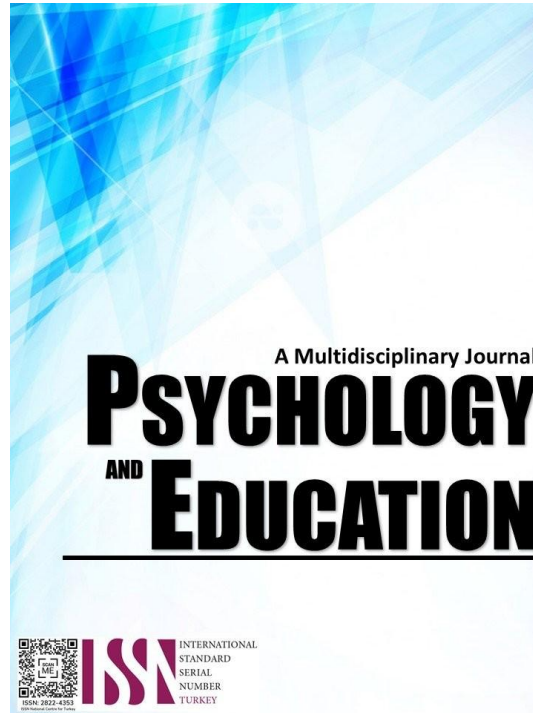


A CONVERGENT PARALLEL STUDY ON THE IMPACT OF POP CULTURE IN SECOND LANGUAGE LEARNING AMONG BSED-ENGLISH STUDENTS



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A Convergent Parallel Study on the Impact of Pop Culture in Second Language Learning among BSED-English Students

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Abstract

The study examined the impact of pop culture on second language learning among English major students. Using a mixed-method convergent parallel design, 185 students were randomly selected for the quantitative phase, while 14 were purposively chosen for qualitative analysis. Findings revealed a high level of both pop culture engagement and second language learning, indicating a strong positive correlation. While quantitative results showed students' high engagement, qualitative findings revealed several emerging themes. These included immersive and inclusive language learning experiences, exposure to real-world English through various media, and the enhancement of core English skills via multimedia platforms. Participants also emphasized authentic language immersion, noted concerns about the influence of informal language or incorrect usage of language, and identified challenges such as technological barriers and gaps in digital language pedagogy. These insights reflect both the advantages and disadvantages of integrating pop culture into second language learning.

Keywords: *English major student, mix methods, pop culture, second language learning*

Introduction

Second Language Learning (SLL) is a common experience for individuals from diverse backgrounds and continues to hold significant relevance in today's globalized world. It facilitates cross-cultural communication, enhances cognitive abilities, and creates economic opportunities. The vast number of people actively learning a second language highlights its importance in academic research. However, despite the efforts of learners, challenges persist due to the non-native nature of the target language. Many students face difficulties stemming from limited exposure to the second language, which can hinder their fluency and comprehension (Hummel, 2021).

In Nigeria, learners face challenges in learning English as their second language due to poor environments that limit their exposure to quality language learning. Factors such as age, gender, and motivation affect how students learn. Studies found out that to be more effective, they need flexible tools and techniques, such as lesson warm-ups, classroom discussions, student pairing and grouping, and visual aids. Additionally, learners benefit more from authentic materials than from simply memorizing rules and vocabulary (Ajibero, 2022).

In the Philippines, particularly in Bataan, a multilingual municipality, studies found that learners face significant challenges in learning the English language. Students experience difficulties related to fluency, time management, learning processes, societal expectations, and classroom crowding. Additionally, the expectation from society to become effective communicators contributes to the stress felt by English language learners (Separa et al., 2020).

This study requires immediate research attention, as understanding the factors influencing second language learning (SLL) is vital for students in multilingual settings, particularly the Philippines. Given the increasing demands for English proficiency in academic and professional spheres, exploring how engagement with pop culture can enhance language learning is crucial. The social relevance of this study lies in its potential to inform instructional strategies and curriculum development that address the specific challenges faced by students, ultimately fostering improved language proficiency and confidence. Moreover, this study is distinct as it specifically examines the pop culture and second language learning of BSED-English students in Barangay Maniki, Kapalong, through a mixed-methods approach, providing insights that can significantly enhance the educational outcomes of students in the local institution.

Several studies have explored the impact of pop culture on language learning. However, notable gaps persist concerning its influence on students in the local institution. For instance, Placer et al., (2024) investigated the relationship between pop culture and language learning motivation among AB-English students at the University of Mindanao, Davao City, while Acharya (2015) examined this dynamic within the Indian context. Meanwhile, Kalisa (2019) explored factors affecting second language learning in Indonesia. However, these studies do not consider the specific challenges that BSED-English students face in learning English as a second language in the local institution, where cultural and linguistic diversity may present unique obstacles to language learning. This study aims to address this gap by investigating how engagement with pop culture influences second language learning (SLL) among BSED-English students. By employing a mixed methods approach, this research seeks to provide insights that are particularly relevant to this demographic.

Research Questions

In this study, a convergent parallel mixed method research was employed to broadly analyze the impact of pop culture in the second language learning of BSED-English students. Specifically, it sought to answer the following questions:

1. What is the status of pop culture impact and language learning of the students in BSED-English program?
2. Is there a significant relationship between pop culture and second language learning among English major students?
3. What are the lived experiences of the students with regards to impact of pop culture on their English language learning?
4. What are the insights of BSED-English major students share with regards to the contribution of the impact of pop culture to their learning of English?
5. To what extent does the quantitative data corroborate with the qualitative data?

Literature Review

The related literature and studies conducted by different authors are presented in this section to give further understanding and clarification of the focus of the study. The literature focuses on pop culture with its following indicators: social networking sites, mass media and language, other media and language. Also, the dependent variable with its following indicators: general English, vocabulary learning, studying grammar, reading in English, writing in English, speaking in English. The overview of the relevant studies is provided below.

Pop Cultures

Pop culture, or “popular culture,” refers to the practices and material expressions prevalent within a particular society. In contemporary Western contexts, it encompasses widely consumed forms of media such as music, art, literature, fashion, dance, film, television, radio, and digital culture. Pop culture is characterized by its broad accessibility and widespread appeal. The evolution of mass media, the primary vehicle for disseminating pop culture, has been so rapid in the 21st century that scholars face challenges in defining its current scope. Previously limited to print, broadcast, and cinema, mass media now includes a diverse array of digital and social media platforms (Crossman, 2024; Storey, 2019).

In educational contexts, pop culture can enhance language learning, particularly listening skills. By connecting with students' experiences, it fosters engagement and comprehension, making learning more enjoyable. Utilizing pop culture in education enhances students' listening skills by making learning enjoyable and relatable to their lives, improving vocabulary retention and overall interest in English language training. Pop culture contributes as a formative assessment for English language training and utilizing pop culture to develop students' listening skills in an enjoyable way (Indriani, 2023).

Furthermore, linguists study how language is used in pop culture. Pop cultural linguistics takes methods from different areas of linguistics. It looks at how language is performed in pop culture, using both numbers and observations to analyze it. Studies have shown that language in pop culture often reflects cultural identity, challenges traditional norms of politeness, and explores authenticity in communication (Ilona, 2022).

Moreover, pop culture plays a significant role in promoting socio-emotional learning in classrooms. By integrating pop culture, educators can help build positive relationships and create engaging learning environments. The diverse perspectives presented in pop culture support the development of creative learning spaces that encourage both emotional and social growth. Several practical examples demonstrate how pop culture effectively engages students in socio-emotional learning while fostering stronger connections in the classroom (William, 2021).

Lastly, a stylistic analysis of pop culture texts such as films, television, and music highlight their relevance in linguistic inquiry. Methodologies applied include cognitive stylistic analysis of crime fiction and multimodal analysis of ideological representations in television series. Findings indicate that performed language in pop culture reflects contemporary ideologies and plays a role in shaping social norms. These stylistic approaches offer meaningful insights into the construction and use of language across various pop culture genres (Paul & Flanagan, 2023).

To further understand the impact of pop culture on language learning, this section highlights three key indicators: social networking sites, mass media and language, and other forms of media and language. These indicators are crucial for exploring how various platforms influence language learning, shape linguistic behaviors, and affect communication styles in today's society. Exploring these areas reveals the dynamic interaction between media technologies and language learning within the context of pop culture.

Social Networking Sites. Social networking sites (SNS) are online platforms that enable users to build social networks, share content, and connect with others based on shared interests. More specifically, they facilitate communication through user-generated content, profiles, and various interactive features across multiple devices (Patil et al., 2020).

In the context of language learning, it is essential to examine how online social networking dynamics influence language learning across both major and smaller platforms. On the one hand, major social media platforms connect learners globally, providing exposure to diverse linguistic inputs. On the other hand, smaller networks facilitate targeted language practice and discussions on specific topics, thereby enhancing engagement and language proficiency in specialized contexts. Furthermore, restricted membership networks in educational settings play a crucial role, as controlled access fosters focused discussions and collaborative learning (Haythornthwaite, 2024)

Moreover, social networking sites exert a profound impact on contemporary youth, presenting both benefits and potential risks.

Notably, concerns about social media addiction are highlighted, where excessive usage fosters dependency and impedes personal growth outside these platforms. Although these sites enhance communication and information exchange, their overuse can lead to negative effects such as obsession and interference with daily activities. Therefore, it is essential to raise awareness among young people, promoting self-regulation and a balanced approach to online engagement (Choudhary & Baskaran, 2022).

In addition to their effects on youth, SNS also have broader social implications. Specifically, the study highlights the dual social effects of SNS, emphasizing both their benefits and drawbacks. On the positive side, SNS facilitate communication, maintain relationships, provide social support, and even help reduce social isolation. They can also play a role in initiating romantic relationships without significantly threatening marital stability. However, on the negative side, the findings reveal concerns such as reduced privacy, weakened social skills, increased family conflicts, marital dissatisfaction, and a higher likelihood of infidelity. Therefore, the research stresses the need for institutional strategies and targeted messaging to maximize the benefits of SNS while mitigating their adverse effects (Hashim, 2020).

Finally, social networking sites play a pivotal role in modern communication by shaping the dissemination of ideas, public discourse, and societal as well as political dynamics. These platforms facilitate engagement, connectivity, and community building, fostering interactions among individuals and groups. Moreover, they enhance information sharing and collective participation across diverse contexts. Ultimately, social networking sites exert a multifaceted influence on contemporary interactions, shaping the digital landscape and impacting social and political engagement (Kumar & Sinha, 2021).

Mass Media and Language. The relationship between mass media and language is multifaceted, with mass media serving as a primary conduit for communication that shapes public opinion and influences behavior. Language in mass media functions not only as a tool for conveying information but also as a means of emotional manipulation. Emotive language enhances the persuasive power of texts, increasing their impact on audiences. Additionally, the study of media linguistics highlights the stylistic and ideological aspects of media language, emphasizing the need to adapt language to suit different contexts and audiences (Berdimurodovich et al., 2022).

In educational settings, courses like "Mass Media Language" are essential for equipping students with the skills to navigate and produce media texts effectively. These courses foster critical thinking and communicative competence. Furthermore, integrating media texts into language learning environments enhances student motivation and engagement, demonstrating the dynamic interplay between language and mass communication. This integration underscores the importance of understanding media language in developing effective communication skills (Dobrushyna et al., 2023; Laghadze, 2024).

Moreover, language constitutes a fundamental component of mass media and communication, functioning as a crucial instrument for the swift dissemination of messages to extensive audiences. It enables both verbal and non-verbal modes of communication, thereby fostering enhanced comprehension and interaction among individuals. This highlights the pivotal role of language in facilitating effective communication and contributing to human development within contemporary society (Salome, 2024).

Transitioning to the field of media linguistics, this area focuses on the language used in mass media, examining its stylistic aspects and the influence of linguistic imperialism on global media, particularly in Uzbek media. Media linguistics has emerged as a distinct field, expanding the understanding of how media language impacts society. The influence of English on world media is a key topic of discussion, with media texts analyzed using various linguistic methods to gain a comprehensive understanding of their language. Additionally, the study highlights the importance of ideologically modal vocabulary in media texts, which plays a crucial role in shaping meaning and communication within the media (Khodjayorov et al., 2022).

Finally, language changes in mass media and social media are highlighted, with attention to both internal and external factors influencing vocabulary and syntax. The social contexts in which these media function play a crucial role in shaping language use, reflecting societal interactions and norms. Individuals often modify their language when communicating on these platforms, demonstrating how language adapts to evolving media environments. This analysis emphasizes the dynamic and continuous nature of language change shaped by social contexts (Helmita, 2022).

Other Media and Language. Various forms of media, including smartphones, cinema, and music, play a vital role in supporting second language learning. These media tools facilitate language learning by providing interactive and engaging experiences. Additionally, they enrich the classroom environment and promote the development of essential language skills, establishing media as a key component of contemporary language education (Torben et al., 2018).

Furthermore, drama, music, and media play a significant role in supporting heritage language learning, as demonstrated by a Greek school project in London within the Critical Connections Multilingual Digital Storytelling Project. Creative approaches such as drama and music enhance learning by integrating various subjects, encouraging student engagement with their cultural heritage, and improving language skills. The project also underscores the importance of community involvement and diverse learning environments in fostering the retention of heritage languages. Overall, creative methods effectively enrich education and support the preservation of heritage languages (Chryso et al., 2020).

Lastly, the use of TV for second language vocabulary learning was explored by looking at how on-screen text (L1 or L2), pre-teaching, and learner proficiency affected learning. Over a year, 106 Grade 8 students watched 24 episodes under four different conditions. All

groups showed vocabulary improvement, especially in form recall. Students who received pre-teaching and had higher language proficiency achieved better results, showing that audio-visual materials can effectively support second language learning (Pujadas, 2019).

