social media, games, music, streaming platforms) translate literacy and fluency of English into real life?

1.5 Research Objectives

Research Objective 1:

To assess the impact of passive engagement with activities such as watching movies, scrolling social media, playing games and listening to music on English language learning, specifically examining the extent to which individuals passively acquire language skills.

Research Objective 2:

To investigate the relationship between immersion in modern forms of media, including social media, music, games and streaming platforms, and the transfer of literacy and fluency in English to real-life situations, exploring how individuals apply their language skills in practical contexts.

1.6 Significance of Study

It is important to find out the effects of media on the English proficiency of University Students, as the proficiency of the language quite literally affects their career and future. According to Qhatrunnada & Darmesah (2020), tertiary student's English proficiency has a big impact on their quality of academic performance. The importance of this study rests in its potential to provide insightful knowledge regarding Malaysia's constantly changing environment for language instruction. Understanding the effects of different media on language learning among Malaysian university students is vital because English language competency is a crucial skill in today's globalized environment. This research can provide insight into creative and successful language teaching methods by examining the impact of various media platforms, including television programmes, films, social media, and internet resources, on linguistics, fluency, and overall English proficiency. The results of this study can also be used by educators and decision-makers to create more specialized and interesting language learning programmes that fit with the students' digitally oriented lifestyles. Additionally, students may use media as an additional tool in their language learning process if they have a thorough awareness of how media intake

influences language abilities. In the end, the information collected from this research can help Malaysia develop a linguistically varied and competent society, with graduates who are better able to interact and thrive in the interconnected global economy. The findings of this paper would also be beneficial as an indicator to how Malaysian government and schools can implement new media into teaching plans.

Chapter 2

LITERATURE REVIEW

2.1 Malaysian English Education

The Malaysian English Education System holds a significant place within the country's educational landscape. Despite Malaysia's linguistic diversity, English serves as a common language between its multilingual citizens, making communication easier. The fact that English is taught as a second language (ESL program) in Malaysian schools and colleges shows that the country recognises the significance of the language on a worldwide scale. From primary to postsecondary education, the system includes a range of levels, with a focus on fostering English language proficiency to improve students' communication abilities and global competitiveness. The curriculum has developed over time to include interactive teaching approaches that promote active involvement and participation in order to improve linguistic competence. Government initiatives and policies continually underline the importance of English proficiency for career advancement, higher education, and participation in the global economy. However, challenges such as maintaining the balance between English and other local languages remain, given the diverse cultural and linguistic tapestry of the country. Malaysian students suffer from the poor writing performance in the national primary and secondary school examinations even with the inclusion of a process- based approach to English writing in Malaysian national curricula and syllabi. (Razali, 2019), hence since then the Malaysian education prioritizes writing and reading over listening and speaking in their syllabus, as proven with its emphasis in the exam system (Abu Bakar, 2021). As Malaysia strives to build a strong foundation in its English Education

System, ongoing efforts by the ministry of education seek to empower students with effective language skills while respecting the linguistic heritage that enriches its society.

2.2 English Learning through Digital Media

The impact of digital media on English language acquisition has become a subject of significant interest in the field of language education. With the proliferation of digital technologies, online platforms, and mobile devices, the way in which individuals learn languages, including English, has undergone a transformative shift. Digital media offer a dynamic and interactive learning environment, allowing learners, particularly Malaysian university students, to engage with authentic English language content in diverse formats. Podcasts, online videos, language learning apps, social media, and interactive websites provide avenues for exposure to a variety of accents, dialects, and language styles. According to Alobaid (2020), YouTube furnished gigantic online English learning resources to promote the learners' engagement in order to improve their writing fluency. Meanwhile, Wang and Chen (2019) believed that English learning through YouTube promoted fun and interactive learning as compared to formal instructive teaching in the classroom, pupil-centered nature platforms like YouTube enabled the learners to choose and watch their favorable videos, which would in turn arouse their motivation in learning English and sustaining their learning goals. Additionally, the interactive aspects of digital media enable active participation through sharing, commenting, and engaging activities, which promote the use of real-world language. The problems that come with this transition include separating reliable information from false information and crossing the tight line between formal language competency and informal internet communication. This dynamic environment calls for a thorough investigation of how digital media affects the acquisition of the English language,

including any potential advantages, potential drawbacks, and creative educational approaches that can harness its potential to improve linguistic abilities and fluency.

2.3 Evolution of Language after The Internet

The advent of the internet has sparked a profound evolution in the realm of language. The digital age has brought about transformative changes in how language is used, communicated, and even created. Online communication platforms, social media, and instant messaging have given rise to new linguistic norms, compact expressions, and visual language forms (Crystal, 2001). Examples like the word "friend", which was used to be just a noun, can now be used nowadays as a verb , all thanks to Facebook, eg. to friend him/ unfriend him (Al-Kadi &Ali Ahmed, 2023) Abbreviations, acronyms, and emojis have become integral parts of digital discourse, enabling efficient communication within the constraints of character limits and facilitating cross-cultural understanding, the Internet has basically made the English language short and symbolic (Al-Kadi & Ali Ahmed, 2018) The internet has also democratized language usage, allowing diverse linguistic communities to connect and share their languages and cultures globally. The evolution of language following the internet emphasizes the dynamic interaction between technology advancements and the complex web of human interactions as language continuously adapts to the digital environment.

2.4 Cultivation Theory

George Gerbner's Cultivation theory suggests that continual exposure to media alters people's conceptions of reality (Perera, 2023). According to the cultivation hypothesis, the more

individuals who watch television, the more likely they are to hold a view of reality that is similar to what they see on television. This idea is especially pertinent when studying the effects that continuous exposure to English-language media may have on Malaysian university students' comprehension of linguistic norms, fluency requirements, and overall English ability. An illustration of this is how Malaysian students who regularly watch English-language television shows and films may internalize particular linguistic nuances, accents, and cultural quirks. Characters and situations portrayed in the media they see may eventually have an impact on their linguistic preferences, pronunciation, and language usage. For instance, watching American television programmes may encourage the use of American English vocabularies and idioms.

2.5 Social Learning Theory

According to Mcleod (2023), Albert Bandura's Social Learning Theory suggests people learn by watching, copying, and modeling the actions, attitudes, and language of others, particularly those who are portrayed in the media. It occurs with another person, a role model and involves taking on (or adopting) observed behaviors, values, beliefs, and attitudes of the person you identify with. This idea can be used to investigate how media exposure helps Malaysian university students develop and improve their English language abilities. For instance, Malaysian students may pick up slang, colloquial language, and current conversational trends by being exposed to English-speaking vloggers on websites like YouTube or English-language influencers on social media. Additionally, they might mimic the communication techniques and philosophies seen in internet videos and gradually incorporate them into their spoken and written English. According

to this, media personalities who use the English language as models should help people learn and use it fluently.

Chapter 3

METHODOLOGY

This chapter discusses how the research will be conducted and held throughout the research period. It includes details of the respondents and how they are sampled. Also, include descriptions of the research design, as well as the instrument used for data collection.

3.1 Research Design

The research method used for the research in hand is ***descriptive quantitative research***. McCombes (2022) defines descriptive quantitative research as a method in which the collected results aim to explain the situation or phenomenon the subjects are asked about in detail. Classified under quantitative research, using this approach benefits the researcher when there are not many studies done about a topic or even said topic, and it allows the researcher to understand better and solve the "what", "where", "when", and "how" questions and aspects of the research.

3.2 Sampling

The research will focus on subjects that use various media channels to learn English. The primary target audience for the research will focus on University Students who are aged 19-26 who are in UTAR Sungai Long Campus.

3.3 Procedure

The questionnaire is going to be pre-tested with the intention of determining the effectiveness of the survey. The pre-testing method used in this study was a participatory pretest with two participants. They are required to participate in answering the questionnaire and to review and react to whether the questionnaire is understandable.