Second Language Learning

Second language learning is the process of acquiring a language after mastering a first language. Cognitive factors, such as negative language transfer and cognitive load, play a significant role in this process, highlighting the need for effective teaching strategies to support learners in overcoming these challenges (Lecture Notes in Education, 2023).

In English language learning, the focus is on creating an authentic language environment that helps students improve their listening, speaking, reading, and writing skills. Additionally, it emphasizes integrating specialized English knowledge into various academic disciplines, aiming to enhance students' professional qualities and interdisciplinary competence. This approach is particularly relevant in educational settings, where students are encouraged to utilize their communication abilities in authentic situations, thereby supporting both their language development and professional growth (Wu, 2023).

A study further reveals that Cooperative Learning is significantly more effective than traditional methods in teaching English as a second language. This approach promotes active student interaction and fosters deeper engagement in the classroom. Teachers highlight its positive impact, noting that Cooperative Learning encourages collaboration, improves communication skills, and enhances overall learning outcomes for students (Annal et al., 2023).

Moreover, second language (L2) learning, particularly in English, is shown to be significantly influenced by the learner's first language (L1). By analyzing the similarities and differences between L1 and L2 learning processes, the study provides insights into how prior linguistic knowledge affects the language learning experience. It highlights that the first language can interfere with second language learning, creating challenges in adapting to new linguistic structures, vocabulary, and patterns. This underscores the importance of implementing educational strategies that address L1 influence to support effective second language learning (Ejaz et al., 2022).

Finally, the first language plays a significant role in learning English as a second language (L2), affecting the process both positively and negatively depending on the context. Interference from the first language can impede mastery of grammar, vocabulary, and pronunciation, thereby hindering academic achievement and overall language proficiency. To address these challenges, tailored instructional strategies are advocated, including subtractive bilingual education, which provides an immersive environment to reduce first language interference and enhance second language exposure (Malesela et al., 2022).

To better understand the factors that influence second language learning, this section presents several key indicators: general English proficiency, vocabulary learning, grammar study, reading in English, writing in English, and speaking in English. These indicators provide a comprehensive view of the essential skills and areas that contribute to effective language learning. Focusing on these aspects helps clarify how learners develop competence in different components of the English language, supporting a more complete understanding of second language learning processes.

General English. General English refers to a comprehensive set of language skills that are essential for effective communication in various academic, professional, and social contexts. It focuses on developing fundamental competencies such as listening, speaking, reading, and writing, as well as improving vocabulary and grammar. This foundational approach aims to enhance overall language proficiency and comprehension, enabling learners to communicate confidently and adapt to diverse situations (Ilina, 2022).

Moreover, proficiency in General English plays a vital role in effective communication across various contexts, including academic and professional settings. It equips individuals with the ability to express ideas clearly, interact confidently, and adapt to diverse environments (Pandey, 2023). Furthermore, a strong understanding of high-frequency and academic vocabulary serves as the foundation for effective language use, enabling students to engage successfully in different fields and contexts. Thus, mastering General English is essential for personal and professional development, fostering better opportunities for growth and success (Pandey & Luo et al., 2023).

Furthermore, teaching General English to non-native speakers presents several challenges, including limited student participation, ineffective teaching methods, lack of timely academic support, and late submission of assignments. These issues impede students' comprehension and their ability to master essential concepts. Promoting active engagement, implementing improved instructional strategies, ensuring consistent academic guidance, and encouraging on-time submissions are vital for enhancing learning outcomes. Effectively addressing these challenges can lead to more successful General English instruction and improved student performance (Sam, 2023).

Additionally, poor performance in General English is evident, particularly through low mean scores and frequent grammar errors in essay writing. This highlights the need for clearer understanding of essay instructions, stronger sentence construction, and improved grammar and vocabulary. Students from non-English departments especially require targeted support, as their difficulties reflect challenges in acquiring core writing skills. Focused instruction in essay writing is essential to enhance academic achievement and written communication in English (Paryati, 2021).

Finally, a text-based learning model for college General English has been developed to support English language learning at the novice level. This model highlights the value of using structured text-based materials to help beginner learners improve reading comprehension, vocabulary, and foundational language skills. It offers an accessible and effective approach for students new to the language, focusing on essential learning needs. By strengthening basic skills, the model serves as a practical tool for enhancing early-stage language development (Christina et al., 2018).

Vocabulary Learning. Vocabulary learning is defined as a critical component of language learning, involving learning and retention of words to enhance communication and comprehension. For English learners, it is particularly significant as it contributes to their overall language proficiency by enabling them to understand, use, and interact with the language effectively (Tiwari, 2023).

Moreover, vocabulary learning is essential for ESL learners because it directly impacts their language learning and comprehension abilities. Through reading practices, learners are exposed to various texts, which not only introduce new words but also help them develop strategies for understanding and retaining vocabulary. Consequently, this process enhances their overall proficiency by improving their ability to interpret texts, communicate effectively, and adapt to diverse linguistic contexts (Krishna et al., 2024).

In addition, the importance of using effective vocabulary learning strategies for English learners aged 14 to 17 is highlighted through the preference for visual resources such as videos and dynamic methods like games and interactive activities. These approaches help keep learners engaged and support better vocabulary learning and retention. In contrast, social strategies like group discussions and peer learning are less commonly favored. Overall, the use of visual and active learning techniques proves to be highly beneficial in strengthening vocabulary development among young English learners (Paredes, 2024).

Furthermore, interactive teaching strategies significantly enhance students' core competencies and classroom efficiency in vocabulary learning. These approaches increase student engagement, motivation, and participation, resulting in more effective and lasting vocabulary learning. By actively involving learners in the process, these methods foster an engaging and supportive learning environment. Consequently, students develop stronger communication abilities and greater assurance in applying new vocabulary (Yang, 2024).

Lastly, the keyword method, pictorial association, and mind-mapping have shown effectiveness in boosting vocabulary recall and retention among EFL and ESL learners. These approaches aid language learning by improving learners' ability to remember and retrieve vocabulary, resulting in better learning outcomes. Integrating these techniques into teaching can offer learners valuable tools to enhance their vocabulary development and overall language proficiency (Zhang and Liang, 2024).

Studying Grammar. Studying grammar involves the systematic exploration and analysis of the rules and structures that govern language use, aiming to enhance understanding, communication, and teaching effectiveness. It encompasses a range of approaches and methodologies that focus on understanding how language functions, enabling learners to develop greater linguistic competence. For educators, studying grammar provides the tools and strategies necessary for effective instruction, ensuring that language learning is both accessible and comprehensive. By bridging theoretical frameworks, practical applications, and historical perspectives, grammar study plays a crucial role in fostering deeper engagement with language across different contexts (Kozii et al., 2019).

Additionally, studying grammar is essential for developing a strong foundation in language, as it provides learners with the tools to understand and use language effectively. It fosters critical thinking and problem-solving skills through the incorporation of innovative tasks and methodologies, such as peer interaction and corpus-based tools, which enhance learner engagement and autonomy. Additionally, grammar study supports the balance between mastering grammatical rules and practical language use, ensuring communicative competence and overall language proficiency. This balance is vital for fostering both linguistic accuracy and effective communication skills (Collins & Ruivivar, 2021).

Accordingly, grammar is essential for understanding language as a complex system, with particular focus on important elements of theoretical English grammar, especially the study of nouns. A thorough understanding of these grammatical aspects can enhance second language learning by helping learners grasp the structure and function of language more effectively. This knowledge not only supports learners in building a solid linguistic foundation but also guides educators in developing more targeted and effective teaching methods. Overall, addressing these key grammatical areas contributes significantly to improving language learning outcomes (Liu, 2023).

Moreover, the use of mobile applications for learning English grammar in non-linguistic higher education institutions proves to be effective. Students who utilized mobile learning tools demonstrated significantly greater improvements in grammar proficiency compared to those in traditional classroom settings. Furthermore, most students showed positive attitudes toward using these applications as part of their learning process. These outcomes underline the potential of mobile tools to enhance grammar skills while also indicating the necessity to develop appropriate methodologies to better equip EFL teachers for integrating mobile learning into their instruction (Marina et al., 2022).

Thus, five main areas were highlighted for further exploration in grammar teaching and learning: pedagogical grammar, peer interaction, features of spoken grammar, the application of corpus-based tools, and collaborative research. Combining quantitative and qualitative approaches was shown to be essential for gaining a comprehensive understanding of grammar instruction. The discussion pointed to practical benefits such as refining teaching methods and increasing learner engagement. Moreover, it called for greater

collaboration among researchers to continue advancing the field (Collins, 2021).

Reading in English. Reading in English is a complex process that involves decoding written text and making meaning from it through the integration of various cognitive skills. It requires the ability to recognize words, understand their meaning, and connect them to broader concepts within a given context. For learners of English as a second or foreign language, this process often includes mastering phonemic awareness, applying effective reading strategies, and adapting to different linguistic and cultural contexts. As such, it is a multifaceted and essential skill for academic and personal development (Laličić & Dubravac, 2021).

Proficiency in reading is fundamental to academic success across all levels of education, as it allows learners to comprehend complex ideas and acquire knowledge in various disciplines. Strong reading skills foster critical thinking and analytical abilities, enabling students to engage more effectively with learning materials. Additionally, reading plays a key role in enhancing other essential language skills, such as listening, speaking, and writing, contributing to overall linguistic competence. By developing strong reading abilities, individuals are better equipped to excel academically and succeed in diverse professional and social contexts. Therefore, reading is an indispensable aspect of education (Marchena & Loría, 2024).

Moreover, key challenges in teaching reading in English are identified along with strategies to overcome them. The importance of phonemic awareness is highlighted as a crucial element for successful reading development. Early instruction in phonological awareness is shown to help prevent later reading difficulties. Additionally, multisensory learning strategies are recognized as effective methods for improving reading skills, especially among Ukrainian students learning English. These approaches offer practical solutions to enhance reading instruction and assist language learners in overcoming common challenges (Oksana & Yasynetska, 2023).

Furthermore, reading in English at the secondary and higher education levels requires skills like recognizing words, understanding meaning, and thinking carefully. Gap-fill exercises are the hardest for students and help to measure how well they understand the text. The features of the text also affect how easy it is to read and understand. This shows that it is important to choose tasks carefully and consider the text's qualities when designing tests to accurately measure reading skills (Stanly & Ivanov, 2023).

Finally, a web-based English reading system has been developed that includes different reading materials and uses an adaptive recommendation algorithm called the ID3 method. This system helps manage learning resources and supports students with reading exercises, unit tests, and final exams. It improves the organization of English learning materials. Users are satisfied with the system because it responds quickly and accurately, making it a helpful tool for learning English reading (Xiaoying, 2021).

Writing in English. Writing in English refers to the process of composing text in the English language, which involves expressing ideas, thoughts, and information in written form. It encompasses a wide range of genres and contexts, from creative expressions like fiction to formal academic writing. Writing in English requires not only language proficiency but also an understanding of cultural and contextual differences, especially in regions with distinct linguistic backgrounds, such as India. It includes challenges such as adhering to grammatical norms, mastering vocabulary, and employing appropriate structures for different types of writing, all of which are essential for effective communication (Elena et al., 2021).

Academic writing in English is vital for sharing original research and achieving academic success, as it enables scholars to communicate their ideas clearly and contribute to the global academic community. The paper emphasizes that academic writing in English is a key tool for scholarly exchange, providing a means to present findings, engage in discourse, and advance knowledge in various fields. Additionally, the study highlights the value of integrating digital resources into traditional teaching methods to enhance both teaching and learning experiences, further supporting the development of academic writing skills among students and educators (Svetlana et al., 2021).

Moreover, several challenges are common among ESL learners when it comes to academic writing in English. These include problems with grammar, organizing ideas clearly, developing content, and choosing the right words. To overcome these difficulties, helpful strategies include studying good writing examples, reading a variety of reference materials, and using grammar-check tools like Grammarly. These methods help learners improve their writing and perform better in academic tasks (Hilda, 2024).

Furthermore, academic writing in English has distinct features that require careful attention to clarity, conciseness, and established academic norms. It is important for writers to be aware of their audience, use persuasive language effectively, and choose the correct tense to communicate their ideas clearly. Understanding the needs of the audience also plays a key role in improving persuasive writing. Focusing on these elements can help learners strengthen their academic writing and communicate more effectively in international settings (Yu, 2021).

Finally, academic writing plays a vital role in scholarly communication. A structured method for building key skills such as understanding the audience, using a formal tone, presenting evidence-based arguments, and organizing ideas clearly can lead to more effective writing. This approach helps learners strengthen their writing abilities, making them better prepared for academic and professional tasks. By focusing on these essential elements, it supports clearer communication and prepares individuals for future writing demands (Olena & Yasynetska, 2024).

Speaking in English. Speaking in English is the capacity to express oneself clearly using spoken language, allowing people to share their thoughts, ideas, and feelings effectively in different contexts. It is a critical skill for students, as it supports participation in

educational activities, improves interpersonal interactions, and prepares them for global competition (Jon et al., 2022).

Moreover, the development of speaking skills in English is essential for effective communication and overall language proficiency. Speaking serves as a fundamental component of language learning, enabling individuals to articulate their thoughts, engage with others, and participate in various social and professional contexts. Strengthening speaking skills not only enhances communication but also builds confidence in using the language (Santhi et al., 2015).

However, challenges persist in teaching English speaking skills, particularly in rural schools in Nepal. Existing teaching methods are found to be inadequate for developing students' communication abilities. Teachers face difficulties such as students using their mother tongue during lessons, low participation, and limited access to effective teaching materials. To address these challenges, the study suggests the integration of innovative and technology-enhanced activities to improve speaking practice and foster better engagement among students (Guru et al., 2022).