Next, data will be collected from the responses from 60 participants. The form of distribution will be Google Forms. After gathering the required amount of responses, the data will be arranged and portrayed through Google forms itself and Jamovi.
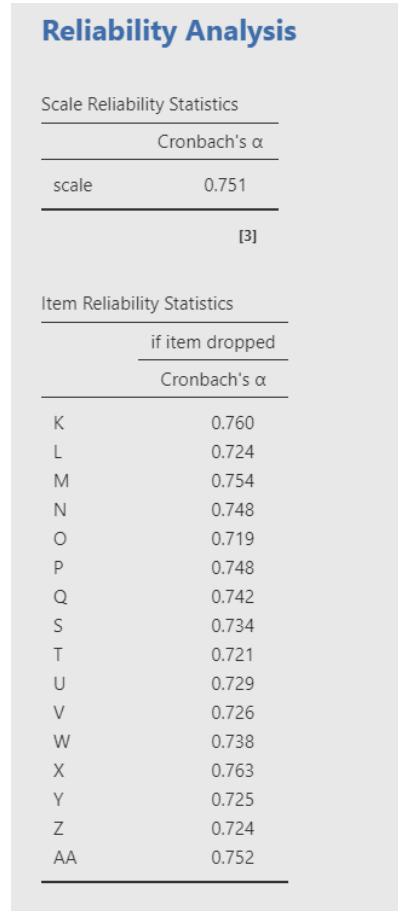
3.4 Data Analysis

After the data collection, the data would be evaluated. Data analysis is defined as the process of collecting and organizing data and making an effective conclusion. The data was analyzed using Jamovi, a computer application. The data was analyzed to test the reliability of the survey. In chapter 4, pie charts of the data would be shown and justified. Other than that extra contingency tables will be included for particular connections that are worthy to be discussed. Contingency tables refer to two way frequency tables that is a tabular mechanism with at least two rows and two columns used in statistics to present categorical data in terms of frequency counts (Stover, 2023). There will also be three way frequency tables if the need arises.

Chapter 4

Results & Analysis

4.1 Reliability Analysis

Reliability Analysis

Scale Reliability Statistics

	Cronbach's α
scale	0.751

[3]

Item Reliability Statistics

	if item dropped
	Cronbach's α
K	0.760
L	0.724
M	0.754
N	0.748
O	0.719
P	0.748
Q	0.742
S	0.734
T	0.721
U	0.729
V	0.726
W	0.738
X	0.763
Y	0.725
Z	0.724
AA	0.752

Table 0: Reliability Analysis of the survey

A questionnaire was designed to ascertain how Utar students might learn English through unconventional media channels. 68 participants are involved in this survey. Out of the 68 respondents, 66.1% of them were female and 33.9% of the respondents were male. The questionnaire consists of 16 questions and each one with a 5-point Likert scale ranging from 1-Strongly Disagree to 5-Strongly Agree. The reliability of the research questionnaire was assessed by Cronbach's α. The results of the analysis are presented in Table 1. The result of the reliability

analysis shows that the value for alpha is 0.751. According to the scholars, Nunnally & Bernstein, (1994), this indicator has produced a significant level of internal consistency when the value of Cronbach alpha is equal or more than 0.7.

4.2 Section A :Demographic Background

1. What is your gender?

68 responses
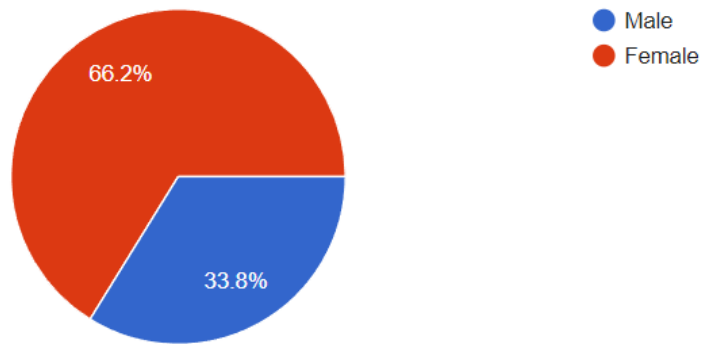
Table 1: Gender

Table 1 shows the distribution of gender among the participants. There are 68 participants in total, among them are 45 females (66.2%) and 23 males (33.6%).

2. Which age range you are from?

68 responses

20.6%

76.5%

- 18-22 years old
- 23-27 years old
- 28-32 years old
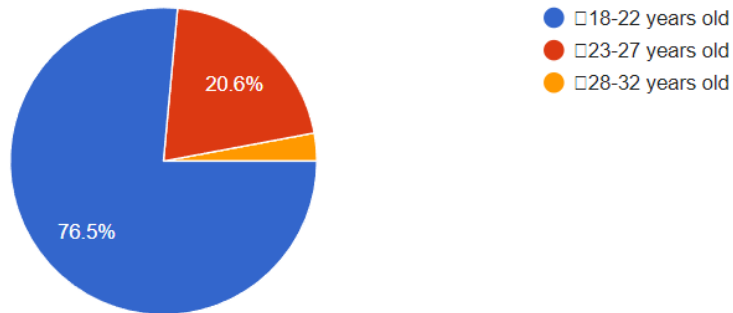
Table 2: Age

Table 2 shows the age range of the participants, with the majority of the participants (76.5%), a whopping 52 people belonging in the 18-22 year old range. Next the second highest population is the 23-27 years old range, with 14 people only (20.6%). Finally, there are only 2 people (2.9%) that belong in the minority age group of 28-32 years old.

3. What is your race/ethnicity?

68 responses

92.6%

- Malay
- Chinese
- Indian
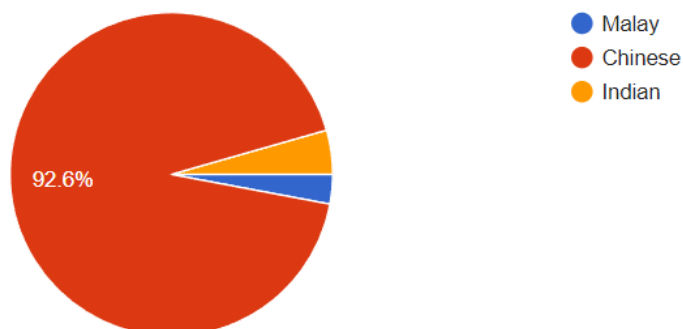
Table 3: Ethnicity

Table 3 shows that the majority of the participants are from chinese lineage with a 92.6% percent of participants which translates into 63 people. The other distribution are three Indians (4.4%) and two Malays (2.9%).

4. Are you currently a university student?

68 responses
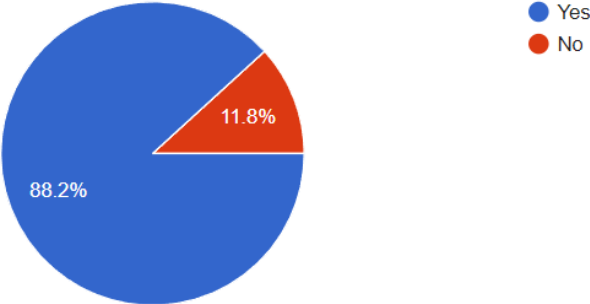
Table 4: University Student

Table 4 indicates that there are 60 participants (88.2%) that are studying in university. The rest that are not currently studying are 8 participants (11.8%).

5. What is your current Academic level?

68 responses

Legend:
- Foundation/A-level/O-level/STPM
- Diploma
- Degree
- Master
- PhD

86.8%

7.4%
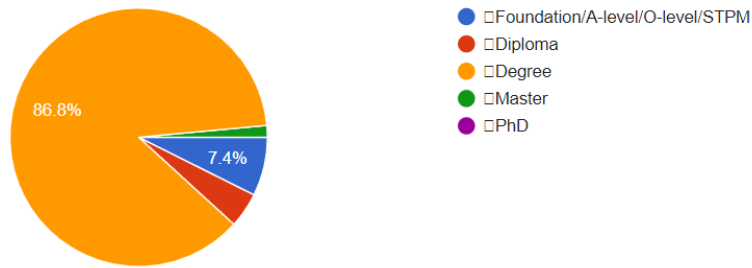
Table 5: Academic Level

Table 5 shows that the most common academic level for the participants is Degree at 86.8% (59 people). The rest of the academic levels of other participants are as follows: Foundation/A-level/O-level/STPM (7.4%), Diploma (4.4%), Master (1.5%)

6. What is your preferred language when comes to speaking?

68 responses

Legend:
- English
- Malay
- Chinese
- Tamil
- Cantonese

73.5%

25%
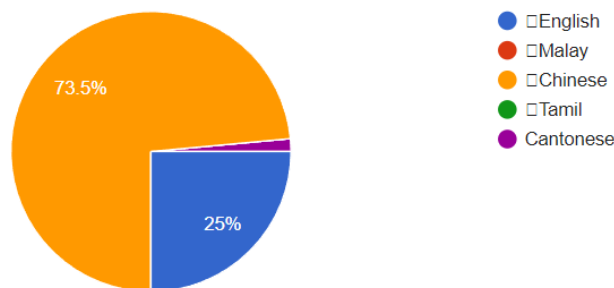
Table 6: Preferred speaking language

Table 6 shows that the most preferred spoken language for the participants is Chinese with 50 people (73.5%). The second preferred spoken language from this sample population is English

with 17 people (25%). There is one outlier with cantonese as his most preferred language of speaking.