Additionally, speaking skills play a significant role in fostering critical thinking and problem-solving abilities. Developing these skills is crucial for enhancing learners' language proficiency and active engagement in the learning process. Consequently, mastering speaking skills should be a primary goal for learners, as it not only enhances language abilities but also promotes reflective thinking and effective communication (Ahmed et al., 2020).

Furthermore, a self-learning system designed to improve English listening and speaking skills shows promise for autonomous learning. The system enables college students to learn independently anytime and anywhere while emphasizing the importance of teacher supervision and guidance to optimize its effectiveness. By incorporating a "feature matching" framework, the system addresses the limitations of existing software and significantly improves user experience. Overall, it proves effective in supporting autonomous learning for English listening and speaking (Chen, 2023).

Methodology

Research Design

This study adopted a mixed-methods research design through a convergent parallel approach, integrating quantitative and qualitative methods simultaneously. Mixed-methods research involves the use of both approaches within a single or multiphase study. Furthermore, it serves as an investigative approach to exploring the social world by incorporating multiple methodological traditions, offering diverse perspectives and ways of understanding. It utilizes various techniques for collecting, analyzing, and presenting human experiences, all aimed at achieving a more comprehensive understanding (Johnson et al., 2017).

This mixed-method study employed a convergent parallel design to examine both the quantitative and qualitative dimensions of language education. Survey data and either focus group discussions or one-on-one interviews were gathered concurrently, with equal emphasis placed on both data types. The quantitative survey results offered statistical insights, while the qualitative interviews provided deeper, more nuanced perspectives. Each data set was analyzed independently before being merged to uncover relationships, contrasts, and potential inconsistencies. This approach enabled a well-rounded understanding of the data and enhanced the overall interpretation of the findings (Hanson et al., 2005).

This study implemented a convergent parallel design, a mixed-method approach, to achieve a comprehensive understanding of the topic. In this design, qualitative and quantitative data were gathered concurrently during a single stage of the research process, with equal emphasis placed on both methods. The qualitative aspect consisted of in-depth interviews or focus group discussions, whereas the quantitative component involved the use of surveys or statistical tools. Each data set was examined independently to obtain unique insights, and then integrated to identify similarities, differences, and validate the results. This triangulation aimed to leverage the strengths of both methodologies to strengthen the findings and provide a more comprehensive understanding of the research topic (Demir & Pismek, 2019).

This study used a convergent parallel design to explore how pop culture influenced second language learning among BSED-English students. Qualitative data from interviews and focus group discussions were analyzed through discourse and thematic analysis to examine students' language learning experiences. Simultaneously, quantitative data from surveys assessed their exposure to pop culture and language proficiency. By integrating the findings from both methods, the study aimed to provide a comprehensive understanding of how pop culture engagement impacted students' language competence and learning processes.

Figure 2 illustrated the convergent parallel mixed-method design employed in this study. The design demonstrated that quantitative and qualitative data were collected and analyzed independently. Subsequently, the researcher integrated both data sets to examine how they converged or diverged in the analysis.

Respondents

In this section, the distribution and profile in gathering quantitative and qualitative data from the participants and informants as well as respondents of this study were discussed. Additionally, the exclusion criterion was based upon the statuses of English major students and they must not be an irregular student of the said program on the first semester of the academic year 2024–2025.

Quantitative Phase

The respondents of this study were regular English major students from all year levels at Kapalong College of Agriculture, Sciences, and Technology during the second semester of the school year 2024–2025. The research centered on the relationship between pop culture and second language acquisition among these students. The inclusion criteria required participants to be regularly enrolled in the Bachelor of Secondary Education major in English program for the first semester of the 2024–2025 academic year. Participation was open to students of any gender who were willing to join, while irregular students were excluded due to scheduling conflicts. A total of 353 students participated, including 78 first-year, 113 second-year, 101 third-year, and 61 fourth-year students. To ensure scientific accuracy and representation, stratified random sampling was employed by dividing the population into strata based on year level and randomly selecting participants from each group (Nguyen et al., 2020).

Table 1.1 *Distribution of Respondents*

<i>Year Level</i>	<i>Population</i>	<i>Sample</i>	<i>Percentage</i>
First Year	78	41	11.58%
Second Year	113	59	16.78%
Third Year	101	53	14.99%
Fourth Year	61	32	9.06%
TOTAL	353	185	52.41%

Furthermore, the researcher prepared a formal request letter addressed to the college registrar to gain access to the total number of English major education students across all year levels. This population data was used to determine the appropriate sample size for the study. Once the information was obtained, it was forwarded to a statistician for the computation of the final sample.

Qualitative Phase

Purposive sampling, on the other hand, was employed to select research participants. Individuals were chosen based on their potential to provide valuable insights relevant to the research questions and to deepen the understanding of the phenomenon being studied (Kuper et al., 2008). The study involved five participants for in-depth interviews and another five for a focus group discussion. The following inclusion criteria were applied in selecting eligible participants: (1) they had to be enrolled as Secondary Education majors in English; (2) they could be from any year level such as freshman, junior, or senior; (3) they needed to be regular students, not on probation or classified as irregular; (4) participants could be either male or female; and (5) they had to express willingness to participate in the study

Table 1.2 *Profiles of the Participants*

<i>Assigned Code</i>	<i>Sex</i>	<i>Year-Level</i>
IDI-01	Female	Third Year
IDI-02	Female	Third Year
IDI-03	Male	Third Year
IDI-04	Female	First Year
IDI-05	Female	Second Year
IDI-06	Female	Fourth Year
IDI-07	Male	First Year
FGD-01	Male	First Year
FGD-02	Male	First Year
FGD-03	Female	Third Year
FGD-04	Female	Second Year
FGD-05	Female	Second Year
FGD-06	Female	Third Year
FGD-07	Female	Fourth Year

Instrument

In this section, the research tools used in gathering quantitative and qualitative data from the participants and informants, as well as respondents of this study, were discussed.

Quantitative Phase

In identifying the level and status of pop culture (PC) and second language learning (SLL), the study adopted a questionnaire from a previously published research study. These questionnaires were contextualized to align with the current research focus and context. After the researcher contextualized the research questionnaire, particularly regarding each item under the defined variables, external validators who were experts in the field evaluated and validated it. The researcher thoroughly incorporated the evaluators' suggestions and recommendations to enhance the reliability of the research tool. Additionally, the researcher ensured that the questionnaire questions were written in basic English, enabling respondents to understand and respond to each question effectively, thereby supporting the overall purpose of the research.

Pop culture. The questionnaire for this variable was adapted from the work of Acharya (2015), which included three indicators: social media and language, mass media and language, and other media and language. The reliability gained on the test reached .95, making

the questionnaire reliable. The adopted questionnaire consisted of 57 items divided unevenly among the three indicators. Participants rated their responses on a scale from never (1) as the lowest to always (5) as the highest.

Second Language Learning. The questionnaire for this variable was adopted from Permangil (2024), which had five indicators: general English, vocabulary learning, studying grammar, reading in English, and writing in English, speaking in English. The reliability test was conducted using Cronbach's alpha coefficient. The tool was a 50-item construct divided evenly among the five stated indicators. For the said variable, the respondents answered the given questions based on the following five ordered gradations of SLL with their respective range of means and descriptions.

Qualitative Phase

In the qualitative phase, an interview guide was used, containing grand core questions along with probing and supporting questions, which were utilized in both the in-depth interviews and focus group discussions. This guide was validated by external validators to ensure that the questions effectively measured what they intended to measure and gathered the necessary data for the study. Additionally, in this phase, the researcher used the validated interview guide to corroborate the results found in the quantitative phase of the study. The interview guide consisted of two parts: one for the letter of permission for the participants and the second for the interview itself.

Procedure

Once the manuscript had been reviewed by the panelists, the researcher submitted it to the Research Ethics Committee (REC) of KCAST. This ensured that the study followed all ethical guidelines and maintained trustworthiness. The researcher also requested Ethics Clearance to begin data collection. After receiving and following the REC's recommendations, the researcher proceeded with the following steps.

First, the researcher prepared a letter requesting permission to conduct the study. This letter was signed by the adviser and endorsed by the college president of Kapalong College of Agriculture, Sciences, and Technology. Before collecting any data, the researcher met with key personnel to explain the study and its objectives. Informed consent forms were given to the participants, and the researcher explained their role in the study. After understanding the study's purpose, the participants signed the consent forms, confirming their voluntary participation.

Quantitative Strand

In the quantitative strand, the researcher distributed survey questionnaires to the participants in person, after they had signed the informed consent form. The questionnaire focused on two key variables: pop culture (PC) and second language learning (SLL). Participants were not required to include their names, and they were given enough time to complete the questionnaire to ensure accurate and thoughtful responses. Once the questionnaires were completed, the researcher collected them and prepared for the data tallying process. As a gesture of appreciation, participants received a small token for their involvement. The researcher then provided the tallying format to the statistician for the data analysis.

After tallying, the researcher collaborated with the statistician to analyze the data. The results were interpreted with the guidance of the research adviser to ensure accuracy. Throughout this process, the researcher ensured the confidentiality of all data. The completed questionnaires were stored securely in a locked box, accessible only by the researcher.

Qualitative Strand

After completing the quantitative phase, the researcher began the qualitative phase to confirm and expand upon the findings. Ten participants from the original sample were selected for in-depth interviews and focus group discussions. The researcher conducted another orientation to explain the next steps and clarify the participants' roles. If any participant decided to withdraw, the researcher respectfully replaced them with another volunteer.

Next, the researcher conducted individual interviews with five participants using a platform that was convenient for them, such as Google Meet or phone calls. After these interviews, the researcher conducted a face-to-face focus group discussion with the remaining five participants.

After completing the interviews and discussions, the researcher transcribed the responses word-for-word and gave each participant a copy of their transcript to verify. Participants had the chance to correct or add information if needed. Finally, the researcher analyzed the qualitative data using thematic analysis to identify key themes and patterns. This analysis deepened the understanding of the study's findings and provided a comprehensive overview.

Data Analysis

In this section, the researcher discussed the procedures for analyzing data, including the sequence of steps, focus areas, and the combination of methods. The study also covered anticipated methodological challenges, ensured the trustworthiness of the research, validated instruments, and considered ethical aspects when collecting both quantitative and qualitative data from participants.

Quantitative Phase

The data were analyzed using descriptive statistics and Pearson-r correlation. The mean was used to assess the level of pop culture and second language learning among BSED-English students, addressing the research question related to these variables. Pearson-r was employed to identify the relationship between pop culture and second language learning, while the standard deviation helped measure the variability in the participants' responses. After the surveys were collected, the data were tallied and analyzed using the Statistical Package for the Social Sciences (SPSS) to produce both descriptive and inferential statistics. These statistical treatments were applied to ascertain the status of English major students.

Qualitative Phase

The data gathered from interviews were analyzed to validate and support the findings from the quantitative phase. Once the interviews and focus group discussions were transcribed, the researcher conducted a thematic analysis, organizing responses into common themes. Coding was used to categorize similar responses, which were then grouped together based on shared meanings or patterns. Thematic analysis, as described by Braun and Clarke (2013), helped identify recurring themes from the participants' experiences of pop culture and second language learning. These themes reflected the lived experiences of students and how pop culture influenced their language learning.

To ensure accuracy, the researcher continuously reviewed the transcribed data, looking for patterns in the participants' responses. Relevant text was labeled with code markers, allowing for easier retrieval and comparison in later stages. Once the codes were grouped, the researcher named and defined each cluster based on the relationships among the codes.

Finally, to enhance data reliability, the researcher consulted with both a data analyst and the research adviser to verify the findings. The results were presented in tables to provide a clearer understanding of the themes and detailed explanations of the findings.

Ethical Considerations

To maintain the trust of the English teacher education students at KCAST, this study placed paramount importance on their safety, anonymity, full protection, and confidentiality. Steps were meticulously taken to address these ethical considerations with the aim of upholding the participants' trust throughout the duration of the research.

The researcher scrupulously adhered to ethical principles, encompassing respect for individuals, beneficence, justice, securing informed consent, and preserving confidentiality, to guarantee the observance of ethical standards. These principles steered the execution of the study in a conscientious and considerate manner, with a focus on safeguarding the rights and welfare of the participants (Mack et al., 2005).

Respect for persons was a fundamental ethical principle that underscored the significance of treating research participants with politeness and consideration while recognizing their independence in deciding their involvement in a study (Munhall, 2012 & Scott, 2013). This principle required furnishing participants with comprehensive information about the study, ensuring their clear comprehension of the research, as well as any potential risks or benefits involved. Obtaining informed consent constituted a pivotal component of abiding by this principle, signifying a voluntary agreement grounded in an informed comprehension. By upholding the principle of respect for persons, the researcher guaranteed that the study was conducted ethically and in a manner that respected the rights and autonomy of the participants.

Prior to conducting the interviews, the researcher secured the participants' consent and prearranged the interview schedule to prevent any conflicts with their academic commitments or other responsibilities. This proactive approach aimed to minimize any disruptions to the participants' schedules caused by the researcher's presence and to mitigate the necessity of rescheduling or canceling the interviews.

Throughout the course of the study, the researcher fostered a considerate and polite rapport with the participants, seeking their consent before recording conversations. If they did not allow recording, the researcher truthfully respected their decision. Likewise, the researcher encouraged participants to pose questions whenever they wished and upheld the confidentiality of both the in-depth interviews and the focus group discussions. Moreover, participants retained the prerogative and the free will to decline responding to sensitive inquiries about the study. If they wished to withdraw and terminate participation in the study, they had all the freedom to do so without any other explanation or risks imposed or involved. By cultivating a positive relationship and adhering to courteous conduct, the study was conducted in an ethical and respectful manner.

Consent constituted a pivotal element of research ethics, serving to demonstrate respect for research participants. Through the learning of informed consent, participants were comprehensively apprised of the aims and rationale of the research in which they were invited to engage. Written consent was diligently procured from each participant, affirming their willingness to partake in the in-depth interviews and focus group discussions. Additionally, participants received detailed information about the study's outcomes and discoveries, thereby upholding transparency and ensuring that they remained well-informed throughout the research process (Creswell, 2012).

To uphold the ethical standards of the study, participants were furnished with permission and consent letters that comprehensively

delineated the study's particulars, including its methods, design, procedures, benefits, and risks. These letters were designed to facilitate participants' comprehension of the study's nature and empower them to make informed decisions regarding their participation. Those who chose not to participate were free to do so without any obligation to provide explanations, and they received assurances that their data would be held in strict confidence. Furthermore, participants were informed of their right to receive the study's results. By adhering to these ethical guidelines, the study was conducted responsibly and respectfully.

Benevolence, as an ethical principle, underscored the dedication to mitigating risks and optimizing the welfare of research participants. In this study, measures were taken to safeguard and shield the well-being of the participants. The confidentiality of the interviewees was meticulously preserved to avert any potential threats to their privacy. Additionally, all data files were securely stored and were never left unattended or inadequately protected (Bricki & Green, 2007).

To align with the principle of benevolence, measures were implemented to preserve the anonymity and confidentiality of participants' responses and personal information. Participants and respondents involved were informed of the findings to help them improve and enhance their language exposure and language competence as one of the benefits of the study. They were also given tokens of appreciation to show respect and generosity for their time given in the study. To mitigate and avoid potential risks, remote communication through a social media platform was opted for, avoiding face-to-face interactions with the participants. These precautions were undertaken to safeguard the participants' well-being and interests, underscoring the dedication to ethical research standards.

Additionally, the data gathered during this research study was exclusively utilized for the specified research objectives. However, the study's outcomes were also disseminated through various means, including presentations within the institution, publication in scientific forums or journals, and presentations at conferences, whether on a local, national, or international scale. The researcher's intent in sharing the study's findings was to contribute to the broader body of knowledge within their field of study.

Confidentiality was upheld through various techniques to protect the data, results, and findings, as well as to ensure the safety of participants. This encompassed concealing all personal identities of the participants and refraining from disclosing them. Furthermore, all materials, including audio records, encoded transcripts, notes, soft and hard copies of data, and other related documents, were disposed of immediately after the data analysis was concluded (Maree & Westhuizen, 2007).

To protect the identity of the participants and ensure compliance with the Data Privacy Act of 2012, discrete coding was used to denote each participant's responses. This measure involved carefully phrasing any information that could potentially identify the participants in terms of their name, gender, ethnicity, or employment/location to avoid violating their anonymity. By using proper coding and other measures, the participants' identity was protected, and their privacy was respected.

Justice in the conduct of this study was upheld by ensuring that the rights of the participants who identified themselves as English teacher education students were respected. Given that the study aimed to investigate the language exposure and competence of teacher education students, no rights of minor students were violated. To ensure fairness and equal opportunity for participation, the researcher utilized random sampling and purposive sampling techniques. English major teacher education students were not coerced into participating and were given the freedom to decline if they chose. In recognition of their contribution, they were duly credited for their involvement in the research, contributing to the overall success of the study. Additionally, justice was ensured by including only relevant utterances of the participants related to the research objectives and accurately transcribing them (Munhall, 2012; Scott, 2013).

Results and Discussion

This section presents the findings from both the quantitative and qualitative phases of the study. The first phase focuses on quantitative data, highlighting the pop culture and second language learning among English major students, as well as the significant relationships identified. The second phase presents qualitative data in a matrix format, summarizing participants' experiences with pop culture and second language learning. It also includes their key insights, and challenges faced. The matrix outlines the issues explored, core ideas, codes or categories, essential themes, and relevant theoretical perspectives. Additionally, another matrix integrates the key findings from both the quantitative and qualitative data.

Level of Pop Culture

Shown in Table 2 is the level of language exposure among English major students in Kapalong College of Agriculture, Sciences and Technology. It obtained an overall mean score of 4.06 with a descriptive equivalent of High. This means that the English major students manifested oftentimes their pop culture. The variable of the study which is the pop culture which has three indicators namely: social networking sites, mass media and language, other media and language.

Social Networking Sites. In terms of social networking sites, the category mean is 3.96, which is described as high. This means that it is oftentimes manifested by the students. Among the items under this indicator, Item No.1 - making sure that I do not commit any grammatical, spelling or semantic error when I post a status, comment, message or chat on Facebook got the highest mean of 4.18 with a descriptive equivalent as high. This only means it is oftentimes manifested by the English major students. Meanwhile, the lowest mean of 3.81 was obtained from item No.4 - using many new English words in my day to day life that I learnt after using Facebook with

descriptive equivalent as high which mean it is oftentimes manifested by the English major students.

Table 2.1 *Level of Pop Culture*

<i>Indicators</i>	<i>Mean</i>	<i>Description</i>
Social Networking Sites		
making sure that I do not commit any grammatical, spelling or semantic error when I post a status, comment, message or chat on Facebook.	4.18	High
referring to a dictionary to use good vocabulary while writing in twitter.	3.86	High
taking note of new stylish expressions of communication on YouTube for future use.	3.88	High
using many new English words in my day to day life that I learnt after using Facebook.	3.81	High
browsing certain pages, and be a member of one /some groups in Facebook that teach good usage of the English language.	4.06	High
Category Mean	3.96	High
Mass Media and Language		
being aware of many useful educational internet sites that can improve my English language skills.	4.22	High
reading newspapers, magazines, popular books, etc. to improve my English skills.	3.92	High
listening to English debates, news, useful social information and music, etc. on radio.	3.88	High
finding that images, sounds, animations, and music help me remember the English words I hear on TV.	4.18	High
accessing popular print media products to keep me inform of how English is used in different cultural contexts (e.g. Indian, American, Japanese, and Mexican, etc.)	3.64	High
Category Mean	4.01	High
Other Media and Language		
using English Language in creating and sending texts or messages.	4.03	High
being fond of watching English Movies.	4.26	High
being interested in learning English if the teacher used English films as teaching materials.	4.18	High
listening to karaoke along with the music, and the lyrics are displayed on the video screen.	4.32	Very High
comprehending easily the words uttered while listening to them.	4.21	High
Category Mean	4.20	High
Overall Mean	4.06	High

Mass Media and Language. In terms of mass media and language, the category mean is 3.96, which is described high. This means that it is oftentimes manifested by the students. Among the items under this indicator, Item No. 1- being aware of many useful educational internet sites that can improve my English language skills got the highest mean of 4.22 with a descriptive equivalent as high. This only means it is oftentimes manifested by the English major students. Meanwhile, the lowest mean of 3.84 was obtain from Item No.5 - accessing popular print media products to keep me inform of how English is used in different cultural contexts (e.g. Indian, American, Japanese, and Mexican, etc.) with descriptive equivalent as high which mean it is oftentimes manifested by the English major students.

Other Media and Language. In terms of other media and language, the category mean is 4.20, which is described as high. This means that it is oftentimes manifested by the students. Among the items under this indicator, Item No.4 - listening to karaoke along with the music, and the lyrics are displayed on the video screen got the highest mean of 4.32 with a descriptive equivalent as very high. This only means it is always manifested by the English major students. Meanwhile, the lowest mean of 4.03 was obtain from Item No.1 - using English Language in creating and sending texts or messages with descriptive equivalent as high which mean it is oftentimes manifested by the English major students.

As to the level of pop culture considering its three indicators, other media and language obtain the highest mean of 4.20 described as high which means it is oftentimes manifested by the English major students. On the other hand, social networking sites obtained the lowest overall mean of 3.96 described as high which means it is oftentimes manifested by the English major students. Lastly, it was followed by mass media and language with an overall mean of 4.03 described as high which means oftentimes manifested by the English major students.

Level of Second Language Learning

Shown in Table 2.1 is the level of second language learning among English major students in Kapalong Agriculture of Sciences and Technology. It obtained an overall mean score of 4.17 with a description of High. This means that the English major students manifested oftentimes their language exposure. The variable of the study which is the second language learning which has six indicators namely: general English, vocabulary learning, studying grammar, reading in English, writing in English, speaking in English.

General English. In terms of general English, the category mean is 4.25, which is described as high. This means that it is oftentimes manifested by the students. Among the items under this indicator, Item No.4 – being mindful of the mistakes I make when writing or speaking in English and No.5 - trying to be attentive to unfamiliar words or structures when I am reading or listening to English got the highest mean of 4.28 with a descriptive equivalent as high. This only means it is oftentimes manifested by the English major students. Meanwhile, the lowest mean of 4.08 was obtain from Item No.3 - taking the initiative to consult dictionaries and textbooks to learn new words and sentences independently with descriptive equivalent as high which mean it is oftentimes manifested by the English major students.

Vocabulary Learning. In terms of vocabulary learning, the category mean is 4.10, which is described as high. This means that it is oftentimes manifested by the students. Among the items under this indicator, Item No.1 - associating English words with others that share similar spelling or sound to help me remember and understand them better got the highest mean of 4.20 with a descriptive equivalent as high. This only means it is oftentimes manifested by the English major students. Meanwhile, the lowest mean of 3.95 was obtain from Item No.5 - connecting the English word with an image, drawing, or diagram with descriptive equivalent as high which mean it is oftentimes manifested by the English major students.

Studying Grammar. In terms of studying grammar, the category mean is 4.06, which is described as high. This means that it is oftentimes manifested by the students.

Table 2.1. *Level of Second Language Learning*

<i>Indicators</i>	<i>Mean</i>	<i>Description</i>
General English		
seeking correction from someone who possesses more excellent knowledge to improve and learn better.	4.44	Very High
seeking opportunities to use English outside of class independently (engaging in conversations, utilizing the internet, writing letters to foreign friends, and others).	4.18	High
taking the initiative to consult dictionaries and textbooks to learn new words and sentences independently.	4.08	High
being mindful of the mistakes I make when writing or speaking in English.	4.28	High
trying to be attentive to unfamiliar words or structures when I am reading or listening to English.	4.28	High
Category Mean	4.25	High
Vocabulary Learning		
associating English words with others that share similar spelling or sound to help me remember and understand them better.	4.20	High
repeating the new English words that I encountered multiple times.	4.19	High
taking notes on the pronunciation of a word or use annotations to help me remember it.	4.15	High
writing down translations next to words I want to learn.	3.99	High
connecting the English word with an image, drawing, or diagram.	3.95	High
Category Mean	4.10	High
Studying Grammar		
creating summaries or outlines of the structures I am learning.	3.89	High
reviewing English sentence structures out loud to better understand and practice them.	4.15	High
translating English sentences into my dialect to identify when the structures are similar, helping me learn more effectively.	4.11	High
recording the structures I wish to learn in writing.	4.02	High
committing example sentences to memory as a method to recall specific grammar points.	4.15	High
Category Mean	4.06	High
Reading in English		
looking at what the text is about before I start reading.	4.30	Very High
translating the text mentally as I read.	4.26	High
referring to the dictionary for the meanings of nearly all new words I encounter.	4.22	High
relating what I know about the topic with what the text is about.	4.23	High
focusing on the keywords or those already familiar to me.	4.34	Very High
Category Mean	4.27	High
Writing in English		
taking time to organize my thoughts and think carefully about what I want to say before I begin writing.	4.26	High
writing the text in Bisaya first to express my ideas clearly, then translate it into English for accuracy.	3.95	High
focusing on using correct grammar while writing to ensure clarity and correctness in my work.	4.21	High
reviewing and edit what I have already written before continuing with the rest of my writing to improve coherence and quality.	4.37	Very High
using only simple words and structures that I am confident that are correct to ensure clarity and avoid mistakes in writing.	4.36	Very High
Category Mean	4.23	High
Speaking in English		
formulating my thoughts in my native language and then translate them before speaking.	4.01	High
incorporating English words I have heard in songs or during class when I speak.	4.05	High
making a conscious effort to speak slowly to ensure that I am better understood by others.	4.11	High
paying attention to the grammar I use before I speak.	4.22	High
improvising or make up words if I do not know the exact terms to express myself.	4.11	High
Category Mean	4.10	High
Overall Mean	4.17	High

Studying Grammar. In terms of studying grammar, the category mean is 4.06, which is described as high. This means that it is oftentimes manifested by the students. Among the items under this indicator, Item No.2 - reviewing English sentence structures out loud to better understand and practice them and No.5 - committing example sentences to memory as a method to recall specific

grammar points got the highest mean of 4.15 with a descriptive equivalent as high. This only means it is oftentimes manifested by the English major students. Meanwhile, the lowest mean of 3.89 was obtain from Item No.1 - creating summaries or outlines of the structures I am learning with descriptive equivalent as high which mean it is oftentimes manifested by the English major students.

Reading in English. In terms of reading in English, the category mean is 4.27, which is described as high. This means that it is oftentimes manifested by the students. Among the items under this indicator, Item No.5 - focusing on the keywords or those already familiar to me got the highest mean of 4.34 with a descriptive equivalent as very high. This only means it is always manifested by the English major students. Meanwhile, the lowest mean of 4.22 was obtain from Item No.3 - referring to the dictionary for the meanings of nearly all new words I encounter with descriptive equivalent as high which mean it is oftentimes manifested by the English major students.