7. What is your preferred language when comes to texting/ writing?

68 responses
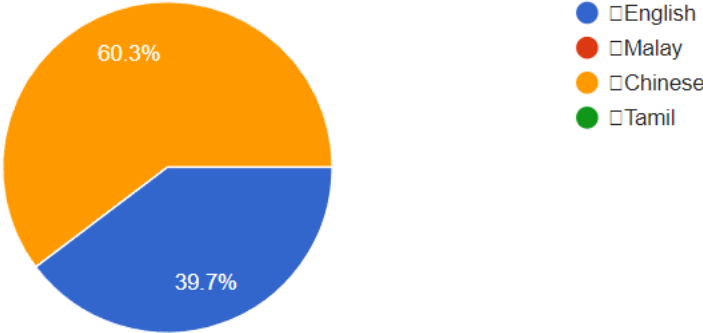
Table 7: Preferred writing language

Table 7 shows that 60.3% of the participants prefer Chinese as their language of texting and writing. While the rest (39.7%) of the participants are more comfortable using English when texting and writing.

8. What language of choice do you prefer to consume media in?

68 responses

- English
- Malay
- Chinese
- Tamil

48.5%

51.5%
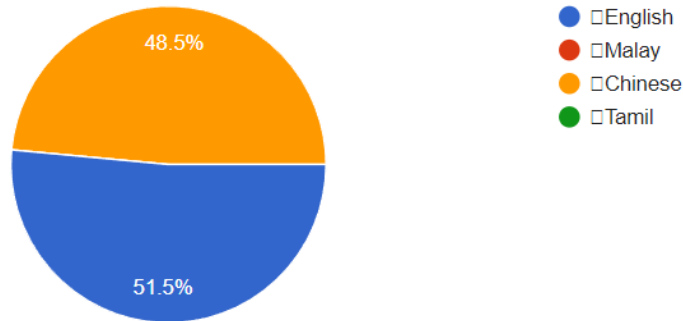
Table 8: Preferred language for media consumption

Table 8 shows that 51.5% of the participants prefer to consume media in English. The rest of the participants like to consume Chinese media instead.

9. How much time do you allocate every day on social media, games, and streaming platforms (eg. Youtube, Netflix, Spotify)?

68 responses

- 1 hour or lesser
- 1 hour ~ 2 hours
- 2 hours ~ 4 hours
- More than 4 hours

48.5%

17.6%

32.4%
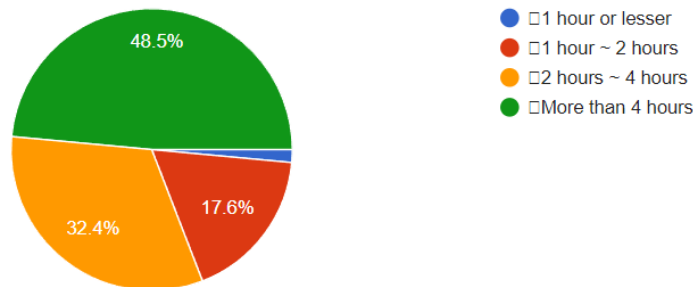
Table 9: Time spent in media daily

Table 9 shows that the majority of the participants with 33 people spend more than four hours per day on Social Media, Games and Streaming Platforms. The subsequent usage levels are as follows: 2hrs- 4hrs (32.4%), 1hr-2hrs (17.6%), and less than 1 hour (1.5%).

10. Across various kinds of media sources available, which platform do you allocate most of your time to?

68 responses
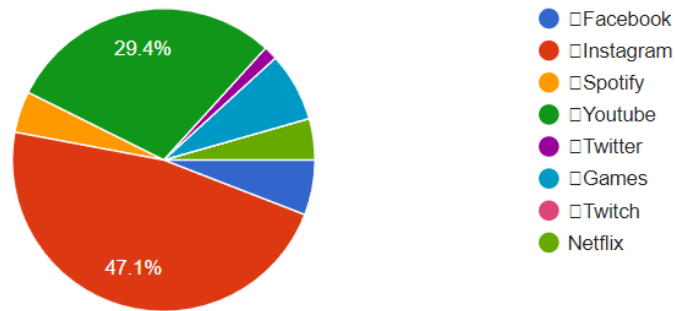
Table 10: Media Platform Popularity

Table 10 shows that the majority allocate most of their time to the Instagram application with 32 people (47.1%). The second popular application is Youtube with 20 people (29.4%).

4.3 Section B: Inadvertent English Learning through media

Research Objective 1:

To assess the impact of passive engagement with activities such as watching movies, scrolling social media, playing games and listening to music on English language learning, specifically examining the extent to which individuals passively acquire language skills.

1. I turn on subtitles for English movies, dramas, and game dialogue if there is such option.
68 responses
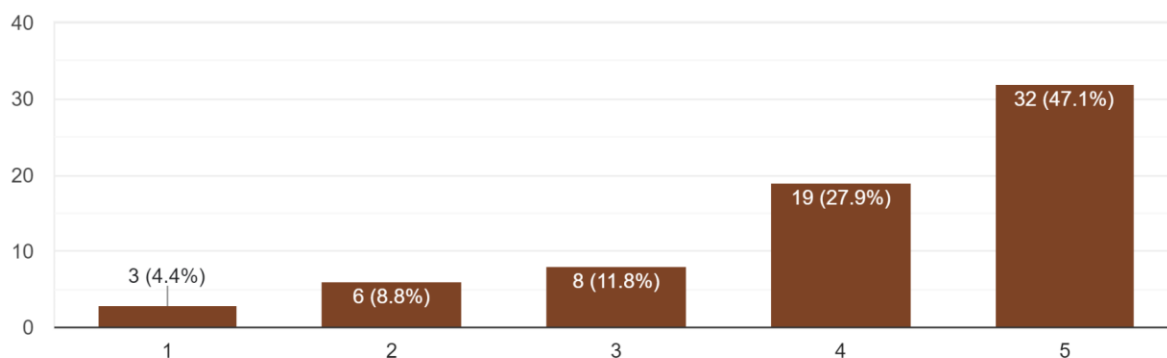
Table B1: Dependance on Subtitles

Table B1 shows that 47.1% (32 people) of participants strongly agree with the statement. The second highest frequency is 4 with 19 people (27.9%).

2. I cannot understand most of the dialogue without subtitles.
68 responses
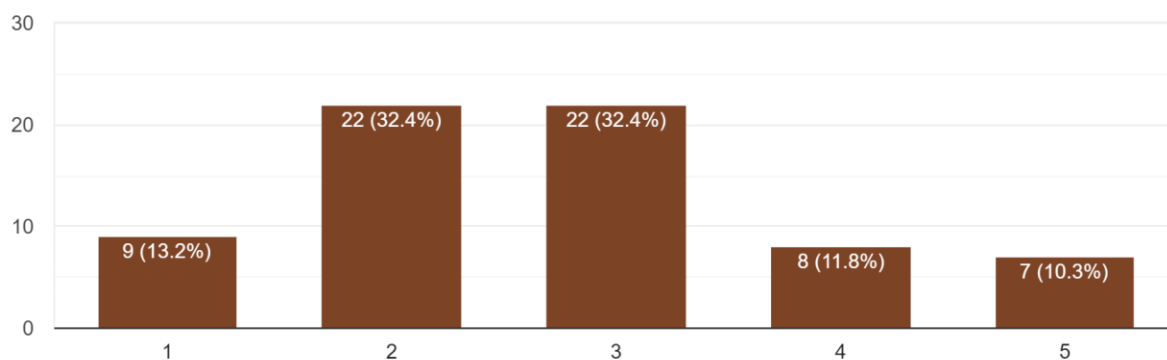
Table B2: Comprehension of dialogue

Table B2 shows that most respondents either disagree with the statement or are neutral towards the statement, with both of these frequencies scoring 22, which is 32.4% of the population size respectively.