Writing in English. In terms of writing in English, the category mean is 4.23, which is described as high. This means that it is oftentimes manifested by the students. Among the items under this indicator, Item No.4 – reviewing and edit what I have already written before continuing with the rest of my writing to improve coherence and quality got the highest mean of 4.37 with a descriptive equivalent as very high. This only means it is always manifested by the English major students. Meanwhile, the lowest mean of 3.95 was obtain from Item No.2- writing the text in Bisaya first to express my ideas clearly, then translate it into English for accuracy with descriptive equivalent as high which mean it is oftentimes manifested by the English major students.

Speaking in English. In terms of speaking in English, the category mean is 4.10, which is described as high. This means that it is oftentimes manifested by the students. Among the items under this indicator, Item No.4 - paying attention to the grammar I use before I speak got the highest mean of 4.22 with a descriptive equivalent as high. This only means it is oftentimes manifested by the English major students. Meanwhile, the lowest mean of 4.0 was obtain from Item No.1- formulating my thoughts in my native language and then translate them before speaking with descriptive equivalent as high which mean it is oftentimes manifested by the English major students.

As to the level of second language learning considering its six indicators, reading in English obtain the highest mean of 4.27 described as very high which means it is always manifested by the English major students. On the other hand, studying grammar obtained the lowest overall mean of 4.06 described as high which means it is oftentimes manifested by the English major students. Then, second highest overall mean of 4.25 was obtained by the indicator general English. It has a descriptive equivalent as high which is oftentimes manifested by the English major students. Then, third highest overall mean was obtained by the indicator writing in English and it has 4.23 describe as high which means it is oftentimes manifested by the English major students. Lastly, it was followed by vocabulary learning and speaking in English with an overall mean of 4.10 described as high which means oftentimes manifested by the English major students.

Significant Relationship of Pop Culture and Second Language Learning

Presented in Table 3 is the result of the significant relationship between pop culture with a mean rating of 4.06 described as high which means that it is oftentimes manifested and second language learning with a mean rating of 4.17 described as high which means that it is oftentimes manifested by the English major students in Kapalong College of Agriculture, Sciences, and Technology.

Doing an in-depth analysis of the table, the total mean of 4.06 in pop culture and 4.17 in second language learning showed a high positive correlation between variables with a total R-value of 0.657 which means that there is 50% in the variation of pop culture that affect the second language learning of the English major students.

Table 3. *Significant Relationship Between Pop Culture and Second Language Learning Among BSED-English Students*

Variable	Mean	R-Value	P-Value	Decision @=0.05
Pop Culture	4.06			
Second Language Learning	4.17	.657	<.001	Ho Accepted

While the remaining 50% is the variation not covered in the study. In addition, result also showed that the P-value of both variable is 0.01 that is less than 0.05 level of significance which means that there is a significant relationship between pop culture and second language learning . Hence, this indicated that the null hypothesis which was tested at 0.05 alpha levels was being rejected. To which, the statement that there is no significant relationship between pop culture and second language learning English major students in Kapalong College of Agriculture, Sciences, and Technology. To wit, this implied that there is a significant relationship between the two variables which are the pop culture and second language learning which was being given evidence according to the result. If the pop culture is good and efficient then the second language learning will be similarly good and effective since the independent variable is of a great factor that contributes to the dependent variable.

Lived Experiences of English major Students with regards to the Impact of Pop Culture in Learning English as their Second Language

Six essential themes were derived from the in-depth interviews and focus group discussions conducted with the participants regarding the first research question. Prior to presenting the results from these interviews and discussions, Table 3.1 outlines the profiles of the



participants involved in the qualitative data collection. This table details the participants' profiles, who were selected purposively based on the inclusion criteria: he or she must be a 1st year, 2nd year, 3rd year, or 4th year English major education student in KCAST. Based on the table, the profiles are divided into participants' sex and year level.

Further, Table 4 deals on the lived experiences of the English major students regarding on the impact of pop culture to their second language learning. The essential themes which emerged from the transcriptions of the participants' responses for the research question number one consisted of overarching themes which are summarized in the said table.

Table 4. *Lived Experiences of English Major Students with regards to the Impact of Pop Culture in Learning English as their Second Language*

<i>Issue Probed</i>	<i>Core Ideas</i>	<i>Code/ Categories</i>	<i>Essential Themes</i>	<i>Theoretical Support</i>
Learning Experiences with the Integration of Pop Culture into Second Language Learning	<ul style="list-style-type: none"> • Making learning English natural and enjoyable • Creating an engaging learning experience • Having fun and interesting learning experiences • Keeping learners engaged and motivated • Making learning less tedious • Making learning more engaging and less of a chore • Creating an interactive learning experience • Employing an effective strategy for engaging tech-savvy learners • Watching movies/TV with subtitles, listening to music, and engaging in online communities' aid learning • Enhancing engagement through social media, TV, and other platforms • Providing a dynamic way to practice and absorb English naturally 	<p>Engagement and Motivation in Language Learning</p> <p>Cultural and Practical Language Exposure</p>	Immersive and Inclusive Language Learning	Vygotsky's Sociocultural Theory (1978)
Personal Experiences of Students with Pop Culture	<ul style="list-style-type: none"> • Watching enjoyable movies improves vocabulary • Watching enjoyable movies helps in learning new and unfamiliar English terms. • Watching enjoyable movies improves communication skills • Being expose to idioms, and slang which enhances comprehension. • Watching French movies with English subtitles helped in learning conversational phrases and idioms. • Being expose to different accents and dialects broadens language diversity awareness. • Watching TV with subtitles improves listening and reading comprehension. • Watching TV shows with subtitles enhances vocabulary, phrase acquisition, and listening skills. • Watching English movies/ TV with subtitles improves pronunciation and accent recognition. • Being exposed to social media posts, comments, and memes helps in learning informal expressions which gives confidence in using the language. • Using the internet for research aids in understanding unfamiliar words. • Looking up unfamiliar words through the internet helps in classroom expression and explanation 	<p>Enjoying Language Through Entertainment</p> <p>Immersive Language Experience</p> <p>Active Engagement Through Subtitles</p> <p>Learning Through Digital and Social Media</p>	Learning English Through Real-world Media Exposure	Krashen's Input Hypothesis (1985)
Impact of Pop Culture in English	<ul style="list-style-type: none"> • Watching movies with subtitles improves listening and reading skills. 	Strengthening Core Language Skills	Enhancement of Core English Skills through Multimedia	Bandura's Social Learning Theory (1977)



<p>Learning</p>	<ul style="list-style-type: none"> • Watching movies with subtitles enhances vocabulary and comprehension. • Watching TV shows, movies, music, and social media collectively improve listening, speaking, reading, and writing skills. • Watching Hollywood movies expands vocabulary and makes English learning more enjoyable. • Watching English movies introduced me to new words and phrases that I can use in the future. • Watching popular English-language shows provides exposure to natural conversations and expressions. • Watching movies to improve communication skills. • Being exposed to different contexts and expressions through movies enhances speaking ability. • Watching movies significantly improved understanding of conversational English and everyday expressions. • Having an influence from TV series improves English speaking skills through realistic dialogues. 	<p>Expanding Vocabulary and Natural Language Use</p> <p>Developing Communication Skills</p>	<p>Platforms</p>	
<p>Students Positive and Negative Experiences with Pop Culture Outside the Classroom</p>	<ul style="list-style-type: none"> • Being able to clarify confusion when encountering unfamiliar terms. • Increasing knowledge and understanding of English. • Encountering useful words in movies, TV shows, and online content. • Watching movies helped in adopting words and sentences that can be used in conversation. • Improving language skills through song lyrics and movie dialogues • Watching TV shows and listening to music increases motivation and interest in learning English. • Making learning engaging through YouTube channels' content such as animated stories and celebrity interviews. • Being inspired by movies and songs, which fuels motivation to learn more. • Showing language in real conversations and motivating the learner. • Having confidence in speaking and understanding English. • Feeling connected to the language and culture through movies, TV shows, social media, and music, enhancing language understanding. • Utilizing social media to deliver meaningful messages. • Encountering informal language and slang not applicable in academic settings. • Being exposed to slang and informal language, which is not applicable in academic settings. • Encountering slang and idiomatic expressions not applicable in academic contexts • Having misinterpretations of slang and idiomatic expressions, with some expressions being inappropriate in academic settings. • Picking up slang or casual phrases unsuitable for academic settings. 	<p>Enhancing Language Acquisition and Comprehension</p> <p>Motivation and Engagement in Learning</p> <p>Confidence and Real-Life Application</p> <p>Encountering Inappropriate Informal Language</p> <p>Misinterpretation and Unsuitability of Slang</p>	<p>Authentic Language Immersion</p> <p>Influence of Informal and Incorrect Language</p>	<p>Krashen's Input Hypothesis (1985) and Vygotsky's Sociocultural Theory (1978)</p> <p>Selinker's Interlanguage Theory (1972)</p>



<p>Challenges Experienced when Using Pop Culture as part of English Learning Process</p>	<ul style="list-style-type: none"> ● Feeling overwhelmed by slang and informal language on social media, making it challenging to use English correctly in formal settings. ● Struggling with weak internet connection. ● Having unstable internet connection affecting learning. ● Having technological challenges such as lack of materials and dysfunctional equipment. ● Hindering engagement by low exposure to digital materials. ● Being hindered by limited internet access affects the ability to look up words and understand their context 	<p>Technological Barriers</p>	<p>Multifaceted Barriers in Digital Language Pedagogy</p>	<p>Mishra and Koehler's TPACK Framework (Technological Pedagogical Content Knowledge) (2006)</p>
	<ul style="list-style-type: none"> ● Being distracted from entertainment instead of learning. ● Getting entertained for leisure, which shifts focus away from academic goals. ● Spending excessive time on social media and the internet for entertainment instead of studying English 	<p>Distraction and Misuse of Digital Media</p>		
	<ul style="list-style-type: none"> ● Having difficulty in understanding fast speech and unfamiliar accents. ● Having difficulty in understanding accents, slang, and complex vocabulary. ● Feeling overwhelmed by fast-paced dialogue or lyrics. ● Struggling with fast-paced spoken English in movies and TV shows, making comprehension difficult. ● Understanding slang and informal language is challenging. ● Being not able to understand slang and idioms due to their variability. ● Encountering unfamiliar expressions that require extra effort to research and understand. ● Committing mistakes in meaning comprehensio. 	<p>Communication Challenges</p>		
	<ul style="list-style-type: none"> ● Struggling with cultural references. ● Having confusion due to informal language exposure. ● Having difficulty making transitions from informal to academic settings due to slang words. ● Being confused with cultural references in memes or internet jokes. ● Having a hard time distinguishing between casual and formal English due to overwhelming exposure to informal language 	<p>Cultural and Informal Language Barriers</p>		

Immersive and Inclusive Language Learning. In the context of pop culture and second language learning, some experiences experienced by the students are the engagement and Motivation in language learning as well as cultural and practical language exposure. It was mentioned by the participants that their exposure to pop culture plays a role in their second language learning journey. Some participants stated that they actively engage with media content to enhance their understanding and application of the language. Others expressed that cultural and practical exposure contributes to their familiarity with the language, while some emphasized the role of technology and media in providing accessible learning opportunities.

Engagement and Motivation in language learning. This is the first code of the first probed issue. Some of the participants stated that they are engaged and motivated when it comes to learning their second language. They find enjoyment in learning new vocabulary, improving their pronunciation, and understanding different grammatical structures. Their motivation stems from personal interest, and exposure to various language-learning resources.

Similarly, some participants believe that making learning English feel natural and enjoyable contributes to their motivation. They expressed that engaging with pop culture, such as watching movies, listening to music, and scrolling through social media, allows them to absorb the language effortlessly in a more relaxed and entertaining way. This approach helps reduce the pressure often associated with traditional learning methods, making language acquisition feel less like a task and more like a habit. As Participant 13 shared:

“Honestly, pop culture has played a huge role in my journey in learning English like Watching movies, listening to music, and scrolling through social media have made the process feel more natural and enjoyable.” (FGD-06)

In connection, the participant believes that creating an engaging learning experience through media exposure further enhances their language development. They shared that watching Hollywood movies and Korean films with English subtitles helps them stay immersed in the language while making learning enjoyable. This constant exposure not only improves their vocabulary and comprehension but also helps them become more familiar with different accents and expressions. As the participant 5 expressed:

“Mas ma engage ko in learning the English language especially sa mga Hollywood movies as well as Korean movies that have English subtitle.” (IDI-05)

(I become more engaged in learning the English language, especially through Hollywood movies as well as Korean movies with English subtitles.)

Likewise, the participant views their learning journey as fun and interesting, which makes the process of acquiring the English language more enjoyable. They emphasized that engaging with media not only sparks their interest but also aids in skill development and speaking ability. By regularly watching shows and listening to songs in English, they become more confident in using the language in real-life conversations. As the participant 7 described:

“I describe my experience as fun and interesting and it also helps me learn more about the English language. It helps me to develop my skills and ability to speak the English language itself.” (IDI-07)

Moreover, the participant highlighted that pop culture plays a significant role in keeping them engaged and motivated in language learning. They shared that watching movies or television prevents boredom and sustains their interest in actively learning English. They also noted that relatable characters and storylines help them connect emotionally with the content, making the learning experience more meaningful. By making the process enjoyable, they find it easier to stay committed to improving their language skills. As the participant 11 stated:

“In learning the English language through watching movies or television is that dili ko ma bored nag help ni siya sa akoo to have an active learning para ma learn nko ang language in an engaging way na ma motivate ko mag learn.” (FGD-04)

(Learning the English language through watching movies or television keeps me from getting bored. It helps me stay engaged in active learning, making it easier to learn the language in a motivating and enjoyable way.)