3. I search for the meaning of the words that I don't understand (this applies to movies, games, social media posts & music)
68 responses
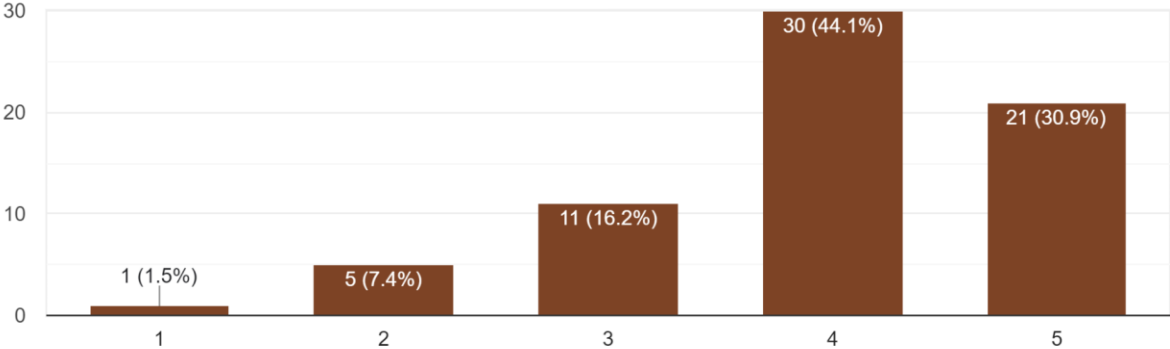
Table B3: Active discovery

Table B3 shows that the majority(44.1%) of respondents agree with this particular statement. The second highest frequency of answers is 5 which also tells us that 21 people strongly agree with the statements.

4. Without understanding the meaning of every word, I can still understand the plot/story. (This applies to movies, games, social media posts & music)

68 responses
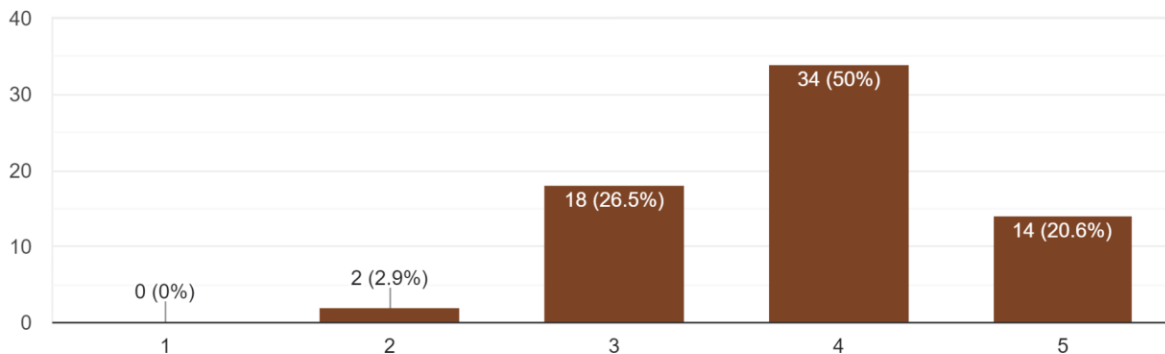
Table B4: Deducing ability in media

Table B4 shows that half of the respondents agree with this particular statement. While the second highest frequency of answers shows that 18 people (26.5%) are neutral with the statement.

5. I am aware that there are certain words and phrases that are special to each media (eg. Twitter: ratio'd, Games: ggs) (lol, lmao,rizz, drip & etc.)

68 responses
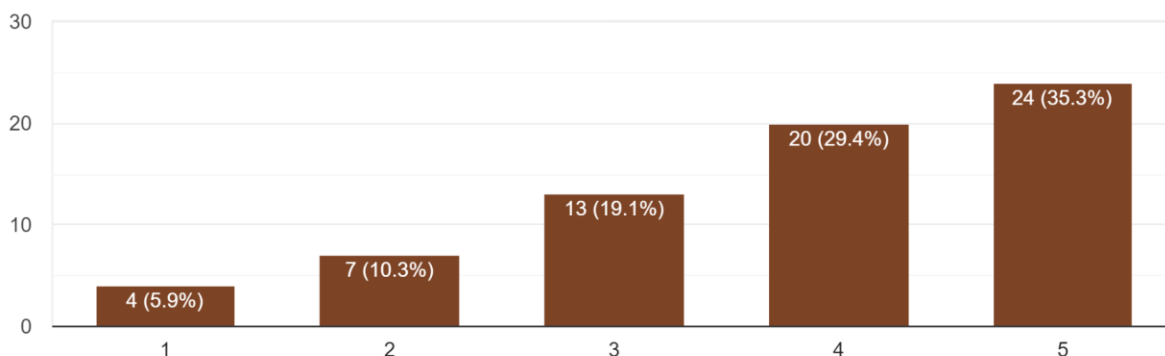
Table B5: Awareness of media specific lingo

Table B5 shows that most of the respondents are aware of the special phrases emerging from the internet with 24 people strongly agreeing and 20 people agreeing with the statement.

6. I keep up with the latest trendy words and phrases such as those above mentioned.
68 responses
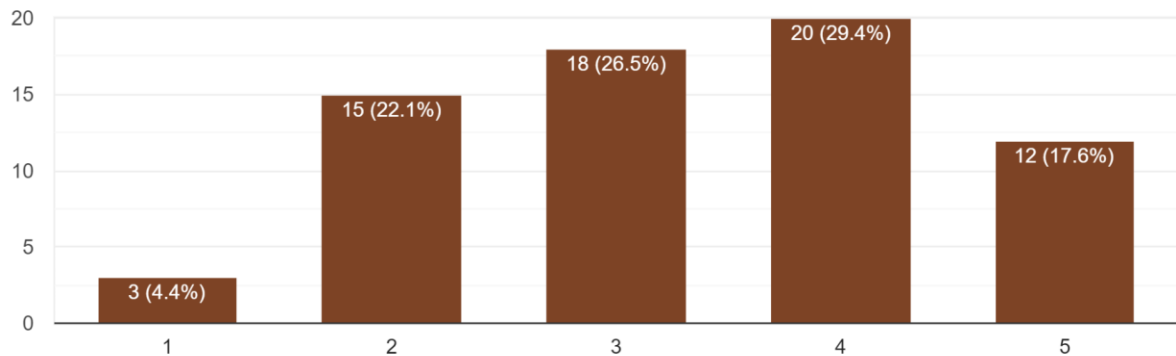
Table B6: Keeping up with media specific lingo

Table B6 shows that 20 people (29.4%) of respondents agree with this particular statement. The second highest frequency are neutral responses from 18 respondents (26.5%).

7. Hearing about these phrases made me curious on finding what it means.
68 responses
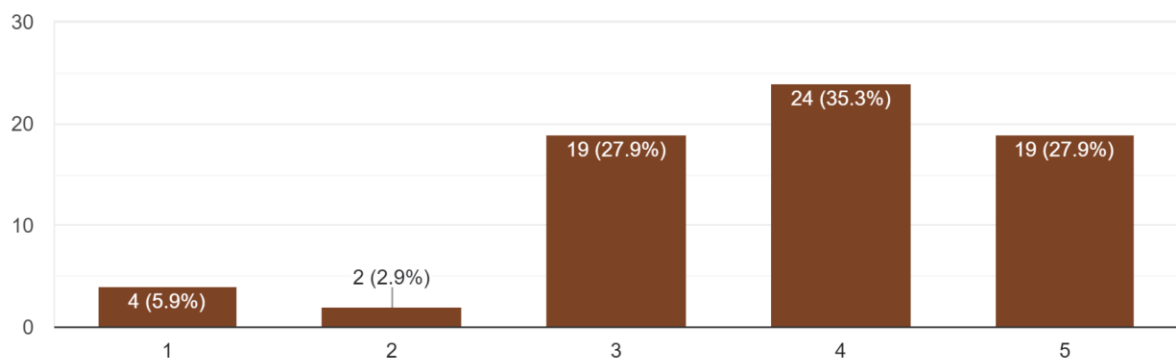
Table B7: Curiosity on media specific lingo

Table B7 shows that there are 24 people that are moderately curious about trendy phrases and they agree with this particular statement (35.3%).

4.4 Section C: Application of Language learnt from media.

Research Objective 2:

To investigate the relationship between immersion in modern forms of media, including social media, music, games and streaming platforms, and the transfer of literacy and fluency in English to real-life situations, exploring how individuals apply their language skills in practical contexts.

1. English is an easy subject to learn.
68 responses
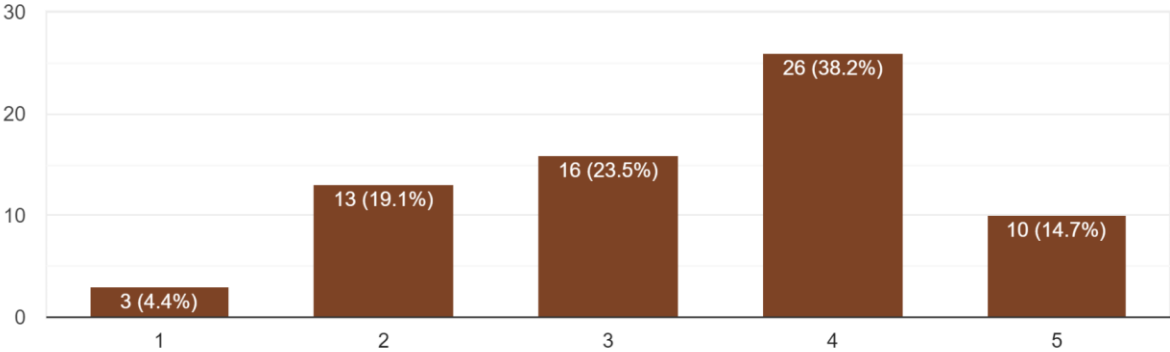
Table C1: Opinion on difficulty on English

Table C1 shows that the majority of the respondents (38.2%) agree that English is an easy subject to learn.

2. I apply knowledge learn from class to daily life.
68 responses
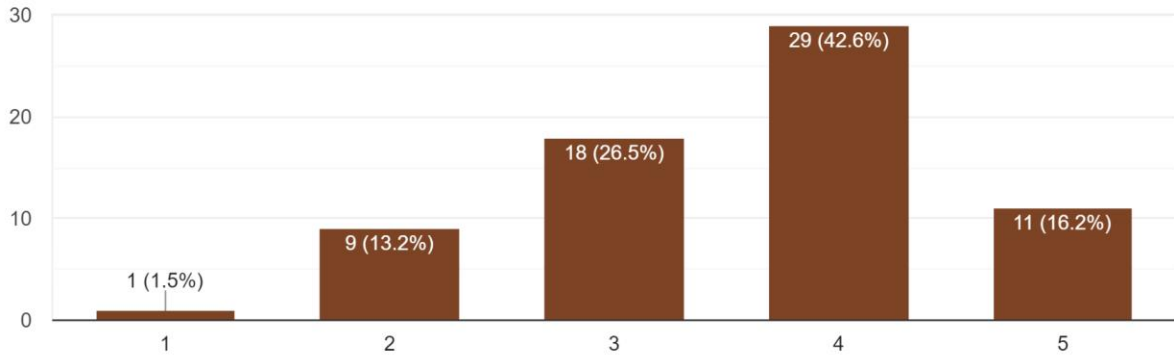
Table C2: Application of knowledge from class

Table C2 shows that the majority of the respondents (42.6%) agree with this statement.

3. I consider myself good at speaking English, so much so I feel confident speaking with English natives. (eg. British, Americans, Australians)
68 responses
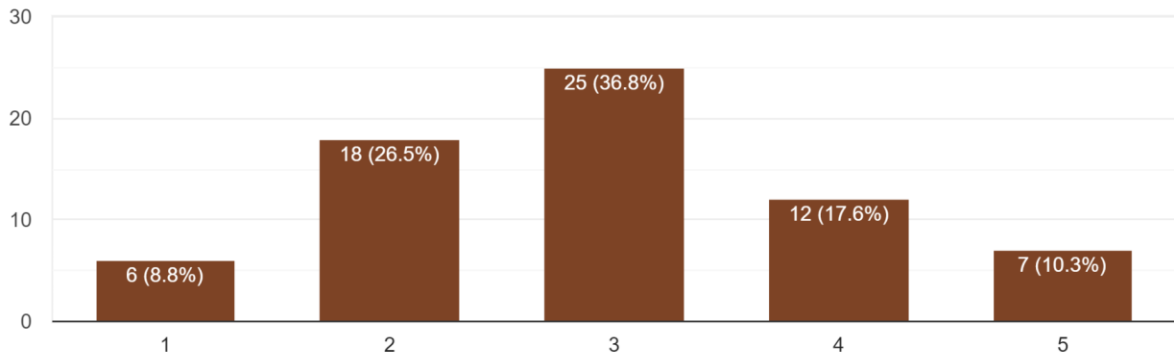
Table C3: Confidence on English speaking

Table C3 shows that the majority of the respondents (36.8%) are neutral towards this statement.

4. I do not need much preparation before going into an exam for English subject.
68 responses
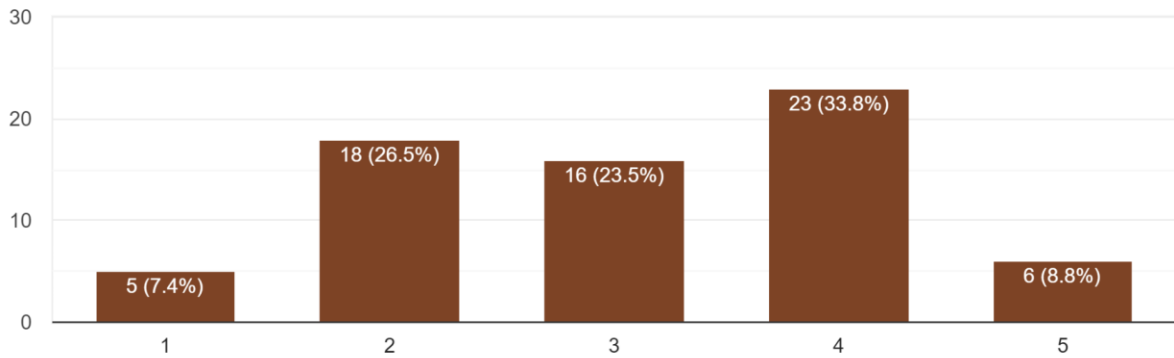
Table C4: Preparation before English exams

Table C4 shows that the majority of the respondents (33.8%) agree with this statement.

5. I think I'm better at writing and reading English than speaking English.
68 responses
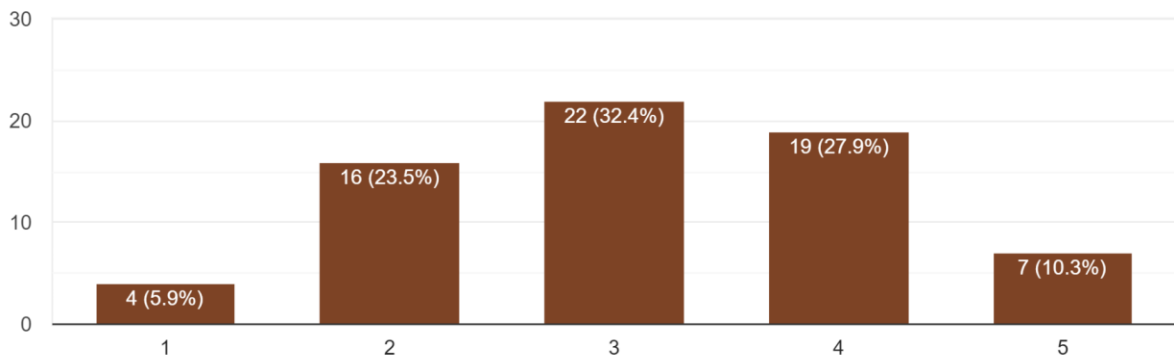
Table C5: Comparison of writing, reading and speaking

Table C5 shows that the majority of the respondents (32.4%) are neutral towards this statement.