Furthermore, the participant emphasized that making learning more engaging and less of a chore contributes to their motivation in acquiring the English language. They shared that listening to English music and actively participating in online communities and social media discussions in English make the learning process feel more interactive and enjoyable rather than a tedious task. As the participant 8 expressed:

“Through listening to English music, and engaging with online communities and social media in English. This approach makes learning more engaging and less like a chore.” (FGDI-01)

In addition, the participant highlighted that creating an interactive learning experience through pop culture enhances their engagement in acquiring the English language. They shared that integrating pop culture into their learning process keeps them actively involved and provides opportunities to interact with others, making language acquisition more dynamic and socially engaging. As the participant 11 expressed:

“So, I could describe my experience in integrating pop culture into my English language learning as an interactive learning in which it could help me to be active when it comes to learning in a way that I can interact with many people.” (FGD-04)

Cultural and Practical Language Exposure. This is the second code of the first probed issue. The participant found digital platforms effective for enhancing English skills through movies, music, and online communities. While beneficial for tech-savvy learners, challenges like technology glitches and material limitations were noted. Despite this, social media, TV, and other platforms provide a dynamic way to practice and absorb English naturally.

In connection, the participant emphasized that digital platforms serve as an effective strategy for engaging tech-savvy learners in language acquisition. The accessibility and interactive nature of these platforms allow learners to align their language learning experiences with their technological preferences, making the process more engaging and adaptable to their needs. As the participant 6 shared:

“Learners who are very inclined with technology it is a good strategy. So, the experience is not that hard because we are able to capture the attention of our learners and at the same time we are able to anchor our objectives on the preferences of learning of our students.” (IDI-06)

Also, the participant highlighted that incorporating pop culture into language learning through various digital mediums significantly aids in improving English proficiency. Engaging with movies and TV shows with subtitles, listening to English music, and interacting

with online communities provide immersive and practical exposure to the language. They pointed out that these activities not only build vocabulary but also improve their understanding of pronunciation, slang, and cultural context. As the participant 8 shared:

“I actively incorporate it into my studies by watching movies and TV shows with English subtitles, listening to English music, and engaging with online communities and social media in English.” (FGD-01)

In addition, the participant emphasized that social media, television, and other digital platforms play a crucial role in enhancing engagement in second language learning. These mediums provide continuous exposure to English, making the learning process more immersive and interactive. They mentioned that real-time content, such as vlogs and live streams, helps them pick up everyday expressions and conversational cues naturally. As the participant 12 shared:

“My experience with integrating pop culture into my English language learning is that it is a way of engagement. It is one way of engaging myself with this pop culture so that I can learn English, through watching movies and television as well as interacting in social media and other platforms which enhance my engagement.” (FGD-05)

Learning English Through Real-world Media Exposure. In the context of pop culture and second language learning, some experiences experienced by the students are enjoying language through entertainment and immersive language experience as well as active engagement through Subtitles and learning through digital and social media. Participants mentioned that watching movies, TV shows, and online videos with subtitles aids comprehension and pronunciation. Listening to music and engaging with digital platforms contribute to language retention. Exposure through media allows learners to absorb English naturally despite challenges such as slang and varying accents.

Enjoying Language Through Entertainment. This is the first code of the second issues probed. Participants shared that engaging with entertainment media, such as movies, TV shows, and music, makes language learning enjoyable and less stressful. By immersing themselves in these forms of entertainment, they naturally pick up vocabulary, sentence structures, and expressions used in everyday conversations. Additionally, exposure to various genres allows them to experience different communication styles, enhancing their overall language proficiency.

Similarly, the participant highlighted that watching enjoyable movies serves as an effective way to expand vocabulary. By encountering unfamiliar words in films, the participant actively seeks out their meanings, reinforcing language learning. They shared that repeated exposure to these words in different contexts helps with long-term retention and proper usage. This process enhances their ability to articulate thoughts more clearly in academic settings. As the participant 11 shared:

“If I watch movie na kanang ganahan kaayo nako and there are some words na dili kayo nko ma gets especially in English language I would use it or search its meaning ana, through that I can use those words nga nakuha nako didtoa sa movie nga magamit nko sa classroom in explaining and expressing my dieas coherently.” (FGD-04)

(If I watch a movie that I really like and come across words I do not fully understand, especially in English, I look them up to learn their meanings. Through this, I can use the new words I have learned from the movie in the classroom to explain and express my ideas more coherently.)

Also, the participant emphasized that watching enjoyable movies serves as an effective tool for learning new and unfamiliar English terms. Exposure to film dialogues allows them to encounter words they have never seen before or gain a deeper understanding of familiar words. They mentioned that associating words with scenes and emotions makes it easier to remember and apply them in real-life situations. This process enhances their comprehension and broadens their vocabulary. As the participant 1 shared:

“Personal experiences in watching enjoyable movies I learn new terms that I never encounter before or a word that I already know but I do not know its meaning. Just by watching movies it gives me other ideas or new learnings.” (IDI-01)

Additionally, the participant emphasized that watching enjoyable movies plays a significant role in enhancing their communication skills. By observing how characters interact, express emotions, and respond in various contexts, they gain insights into natural language use and conversational flow. This exposure not only improves their speaking fluency but also helps them understand cultural cues and proper usage of expressions in real-life conversations. As the participant 8 shared:

“I enjoy watching English movies it helps me nga kanang e improve ang akong communication skills kay maka adapt man ko sa ilang way of speaking while enjoying.” (FGD-01)

(I enjoy watching English movies because it helps me improve my communication skills as I can adapt to their way of speaking while having fun.)

Immersive Language Experience. This is the second code of the second issues probed. Participants shared that watching TV series and movies in English helps enhance their vocabulary and listening skills. Exposure to different dialogues and conversations allows them to pick up new words and phrases naturally. Additionally, watching foreign-language films with English subtitles aids in understanding conversational phrases and idioms, further improving their language proficiency.

In connection, the participant emphasized that being exposed to idioms and slang through pop culture significantly enhances their

comprehension. Encountering these informal expressions in real-life contexts, such as movies, music, or social media, helps them understand meanings that are not usually explained in textbooks. This exposure makes it easier for them to follow conversations and recognize how native speakers naturally express themselves. As the participant 8 shared:

“My experiences with pop culture have significantly shaped my understanding and use of English in the classroom. Exposure sa kanang natural spoken English movies and TV shows has improved my kanang comprehension of mga idioms, and slang.” (FGD-01)

(My experiences with pop culture have significantly shaped my understanding and use of English in the classroom, as exposure to natural spoken English in movies and TV shows has improved my comprehension of idioms and slang.)

Moreover, the participant emphasized that watching movies in a foreign language with English subtitles serves as an effective method for learning conversational phrases and idioms. This approach not only enhances language comprehension but also familiarizes learners with cultural differences embedded in everyday expressions. Through exposure to authentic dialogues, they gain a better grasp of how English is used in real-life conversations. As the participant 9 shared:

“watching the iconic TV show French with English subtitles, which helped me grasp conversational phrases, idioms, and cultural references. Ultimately, it enhanced my comprehension and application of English in classroom discussions and assignments.” (FGD-02)

Furthermore, the participant highlighted that being exposed to different accents and dialects through pop culture broadens their awareness of language diversity. Listening to various regional and international accents in films, music, and shows helps them appreciate the wide range of English pronunciation and expression. This exposure enhances their ability to understand speakers from different backgrounds and increases their overall linguistic adaptability. As the participant 8 shared:

“Also, exposure sa kanang different accents ug dialects has also broadened my ano understanding of the language's diversity.” (FGD-01)

(Exposure to different accents and dialects has broadened my understanding of the language's diversity.)

Active Engagement Through Subtitles. This is the third code of the second issues probed. Participants shared that watching TV with subtitles improves both listening and reading comprehension. Subtitles help learners associate spoken words with their written form, reinforcing language acquisition. Additionally, watching TV shows with subtitles enhances vocabulary development, phrase acquisition, and listening skills by providing contextual exposure to new words and expressions.

Similarly, the participant highlighted that watching television with subtitles significantly improves both listening and reading comprehension. By following along with the subtitles while listening to spoken English, they can reinforce word recognition, pronunciation, and sentence structure. This method provides a dual-layered learning experience that strengthens overall language proficiency. As the participant 3 shared:

“Exposure to pop culture, such as watching TV shows and movies, listening to music, and engaging with social media, enhances my English language skills. For instance, watching English-language TV shows with subtitles improves listening and reading comprehension.” (IDI-03)

In addition, the participant highlighted that watching TV shows with subtitles is an effective way to enhance vocabulary, acquire new phrases, and develop listening skills. This method allows learners to see and hear words simultaneously, reinforcing comprehension and retention. By engaging with English movies and TV shows, learners can naturally absorb language patterns and improve their overall proficiency. As the participant 14 shared:

“Also, my personal experience is watching English movies with subtitle this help me new vocabulary and phrases while also improving my listening skills.” (FGD-07)

Moreover, the participant mentioned that watching English movies and TV shows with subtitles helps improve pronunciation and accent recognition. By seeing the words while hearing them spoken, learners can better mimic the correct pronunciation and become more familiar with various accents. This approach not only aids in language retention but also strengthens their ability to recognize different speech patterns. As the participant 13 shared:

“One of the biggest thing jud that helped me was watching English movies and TV shows with subtitles like Korean drama. It allowed me to connect words with pronunciation and understand different accents.” (FGD-06)

(One of the biggest things that helped me was watching English movies and TV shows with subtitles, like Korean dramas. It allowed me to connect words with pronunciation and understand different accents.)

Learning Through Digital and Social Media. This is the fourth code of the second issues probed. Participants shared that exposure to social media posts, comments, and memes helps them learn informal expressions, boosting their confidence in using the language. Additionally, using the internet for research aids in understanding unfamiliar words, while looking up new vocabulary online enhances their ability to express and explain ideas in the classroom.

Similarly, the participant emphasized that exposure to social media posts, comments, and memes plays a significant role in learning informal expressions, which in turn boosts confidence in using the language. Engaging with online content allows learners to familiarize themselves with colloquial language, slang, and conversational phrases that are commonly used in everyday communication. This exposure helps bridge the gap between formal and informal language use, making learners feel more at ease when expressing themselves. As the participant 13 shared:

“Social media also played a big part in learning English language I often read posts, comments, and memes in English, which helped me get used to informal expressions and slang. Over time, I noticed that I felt more confident using English in class, whether it was during discussions or writing assignments.” (FGD-06)

In addition, the participant highlighted that using the internet for research plays a crucial role in understanding unfamiliar words. Online resources provide immediate access to definitions, translations, and contextual examples, allowing learners to grasp new vocabulary effectively. This accessibility enhances comprehension and supports language development by reinforcing word usage in different contexts. As the participant 12 shared:

“Personal experience that I have in pop culture that shape my understanding and use of English language in the classroom is that It help me in terms of searching online. With the use of internet I search there kung naa koy unfamiliar words na ma encounter and kanang to understand the English words.” (FGD-05)

(My personal experience with pop culture in shaping my understanding and use of the English language in the classroom is that it helps me when searching online. With the use of the internet, I can look up unfamiliar words I encounter and better understand their meanings in English.)

Moreover, the participant emphasized that looking up unfamiliar words through the internet significantly aids in classroom expression and explanation. Access to online resources allows learners to clarify word meanings, leading to a more confident and precise use of language in academic settings. This process not only enhances vocabulary but also strengthens communication skills by enabling learners to articulate their thoughts more effectively. As the participant 11 shared:

“My personal experiences that I have in pop culture nga nag shape sa akong understanding and use of English language is kaning if I watch movie na kanang ganahan kaayo nako and there are some words na dili kayo nko ma gets especially in English language I would use it or search its meaning ana, through that I can use those words nga nakuha nako didtoa sa movie nga magamit nko sa classroom in explaining and expressing my ideas coherently.” (FGD-04)

(My personal experience with pop culture in shaping my understanding and use of the English language is that when I watch a movie I really enjoy, I come across words I do not fully understand, especially in English. I look up their meanings, and through this, I can use the words I learned from the movie in the classroom to explain and express my ideas more clearly and coherently.)

Enhancement of Core English Skills through Multimedia Platforms. In the context of pop culture and second language learning, some experiences experienced by the students are strengthening core language skills and expanding vocabulary and natural language use as well as enhancing fluency and expression and developing communication skills. Participants mentioned that watching movies with subtitles enhances listening, reading, and comprehension. Exposure to TV shows, music, and social media improves overall fluency. Hollywood films and popular series introduce new words, natural expressions, and realistic dialogue, making learning enjoyable. Impactful movies inspire fluency, while varied contexts enhance speaking skills and everyday communication.

Strengthening Core Language Skills. This is the first code of the third issues probed. Participants shared that watching movies with subtitles improves listening and reading skills, enhancing vocabulary and comprehension. Exposure to TV shows, movies, music, and social media collectively supports the development of listening, speaking, reading, and writing skills, reinforcing overall language proficiency.

In relation, the participant highlighted that watching movies with subtitles significantly improves both listening and reading skills. Initially, reliance on subtitles helps in reading English, but over time, continuous exposure and employing method which is removing subtitle afterwards fosters listening skills. This gradual transition from dependence on subtitles to understanding spoken English without them demonstrates the effectiveness of this method in language learning. As the participant 2 shared:

“As I remember kay one of my experience that shape my English learning is watching movies with English subtitle so at first kanang I use English subtitles and then eventually watch without English subtitle.” (IDI-02)

(As I remember, one of my experiences that shaped my English learning was watching movies with English subtitles. At first, I relied on the subtitles, but eventually, I was able to watch without them.)

Moreover, the participant emphasized that watching movies with subtitles not only improves vocabulary but also enhances overall comprehension. By encountering unfamiliar words in context, learners can better grasp their meanings and usage, making the learning process more natural and engaging. This method allows for deeper language retention and understanding, as exposure to real-life dialogue helps reinforce both word recognition and contextual application. As the participant 9 shared:

“Watching Marvel movies with subtitle helps me kanang maka get ug words nga kanang bag o para sa ako then maka help pud siya sa ako to understand that word base on how it is use in the movie.” (FGD-02)

(Watching Marvel movies with subtitles helps me learn new words that are unfamiliar to me. It also helps me understand their meanings based on how they are used in the movie.)

Furthermore, the participant highlighted how a combination of TV shows, movies, music, and social media contributes to the holistic development of English language skills. These forms of pop culture exposure not only enhance listening and reading abilities but also reinforce speaking and writing skills through immersive and interactive experiences. By engaging with different media formats, learners are exposed to diverse vocabulary, sentence structures, and conversational patterns, making language acquisition more dynamic and effective. As the participant 3 expressed:

“Watching TV shows and movies, listening to music, and engaging with social media have helped me improve my listening, speaking, reading, and writing skills. Maka improve siya sa listening because of course in watching TV shows or movies and music mag listen man jud ta as well as reading sa kanang subtitles and writing kay some teacher after sila mag pa watch sa movie kay magpa answer man silage essay regarding sa movie.” (IDI-03)

(Watching TV shows and movies, listening to music, and engaging with social media have helped me improve my listening, speaking, reading, and writing skills. My listening skills improve because, of course, watching TV shows, movies, and listening to music require active listening. Reading skills develop through subtitles, while writing skills are enhanced when teachers assign essays about the movies we watch.)

Expanding Vocabulary and Natural Language Use. This is the second code of the third issues probed. Participants shared that watching Hollywood movies broadens their vocabulary and makes learning English more enjoyable. Exposure to English movies introduces them to new words and phrases that can be used in future conversations. Additionally, watching popular English-language shows helps them become familiar with natural conversations and common expressions, reinforcing their ability to communicate effectively.

In connection, the participant emphasized that watching Hollywood movies not only enhances vocabulary acquisition but also makes the English learning process more enjoyable and immersive. Exposure to authentic dialogues and diverse linguistic expressions in films allows learners to naturally absorb new words and phrases in meaningful contexts. Additionally, the engaging nature of movies sustains interest and motivation, making language learning feel less like a task and more like an enjoyable activity. As the participant 5 expressed:

“Kanang mag tan aw ko ug movie like Hollywood mas ma engage ko and more enjoyment. overtime as sege ko ug tan aw kanang nan a immerse nako segeg tan aw ug movie as well as mag listen ug mga music mas nice siya as it add my understanding and vocabulary from the movies and music kay syempre d man jud na mahitabo na wala tay ma encounter nga new words in watching movies and listening to music labi nag famous na music nga mag segeg balik balik nato ma dungog.” (IDI-05)

(When I watch Hollywood movies, I feel more engaged and enjoy the experience more. Over time, as I continue watching movies and listening to music, I become more immersed in the language. It also helps expand my understanding and vocabulary since it is inevitable to encounter new words while watching movies or listening to popular songs that I frequently hear.)

Additionally, watching English movies serves as an effective tool for expanding vocabulary and acquiring useful phrases that can be applied in various contexts, including future professional settings. The exposure to natural conversations and diverse linguistic structures allows learners to internalize new expressions. This reinforces the idea that consistent engagement with English-language media fosters long-term language retention and practical usage. As the participant 12 expressed:

“My specific experiences in pop culture had a significant impact in my journey in learning English is watching English movie. This significantly help me in learning the language as I encountered many different words and phrases that I can probably use in the future in expressing my thoughts and ideas especially in my future profession as an English teacher” (FGD-05)

(My specific experience with pop culture that had a significant impact on my English learning journey is watching English movies. This has greatly helped me learn the language as I encounter many different words and phrases that I can potentially use in the future to express my thoughts and ideas, especially in my future profession as an English teacher.)

Furthermore, watching popular English-language shows not only expands vocabulary but also provides learners with exposure to natural conversations and commonly used expressions. This immersive experience helps learners become more familiar with conversational English, making language learning feel more intuitive and practical. The authenticity of dialogues in movies and TV shows enables learners to grasp the idea of spoken English, including tone, context, and informal expressions, which can be applied in real-life situations. As the participant 10 shared:

“Specific experiences it would be watching popular English-language shows or engaging with interne that offer or allows language practice. So, such experiences make learning less intimidating and more relevant to our daily lives as we are being expose to natural conversation that could be apply in real life situation” (FGD-03)

Developing Communication Skills. This is the fourth code of the third issues probed. Participants shared that watching movies played a vital role in improving their communication skills. Exposure to different contexts and expressions in films helped enhance their speaking ability by familiarizing them with natural language use. Additionally, watching movies significantly improved their understanding of conversational English and everyday expressions. Many also noted that TV series influenced their speaking skills through realistic dialogues, allowing them to adopt more natural and fluent communication patterns.

Similarly, watching movies serves as a powerful tool for improving communication skills by exposing learners to diverse speech patterns, emotional expressions, and impactful dialogues. Historical films, in particular, provide rich linguistic and cultural contexts that inspire deeper engagement with the language. The participant noted that these films help them understand formal and context-specific language, which is useful for both academic and conversational settings. As the participant 11 shared:

“Watching movie particularly movies inspired by World war II, the characters are able to influence people around them. It really touches me to the point that I wanted to speak that fluently I wanted to be like that. If I am able to inculcate that concept to my learners I would really embrace the use of pop culture so that people around my circle would be influence of how I view things in the moment that they would also be inspired to do it also to the people around them.” (FGD-04)

In addition, exposure to various contexts and expressions in movies plays a crucial role in enhancing speaking ability. By immersing themselves in diverse dialogues, speech patterns, and real-life scenarios, learners can develop a more natural and confident way of using the language in different situations. The participant also noted that mimicking actors' lines and intonation helps them improve pronunciation and fluency. As the participant 7 shared:

“The most significant or specific experiences that I have with pop culture is the movies because some movies or shows that I have watch recently or throughout my life it helps me to shape or to enhance my ability to speak English in different context.” (IDI-07)

Furthermore, watching movies and TV shows serves as an effective means of improving one's understanding of conversational English and everyday expressions. By observing how native speakers interact in different situations, learners gain insight into the natural flow of dialogue, informal speech patterns, and cultural references that enhance their communication skills. The participant mentioned that this exposure helps them respond more naturally and confidently in real conversations. As the participant 8 shared:

“Watching the movie Modern Family significantly improved my understanding of conversational English and everyday expressions. Kay maka get man ko didto ug mga expressions which I can understand on ow it is being used in the movie.” (FGD-01)

(Watching the TV show Modern Family significantly improved my understanding of conversational English and everyday expressions. I was able to grasp various phrases and understand how they are used in context within the show.)

Moreover, exposure to TV series plays a crucial role in improving English-speaking skills by providing realistic dialogues that mirror natural conversations. Through these shows, learners can observe how words and phrases are used in everyday interactions, helping them develop fluency and confidence in speaking English. The participant also noted that regularly hearing different accents and speech speeds improves their listening comprehension alongside speaking skills. As the participant 13 shared:

“TV series like the Note Book that is my favorite one and it really influence how I understand like conversational English. Their dialogues are simple yet realistic and I found myself picking up common expressions without even realizing it I already picked it up.” (FGD-06)

Authentic Language Immersion. In the context of pop culture and second language learning, some experiences experienced by the students are enhancing language acquisition and comprehension and motivation and engagement in learning as well as confidence and real-life application. Based on the information given by the participants, engagement with movies, TV shows, music, and social media enhances language acquisition, comprehension, and confidence. Additionally, encountering useful words in media increases English proficiency, while movie dialogues and song lyrics improve communication skills. Watching engaging content boosts motivation, making learning enjoyable and effortless. Also, real conversations in media build confidence, foster cultural connection, and encourage meaningful language use.

Enhancing Language Acquisition and Comprehension. This is the first code of the fourth issues probed. Participants shared that encountering useful words in movies, TV shows, and online content increases their knowledge and understanding of English. Watching movies helps clarify confusion when encountering unfamiliar terms and allows them to adopt words and sentences for conversation. Song lyrics and movie dialogues contribute to improving their language skills, reinforcing comprehension and overall proficiency.

Similarly, engaging with TV series and movies not only enhances language acquisition but also aids in clarifying confusion when encountering unfamiliar terms. Exposure to new words and expressions in context allows learners to grasp their meanings naturally. Additionally, having access to online resources makes it easier to verify definitions and understand how these terms are used in real-life conversations. As the participant 1 shared:

“Positive is that it helps me a lot in the sense that kanang it helps me clarify my confusion when it comes to unfamiliar terms because I can search it in the internet or observe its definition sa mga online videos.” (IDI-01)

(A positive aspect is that it helps me clarify my confusion about unfamiliar terms. I can easily search for their meanings on the internet or observe their usage in online videos.)

In relation to this, engaging with pop culture serves as a valuable tool for increasing knowledge and understanding of the English language. The accessibility of internet and social media as well as the availability of the information in it, allows learners to continuously expand their vocabulary, comprehension, and overall language proficiency. The exposure to diverse linguistic contexts and real-life conversations helps bridge the gap between theoretical learning and practical application. As the participant 7 shared:

“First the positive experiences that I have with pop culture is that I get more information and knowledge about English language itself as it help pop culture particularly internet and social media have a vast of information that we can utilize in learning the language.” (IDI-07)

Furthermore, pop culture serves as a rich source of language input, allowing learners to encounter useful words and phrases in various contexts. Engaging with movies, TV shows, and online content exposes learners to authentic language use, helping them internalize vocabulary and expressions that can be applied in academic and real-life conversations. The participant emphasized that this exposure makes learning more relatable and memorable, boosting their confidence in using English. As the participant 11 expressed:

“One of the positive experiences with pop culture outside the classroom nga influence sa akoang approach in learning the English language in school is kanang when I encounter words that are very useful when it comes to learning the language sa kanang mga movies, Tv shows as well as kanang sa internet kanang mga words na maka help in explaining or expressing my ideas.” (FGD-04)

(One of the positive experiences with pop culture outside the classroom that has influenced my approach to learning English in school is encountering useful words from movies, TV shows, and the internet. These words help me better express and explain my ideas in the language.)

Moreover, watching movies provides learners with opportunities to adopt commonly used words and sentences, making it easier to integrate them into everyday conversations. The natural flow of dialogue in films exposes learners to practical language structures, idiomatic expressions, and conversational patterns that enhance their speaking skills. The participant noted that regularly hearing these phrases helps them feel more confident and natural when speaking English. As the participant 5 shared:

“Using pop culture outside the classroom particularly movies nga naay mga sentences didto nga ilang gina ingon nga mo tatak sa akong huna huna and then magamit nako siya outside the classroom as well as like casual conversation with my friends.” (IDI-5)

(Using pop culture outside the classroom, particularly movies, has helped me remember certain phrases and sentences that stick in my mind. I can then use them in casual conversations with my friends and in real-life situations.)

With regards to that, pop culture serves as a valuable tool for language learning by reinforcing commonly used words and phrases through repeated exposure in various media forms. Song lyrics and movie dialogues, in particular, play a crucial role in helping learners internalize language structures and acquire expressions in a natural and engaging way. The participant emphasized that this exposure makes learning enjoyable and helps them remember language patterns more effectively. As participant 9 shared:

“Pop culture has improved my language skills through song lyrics and movie dialogues especially kanang mga words na mag occur pabalik balik until ma adopt na nimo siya.” (FGD-02)

(Pop culture has improved my language skills through song lyrics and movie dialogues, especially words and phrases that repeatedly occur until I naturally adopt them.)

Motivation and Engagement in Learning. This is the second code of the fourth issues probed. Participants shared that watching TV shows and listening to music increase their motivation and interest in learning English. YouTube content, such as animated stories and celebrity interviews, makes learning more engaging. Movies and songs serve as sources of inspiration, encouraging them to explore the language further. Learning English feels effortless as media presents language in real-life conversations, making it more relatable and motivating for learners.

Similarly, exposure to pop culture through TV shows and music not only enhances language skills but also serves as a motivational tool in learning English. The engaging nature of entertainment content makes the learning process more enjoyable and less stressful, encouraging learners to immerse themselves in the language naturally. The participant noted that this enjoyment boosts their confidence and keeps them committed to practicing English regularly. As the participant 3 expressed:

“Watching engaging TV shows or listening to catchy music kay nag foster siya sa akong motivation and interest in learning English as learning feels like natural lang like dili ko ma pressure in learning the language.” (IDI-03)

(Watching engaging TV shows or listening to catchy music has fostered my motivation and interest in learning English, making the process feel natural and enjoyable rather than pressured.)

In addition, online platforms such as YouTube have also played a crucial role in making English learning more engaging and interactive. The accessibility of diverse content, including animated stories and celebrity interviews, provides learners with an enjoyable way to

improve their language skills while staying entertained. The participant highlighted that the variety of content allows them to learn at their own pace and explore topics that interest them, which increases their motivation. As the participant 2 shared:

“A positive experience was katong discovering YouTube channels that kanang naga tudlo siya ug English through fun content like animated stories or celebrity interview. So, it made learning interesting and engaging since ma engage jud ka sa visuals and especially pag gi interview imong favorite na artista.” (IDI-02)

(A positive experience was discovering YouTube channels that teach English through fun content like animated stories or celebrity interviews. This made learning more interesting and engaging, especially when my favorite artist was being interviewed, as the visuals helped keep me engaged.)