6. In a setting that requires public speaking in front of unfamiliar people, I will perform worse compared to if I was speaking to my friends.
68 responses
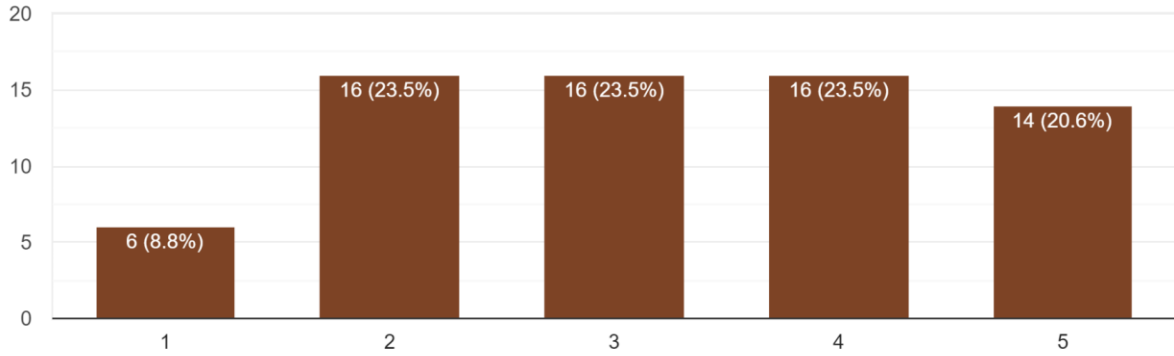
Table C6: Comparison between public and private speaking performance

Table C6 suggests that this statement has mixed responses from both sides of the spectrum.There are 16 respondents each on the faction of disagreeing, agreeing, and staying neutral. While the rest agree that they will perform worse under the presence of unfamiliar people.

7. I use phrases or vocabulary learned from movies, social media, games, and music in real life.
68 responses
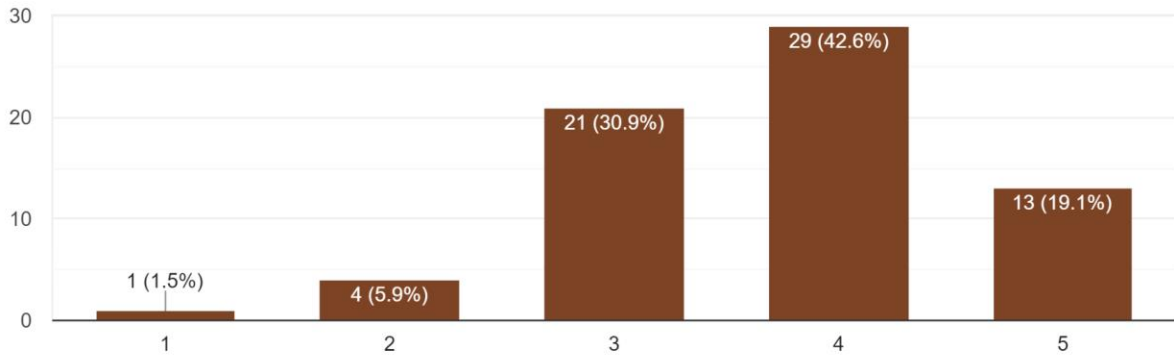
Table C7: Usage of media vocabulary in real life

Table C7 shows that the majority of the respondents (42.6%) agree with this statement.

8. I would take inspiration and mimic the way a character/ public figure/ role model speaks when communicating with my peers, friends.
68 responses
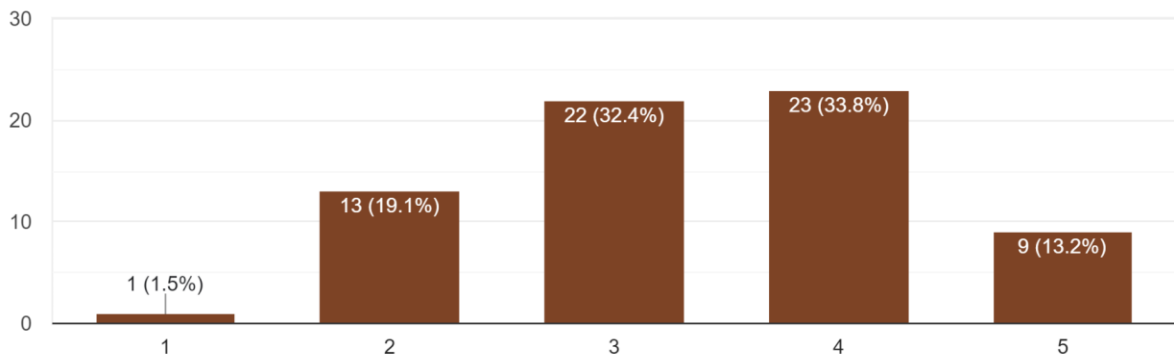
Table C8: Communicating with peer and friends

Table C8 shows that the majority of the respondents (33.8%) agree with this statement.

9. I would take inspiration and mimic the way a character/ public figure/ role model speaks when communicating with my lecturers, boss, parents.
68 responses
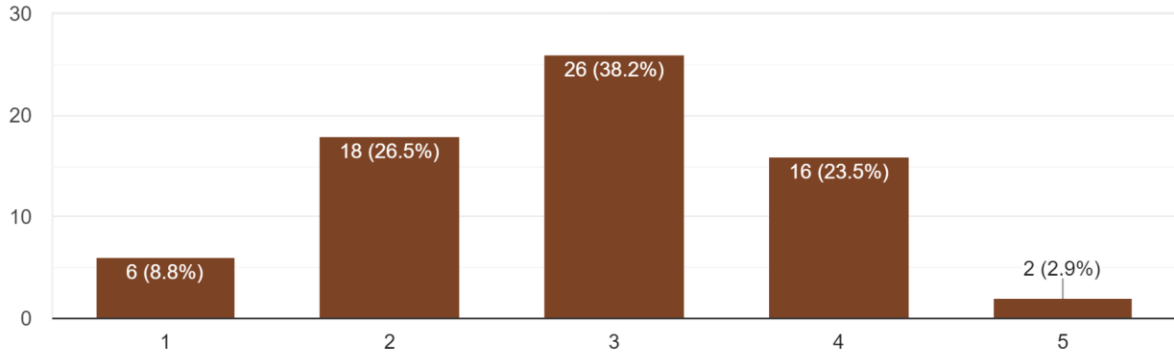
Table C9: Communicating with superiors

Table C9 shows that the majority of the respondents (38.2%) are neutral towards this statement.

4.5 Two way frequency tables (contingency tables)

Contingency Tables

turn on subtitles	can understand w/o subtitles					Total
	1	2	3	4	5	
1	1	0	0	2	0	3
2	0	4	2	0	0	6
3	2	1	2	2	1	8
4	1	1	6	8	3	19
5	3	2	12	10	5	32
Total	7	8	22	22	9	68

Table D1: Dependance on Subtitles*Comprehension of dialogue

Table D1 shows that the majority who understand media without subtitles do actually tend to turn on subtitles when they have the option to do so.

Contingency Tables

easy subject	not much preparation					Total
	1	2	3	4	5	
1	3	0	0	0	0	3
2	2	7	1	3	0	13
3	0	7	3	5	1	16
4	0	4	8	12	2	26
5	0	0	4	3	3	10
Total	5	18	16	23	6	68

Table D2: Opinion on difficulty on English*Preparation before English exams

Table D2 shows that most respondents who think English is an easy subject do not prepare much when going into an English based exam.

Contingency Tables

Time into media	easy subject					Total
	1	2	3	4	5	
2 hours ~ 4 hours	1	5	3	10	3	22
More than 4 hours	2	7	10	8	6	33
1 hour ~ 2 hours	0	1	3	7	1	12
1 hour or lesser	0	0	0	1	0	1
Total	3	13	16	26	10	68

Table D3: Opinion on difficulty on English*Time spent in media daily

Table D3 shows that most respondents that spend 2-4 hours or more on social media do think English is an easy subject.

Contingency Tables

| | not much preparation | | | | | |
Time into media	1	2	3	4	5	Total
2 hours ~ 4 hours	2	6	4	10	0	22
More than 4 hours	3	9	8	8	5	33
1 hour ~ 2 hours	0	3	4	4	1	12
1 hour or lesser	0	0	0	1	0	1
Total	5	18	16	23	6	68

Table D4: Preparation before English exams*Time spent in media daily

Table D4 shows that most respondents that spend 2-4 hours or more on social media do not prepare much before going into an English exam.

Contingency Tables

| | use phrases from fiction | | | | | |
Time into media	1	2	3	4	5	Total
2 hours ~ 4 hours	0	3	7	9	3	22
More than 4 hours	1	1	12	10	9	33
1 hour ~ 2 hours	0	0	2	10	0	12
1 hour or lesser	0	0	0	0	1	1
Total	1	4	21	29	13	68

Table D5: Usage of media vocabulary in real life*Time spent in media daily

Table D5 shows that most respondents that spend 2-4 hours or more on social media do use

phrases from fiction and media into their real life.

Contingency Tables

Time into media	mimic in front of peers					Total
	1	2	3	4	5	
2 hours ~ 4 hours	0	7	7	6	2	22
More than 4 hours	1	6	8	12	6	33
1 hour ~ 2 hours	0	0	7	4	1	12
1 hour or lesser	0	0	0	1	0	1
Total	1	13	22	23	9	68

Table D6: Communicating with peer and friends*Time spent in media daily

Table D6 shows that most respondents that spend 2-4 hours or more on social media do mimic

the way fictional characters, social media leaders talk in front of their peers.

Contingency Tables

Time into media	mimic in front of superiors					Total
	1	2	3	4	5	
2 hours ~ 4 hours	1	8	8	4	1	22
More than 4 hours	5	7	11	9	1	33
1 hour ~ 2 hours	0	2	7	3	0	12
1 hour or lesser	0	1	0	0	0	1
Total	6	18	26	16	2	68

Table D7:Communicating with superiors*Time spent in media daily

Table D7 shows that most respondents that spend 2-4 hours or more on social media are more reluctant to mimic the way fictional characters, social media leaders talk in front of their elders such as teachers, parents and workplace bosses.

Contingency Tables

Time into media	media with most time							Total
	Netflix	Instagram	Youtube	Facebook	Twitter	Games	Spotify	
2 hours ~ 4 hours	1	10	7	1	0	2	1	22
More than 4 hours	0	14	12	2	1	3	1	33
1 hour ~ 2 hours	1	8	1	1	0	0	1	12
1 hour or lesser	1	0	0	0	0	0	0	1
Total	3	32	20	4	1	5	3	68

Table D8:Media Platform Popularity*Time spent in media daily

Table D8 shows that most respondents that spend 2-4 hours or more on social media spend most time on Instagram and Youtube.

4.6 Three way frequency table (contingency tables)

Contingency Tables

Time into media	turn on subtitles	can understand w/o subtitles					
		1	2	3	4	5	Total
2 hours ~ 4 hours	1	0	0	0	0	0	0
	2	0	1	2	0	0	3
	3	1	0	1	0	0	2
	4	0	0	3	1	1	5
	5	1	1	4	6	0	12
	Total	2	2	10	7	1	22
More than 4 hours	1	1	0	0	2	0	3
	2	0	2	0	0	0	2
	3	0	0	1	2	0	3
	4	1	1	2	4	2	10
	5	1	1	7	2	4	15
	Total	3	4	10	10	6	33
1 hour ~ 2 hours	1	0	0	0	0	0	0
	2	0	1	0	0	0	1
	3	1	1	0	0	1	3
	4	0	0	1	3	0	4
	5	1	0	1	2	0	4
	Total	2	2	2	5	1	12
1 hour or lesser	1	0	0	0	0	0	0
	2	0	0	0	0	0	0
	3	0	0	0	0	0	0
	4	0	0	0	0	0	0
	5	0	0	0	0	1	1
	Total	0	0	0	0	1	1
Total	1	1	0	0	2	0	3
	2	0	4	2	0	0	6
	3	2	1	2	2	1	8
	4	1	1	6	8	3	19
	5	3	2	12	10	5	32
	Total	7	8	22	22	9	68

Table E1:Dependance on Subtitles*Comprehension of dialogue*Time spent in media daily

Table E1 shows that those who spend 2-4 hours or more in the media tend to switch on subtitles even though they can understand most of the questions without subtitles.

Contingency Tables

writing n reading> speaking	easy subject	1	2	3	4	5	Total
			not much preparation				
1	1	3	0	0	0	0	3
	2	1	0	0	0	0	1
	3	0	0	0	0	0	0
	4	0	0	0	0	0	0
	5	0	0	0	0	0	0
	Total	4	0	0	0	0	4
2	1	0	0	0	0	0	0
	2	0	0	0	2	0	2
	3	0	5	1	3	0	9
	4	0	2	1	1	0	4
	5	0	0	1	0	0	1
	Total	0	7	3	6	0	16
3	1	0	0	0	0	0	0
	2	1	3	0	0	0	4
	3	0	2	0	1	0	3
	4	0	2	3	3	1	9
	5	0	0	3	1	2	6
	Total	1	7	6	5	3	22
4	1	0	0	0	0	0	0
	2	0	3	0	0	0	3
	3	0	0	2	1	1	4
	4	0	0	4	7	0	11
	5	0	0	0	1	0	1
	Total	0	3	6	9	1	19
5	1	0	0	0	0	0	0
	2	0	1	1	1	0	3
	3	0	0	0	0	0	0
	4	0	0	0	1	1	2
	5	0	0	0	1	1	2
	Total	0	1	1	3	2	7
Total	1	3	0	0	0	0	3
	2	2	7	1	3	0	13
	3	0	7	3	5	1	16
	4	0	4	8	12	2	26
	5	0	0	4	3	3	10
	Total	5	18	16	23	6	68

Table E2 :Comparison of writing, reading and speaking*Opinion on difficulty on

English*Preparation before English exams

Table E2 shows that the respondents who think English is an easy subject while not really worried about preparing for an English exam also think that their writing is better than their speaking and reading abilities.

Chapter 5

Findings & Conclusion

5.1 Findings

After collecting the required amount of responses, the data is portrayed through a combination of pie charts and two-way frequency table (contingency table). There is a lot of takeaway from the results of the data, but in order to make it coherent and relevant, the breakdown of the data and chosen questions to dissect should be directly impactful to the research objective. Hence, the following breakdowns and conclusions will be done in two parts.

The first research objective is to assess the impact of passive engagement with activities such as watching movies, scrolling social media, playing games and listening to music on English language learning, specifically examining the extent to which individuals passively acquire language skills. As we can see in Table D1, a lot of the ones who scored 4 and 5 on Question B1 also scored 4 and 5 on Question B2, which means most of those who switch on subtitles when watching media can actually understand the content without subtitles. They switch on the subtitles even though they could understand, this may be to lessen the load of actively listening, but it may be because of the prolonged watching on English media that causes them to be able to understand the language without any subtitles (refer to Table E1), which coincides with Cultivation theory. Also, it can be found that by using contextual information such as other dialogue and visual presentations, one can deduce the meaning of a word even though they may not have known it prior, this can be pointed out in Table B4. Although it would prove that there

is no need to really do so in order to know the meaning of a word, as most people are watching

English media with curiosity in themselves and will actively go and find out the definition of

unknown vocabulary according to Table B3 and Table B7. This can prove that when consuming

English media, especially new media do propel people to naturally learn more without actively

teaching them.

The second objective of the research is to investigate the relationship between immersion in

modern forms of media, including social media, music, games and streaming platforms, and the

transfer of literacy and fluency in English to real-life situations, exploring how individuals apply

their language skills in practical contexts. As we can see in Table D3 & D4, most people do

think English is an easy subject to do, and they do not need much preparation to go into exams.

However, this research is collected from mostly Chinese oriented respondents and have a

preference of using Chinese for their talking and writing language. We can also see that most of

the respondents who scored highly on those two questions think their speaking is worse than

their writing and reading skills according to Table E2 .

Referring to Table C8, it shows that the respondents do actually mimic the way people speak

portrayed in the media. Especially respondents with heavy usage in media according to Table

D5, the more time spent into the media, the more likely they will be influenced and use the

phrases and lingo portrayed in media, this coincides with Social Learning Theory. The

fascinating thing is that the respondents actually tend to do so in front of their peers if compared

Table D6 to Table D7. Perhaps it is because it is less tense and there are less consequences to be

faced compared to talking with the elderly or authorities, so they are more willing to be experimental, or maybe it is also peers are more likely to understand the terms and expressions they take from media fiction or trend, as there are likey no hindrance of generational gap between them.

5.2 Limitations and Suggestions

This research is collected from mostly Chinese oriented respondents and have a preference of using Chinese for their talking and writing language, hence there might be a slight difference in the outcome if the questions are directed to a more culturally diverse population size. The sample size of this survey is also too small in order to conclude for the entirety of UTAR students. It may be a better suggestion to collect more responses from students of ethnicities other than Chinese, or to collect special archetypes of Chinese students, such as Mainland Chinese, Indonesian Chinese or Peranakan Students in Utar, even though this may be time consuming to do so. Other than that, the credibility of the research can also be improved if there are more respondents, maybe 150 above.

Other than that, there may also be a need to further interview the respondents to prove the hypothesis made in the findings. Especially to find out why people switch on subtitles even though they understand it, and why it is much more favorable to use language portrayed in new media to their peers instead of the elderly, workplace boss, and other forms of superior relationship.

5.3 Conclusion

In conclusion, the usage of media does actually have a significant impact on the proficiency of English among UTAR students. Through questions in section B, we can see that the high usage of media do propel people to be curious and condition them to seek out learning. While Section C proves that people do tend to apply what they learnt from media into their real lives, that their usage of media also directly impacts their communication skills. The higher the usage of English media, the more comfortable for students to actually use the language, resulting in lesser pressure when handling English subjects.

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Appendix

A. Survey Questionnaire

Section A: Demographic Background

1. What is your gender?

   Male

   Female

2. Which age range you are from?

   18-22 years old

   23-27 years old

   28-32 years old

3. What is your race/ethnicity?

   Malay

   Chinese

Indian

Others: (Specify)

4. Are you currently a university student?

Yes

No

5. What is your current Academic level?

Foundation/A-level/O-level/STPM

Diploma

Degree

Master

PhD

6. What is your preferred language when comes to speaking?

English

Malay

Chinese

Tamil

Others

7. What is your your preferred language when comes to texting/ writing?

English

Malay

Chinese

Tamil

Others

8. What language of choice do you prefer to consume media in ?

English

Malay

Chinese

Tamil

Others

9. How much time do you allocate everyday on social media, games, and streaming platforms (eg. Youtube, Netflix, Spotify)?

1 hour or lesser

1hour ~ 2 hours

2 hours ~ 4 hours

More than 4 hours

10. Across various kinds of media sources available, which platform do you allocate most of your time to?

Facebook

Instagram

Spotify

Youtube

Twitter

Games

Twitch

Netflix

Section B: Inadvertent English Learning through media

Instructions:

Below you will read through a list of statements. Please rate the truth of each statement as it applies to you. The following rating scale to make your choices where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Statement	1	2	3	4	5
1. I turn on subtitles for English movies, dramas, and game dialogue if there is such option.					
2. I cannot understand most of the dialogue without subtitles.					
3. I search for the meaning of the words that I don't understand (this applies to movies, games, social media posts & music)					

4. Without understanding the meaning of every word, I can still understand the plot/story more or less. (this applies to movies, games, social media posts & music)					
5. I am aware that there are certain words and phrases that are special to each media (eg. Twitter: ratio'd, Games: ggs) (lol, lmao,rizz, drip & etc.)					
6. I keep up with the latest trendy words and phrases such as those above mentioned.					
7. Hearing about these phrases made me curious on finding what it means.					

Section C: Application of Language learnt from media.

Instructions:

Below you will read through a list of statements. Please rate the truth of each statement as it applies to you. The following rating scale to make your choices where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Statement	1	2	3	4	5
1. English is an easy subject to learn.					
2. I apply knowledge learn from class to daily life.					
3. I consider myself good at speaking English, so much so I feel confident speaking with English natives. (eg. British, Americans, Australians)					

4. I do not need much preparation before going into an exam for English subject.					
5. I think I'm better at writing and reading English than speaking English.					
6. In a setting that requires public speaking in front of unfamiliar people, I will perform worse compare to if I was speaking to my friends.					
7. I uses phrases or vocabulary learned from movies, social media, games and music in real life.					
8. I would take inspiration and mimic the way a character/ public figure/ role model speak when communicating with my peers, friends.					
9. I would take inspiration and mimic the way a character/ public figure/ role model speak speak when communicating with my lecturers, boss, parents.					

Faculty of Creative Industries

<u>Research Project Evaluation Form</u>

Supervisor / Reviewer: _____ Iza Sharina Binti Sallehuddin_____

Student's Name   : _____Ng Chee Kwan_____

Student ID   : _____2002891_____

Programmme   : _____Bachelors of Communication (HONS) Broadcasting_____

Research Project Title: INADVERTENT EFFECTS OF VARIOUS MEDIA ON UTAR

STUDENTS' ENGLISH PROFICIENCY & FLUENCY

Instruction:

Please score each descriptor based on the scale provided below:

(1 = very poor, 2 = poor, 3 = average, 4 = good and 5 = very good)

Abstract (5%)	Score	Convert
1. Adequately describes the entire project		
2. States clearly the research problem		
3. Describe briefly and clearly the approach/methodology of the study		
4. Highlights the outcomes/significance of the study		
Sum		
Subtotal (sum / 4)		

Remark:

Introduction (10%)	Score	Convert
1. Fitting introduction to the subject of the study		
2. Concepts/definitions well explained		
3. Scope of study well described		
4. Statement of the research problem/research questions		
Sum		

	Score	Convert
Subtotal (sum / 2)		

Remark:		

Literature Review (15%)	**Score**	**Convert**
1. Latest research/work done in the area of study		
2. Explication of theories used		
3. Constructive discussion on publications in relation to the topic of study		
Sum		

Subtotal (sum *1)		

Remark:		

Methodology (10%)	Score	Convert
1. Research method explained clearly(inclusive of clear explanation of sampling techniques used, where applicable only)		
2. Appropriate research design/framework/questionnaire		
Sum		
Subtotal (sum * 1)		

Remark:		
Findings & Analysis (20%)	**Score**	**Convert**
1. Data analysis is appropriate		
2. Data analysis is detailed		
3. Pertinent use of diagrams/tables/graphs, correlated with content/Analysis supported by evidence		
4. Clear interpretation, well explained		
Sum		

	Score	Convert
Subtotal (sum * 1)		

Remark:		

Discussion & Conclusion (15%)	**Score**	**Convert**
1. Appropriate; related to the objective of the study		
2. Shortcomings of the study & recommendations for future study		
3. Conclusion is apt, clear		
Sum		
Subtotal (sum * 1)		

Remark:		
Language & Organization (15%)	**Score**	**Convert**
1. Correct use of English and technical language		
2. APA format is followed		
3. Comprehensiveness of content and presentation		
Sum		
Subtotal (sum * 1)		

	Score	Convert
Remark:		
Presentation (10%)	**Score**	**Convert**
1. Ability to answer questions from the panel (4 Marks)		
2. Presentation delivery is clear (4 Marks)		
3. Body language (2 Marks)		
Subtotal (sum * 1)		

Remark:		
	TOTAL	
		100%
Penalty: maximum 10 marks for late submission or poor attendance for consultation with supervisor		

	FINAL MARK	
		100%

Overall Comments:

_____

_____

_____

_____

_____

_____

_____

Signature: _____   **Date: _____**