Furthermore, exposure to movies and songs not only enhances language learning but also serves as a source of inspiration that fuels motivation. When learners find enjoyment in the content they consume, their interest in improving their English skills naturally increases. This positive emotional connection encourages them to practice more frequently and take greater risks in using the language. As the participant 14 shared:

“My positive experience with pop culture is ano like finding inspiration in English movies and songs which motivates me to learn more kay ganahan man ko ana.” (FGD-07)

(My positive experience with pop culture is finding inspiration in English movies and songs, which motivates me to learn more since I genuinely enjoy them.)

Moreover, pop culture provides authentic exposure to real conversations, making language learning more engaging and natural. Instead of feeling pressured to study, learners absorb the language effortlessly through content they genuinely enjoy. his method encourages consistent practice without the stress of traditional learning. It also helps learners develop a better understanding of how language is used in real-life contexts.. As the participant 13 shared:

“I get to see how the language works in real conversations with the help of pop culture. Like I do not feel force to learn the language because I genuinely enjoy sa mga content for instance sa internet.” (FGD-06)

(I get to see how the language works in real conversations with the help of pop culture. I do not feel forced to learn the language because I genuinely enjoy the content, such as those found on the internet.)

Confidence and Real-Life Application. This is the third code of the fourth issues probed. Participants shared that engaging with movies, TV shows, social media, and music enhances their connection to the language and culture, deepening their understanding. Exposure to authentic conversations in media builds confidence in speaking and comprehension. Social media platforms provide opportunities to apply language skills by delivering meaningful messages, reinforcing real-life communication.

Similarly, consistent exposure to pop culture enhances confidence in both speaking and understanding English. Engaging with various media platforms allows learners to practice and express their thoughts naturally, reinforcing their language skills in a meaningful way. This ongoing interaction helps learners become more comfortable with different accents and slang. It also encourages them to participate more actively in conversations. As the participant 1 shared:

“Kanang nag increased akong confidence in speaking and understanding English due to kanang consistent gud na exposure through pop culture kay naa man poy avenue ang pop culture ba specifically ang social media nga maka share ta sa atoang thoughts using the English language and then kanang maka live live pud ta sa Facebook that allow me to use the English language.” (FGD-1)

(My confidence in speaking and understanding English has increased due to consistent exposure to pop culture. Pop culture, especially social media, provides an avenue where I can share my thoughts using the English language. Additionally, features like live streaming on Facebook allow me to practice and use English in real-time.)

In addition, pop culture fosters a deeper connection to the English language and its cultural differences, making language learning more immersive and meaningful. Engaging with movies, TV shows, social media, and music allows learners to experience English in authentic contexts, enhancing their comprehension and appreciation of the language. This helps learners develop a better understanding of cultural nuances, which improves their overall communication skills. As the participant 10 shared:

“So positive experiences in using pop culture I would say that I feel more connected to the language and its cultural context Halimbawa through movies kanang watching movies television, music, internet and social media. For instance, kanang mag tan aw ta ug English movies murag ma immerse pud nato atong sarili sa language nga gina gamit ana na movie that is why kanang we can feel connected to the language.” (FGD-03)

(One positive experience in using pop culture is that I feel more connected to the language and its cultural context. For example, through movies, television, music, the internet, and social media, I can immerse myself in the English language. When watching English movies, I feel deeply engaged with the way the language is used, which helps me develop a stronger connection to it.)

With regards to this, social media serves as a valuable platform for language practice, allowing learners to actively engage with English

by creating and sharing content. Through posts, captions, and online interactions, individuals can apply their language skills in meaningful ways, reinforcing their learning in real-world contexts. This interactive environment encourages continuous practice and helps learners build confidence in expressing themselves. As the participant 4 shared:

“Social media helps me deliver messages like posting or putting captions in Facebook using English language.” (IDI-04)

Influence of Informal and Incorrect Language. In the context of pop culture and second language learning, some experiences experienced by the students are encountering inappropriate informal language and misinterpretation and unsuitability of slang as well as academic writing challenge. Based on the information given by the participants, they noted that exposure to slang and informal language in movies, TV shows, and social media introduces expressions unsuitable for academic settings. Misinterpretation of slang and idiomatic expressions further complicates formal communication. The prevalence of informal language on social media also affects academic writing, making it challenging to maintain accuracy and appropriateness.

Encountering Inappropriate Informal Language. This is the fourth code of the fourth issues probed. Participants shared that shared that exposure to slang and informal language in movies, TV shows, and social media often introduces expressions that are unsuitable for academic settings. They encounter idiomatic phrases and colloquial terms that do not align with formal writing and speaking standards, making it challenging to differentiate between casual and academic language.

Similarly, while pop culture provides valuable exposure to the English language, it also presents challenges, particularly in distinguishing between informal and academic language. Many learners encounter slang, idiomatic expressions, or casual speech that may not be suitable for formal writing or classroom discussions. The participant emphasized the importance of guidance in helping learners navigate these differences to use language appropriately in various contexts. As the participant 8 shared:

“One challenge is kanang sometimes encountering informal language or slang that was not directly applicable to academic settings for instance kanang low-key so dili jud siya as in magamit sa school.” (FGD-01)

(One challenge is encountering informal language or slang that is not directly applicable in academic settings. For instance, words like "low-key" may not be appropriate for formal schoolwork or discussions.)

In addition, while pop culture serves as a valuable tool for language learning, it also exposes learners to slang and informal expressions that may not align with academic standards. The casual language used in movies, TV shows, and social media can sometimes lead to difficulties in distinguishing appropriate vocabulary for formal settings. Therefore, learners need guidance to understand when and how to use different language styles effectively. As the participant 9 shared:

“Negative experience no is overexposure to slang and informal language that is not suitable in academic setting like kanang ghosted nga word mga ingna .” (FGD-02)

(A negative experience is overexposure to slang and informal language that is not suitable for academic settings. For example, words like "ghosted" may not be appropriate in formal writing or classroom discussions.)

Furthermore, while exposure to pop culture enhances language acquisition, it also presents challenges in distinguishing between casual and academic language. The frequent use of slang and idiomatic expressions in movies, TV shows, and social media may not always align with the formal language expected in academic settings. This highlights the importance of teaching learners how to navigate different language registers appropriately. As the participant 11 shared:

“The negative experiences nga akong na encounter is kanang there are words na kanang that are not useful sa classroom for example kanang mga slangs or idiomatic expressions though magamit siya sa literature na subject bu when it comes to let's say recitation dili jud siya ing ana ka useful.” (FGD-04)

(The negative experience I encountered is that there are words, such as slang and idiomatic expressions, that are not particularly useful in the classroom. While they may be applicable in literature subjects, they are not as useful in activities like recitations.)

Misinterpretation and Unsuitability of Slang. This is the fifth code of the fourth issues probed. Participants shared that shared that exposure to slang in media leads to misinterpretations of idiomatic expressions and the adoption of casual phrases unsuitable for academic settings. The prevalence of informal language on social media makes it difficult to distinguish between conversational and formal English, posing challenges in academic writing.

With regards to this, another challenge in learning English through pop culture is the potential for misinterpretation of slang and idiomatic expressions. While these expressions are common in movies, TV shows, and social media, they do not always translate directly, leading to confusion or inappropriate usage in academic settings. Therefore, learners benefit from explicit instruction on the meanings and appropriate contexts of such expressions to avoid misunderstandings. As the participant 10 shared:

“Sa negative misunderstanding sa mga slang and idiomatic expressions for instance sa internet naa man goy mga instances nga nay mga slangs and idiomatic expressions and not all the time is ma translate na siya or ma interpret ug tarong. So, could be na mamali siya ug gamit if e apply na sya.” (FGD-03)

(A negative experience is misunderstanding slang and idiomatic expressions. For instance, on the internet, there are many slang terms and idioms, but not all of them can be easily translated or interpreted correctly. This can lead to misusing them when applied in conversations or writing.)

Similarly, another drawback of learning English through pop culture is the unintentional adoption of slang or casual phrases that are unsuitable for academic settings. Since movies, TV shows, and social media often feature informal language, learners may unknowingly integrate these expressions into their speech and writing, leading to potential miscommunications in formal contexts. As the participant 13 shared:

“Sa negative misunderstanding sa mga slang and sometimes, I pick up slang or informal expressions that are not appropriate for academic settings. There were moments nga when I unknowingly used casual phrases ing ana in class that were not suitable for formal discussions.” (FGD-06)

(Sometimes, I pick up slang or informal expressions that are not appropriate for academic settings. There have been moments when I unknowingly used casual phrases in class that were not suitable for formal discussions.)

In addition, the overwhelming presence of slang and informal language on social media can create difficulties in distinguishing between casual and formal English. The constant exposure to informal expressions may lead to confusion, making it challenging for learners to apply the appropriate language in academic or professional settings. This underscores the need for learners to develop critical awareness and receive guidance on using language appropriately in different contexts. As the participant 14 shared:

“A negative experience was kanang sometimes maka feel ko ug pagka overwhelmed by slang and informal language on social media, making it challenging to use English correctly in formal settings.” (FGD-07)

(A negative experience was sometimes feeling overwhelmed by slang and informal language on social media, making it challenging to use English correctly in formal settings.)

Academic Writing Challenge. This is the sixth code of the fourth issues probed. Participants shared that that excessive exposure to informal or incorrect English on social media affects their academic writing. The frequent use of slang and casual language makes it difficult to maintain proper grammar, structure, and formality in academic contexts.

Similarly, excessive exposure to informal or incorrect English on social media can negatively impact academic writing skills. The frequent use of slang, internet abbreviations, and grammatically incorrect phrases may create confusion when attempting to write in a formal academic setting. This can lead to difficulties in structuring proper sentences and adhering to standard grammar rules. As the participant 2 shared:

“A negative experience was encountering a lot of informal or incorrect English on social media. Usahay man gud slang or internet abbreviations confused me when I was trying to write proper English in school.” (IDI-02)

(A negative experience was encountering a lot of informal or incorrect English on social media. Sometimes, slang or internet abbreviations confused me when I was trying to write proper English in school.)

Multifaceted Barriers in Digital Language Pedagogy. In the context of pop culture and second language learning, some experiences experienced by the students are technological barriers, distraction and misuse of digital media, communication challenges, and cultural and informal language barriers. Based on the information given by the participants, unstable internet and lack of resources hinder learning. Entertainment distracts from academic goals, while fast speech, slang, and accents complicate comprehension. Informal language exposure blurs distinctions between casual and academic English, making transitions challenging. Cultural references in memes and media further contribute to confusion.

Technological Barriers. This is the first code of the fifth issues probed. Participants shared exposure to slang and informal language in digital media, including movies, TV shows, and social platforms, often introduces expressions unsuitable for academic settings. The prevalence of idiomatic phrases and colloquialisms complicates the distinction between casual and formal language, posing challenges in academic communication. Furthermore, reliance on technological tools, such as autocorrect and translation applications, may reinforce linguistic inaccuracies and hinder independent language development. These barriers underscore the necessity of fostering critical language awareness and academic proficiency in the digital era.

Similarly, technological limitations, such as weak internet connections, can hinder the ability to fully engage with pop culture for language learning. Streaming movies, watching educational videos, or accessing social media content requires a stable internet connection, and interruptions can disrupt the learning process. These challenges highlight the importance of ensuring reliable access to digital resources for effective language learning. As the participant 1 shared:

“There are challenges that I experience when using pop culture. For example, when watching movies, there are times that I have weak internet connection.” (IDI-01)

With regard to this, an unstable internet connection can significantly affect the learning process, especially for students who rely on digital platforms for language acquisition. Disruptions in connectivity can hinder access to movies, TV shows, social media, and other

online resources, making it difficult to maintain a consistent learning experience. It stresses the role of institutions in upgrading digital systems to enable continuous and effective learning. As the participant 5 shared:

“One of the challenges I face when using pop culture to learn English is having an unstable internet connection nga imbes sometimes Ganado nata mag learn but then the internet would not cooperate so wala na nooy learnings.” (IDI-05)

(One of the challenges I face when using pop culture to learn English is having an unstable internet connection. Sometimes, I am excited to learn, but when the internet does not cooperate, I end up learning nothing.)

In addition, technological challenges such as the lack of necessary materials and dysfunctional equipment can hinder the effective use of pop culture as a learning tool. Limited access to devices like televisions, projectors, or functioning HDMI cables can restrict students from fully engaging with multimedia content that could enhance their English language skills. These limitations often cause frustration and disrupt the continuity of learning. As the participant 6 shared:

“One challenges in pop culture no is technological challenges, especially in classrooms where there is a scarcity of materials like televisions, electronic devices, or HDMI cables that do not function properly.” (IDI-06)

Moreover, limited exposure to digital materials can hinder student engagement in language learning through pop culture. While some learners benefit from frequent interactions with digital content, others may struggle due to unfamiliarity with these resources, making it difficult for them to fully participate in lessons that incorporate multimedia elements. This gap in access and experience can affect overall learning outcomes and motivation. As the participant 6 shared:

“Another challenge is student exposure. Some learners are not accustomed to using digital materials, making it difficult for them to keep up with the level of engagement we introduce in class.” (IDI-06)

Furthermore, limited internet access poses a significant challenge in utilizing pop culture for language learning. The inability to look up unfamiliar words, verify meanings, or understand context through online resources can hinder comprehension and slow down progress. Without consistent internet access, learners may struggle to fully engage with the digital content that supports their English language acquisition. As the participant 11 shared:

“The challenges that I have experience when it comes to learning the English language is when kanang naay mga instances nga I cannot access the internet whenever I want to learn something when it comes to the English language pero usahay wala joy access sa internet so it is really challenging it hinders my learning kombaga.” (FGD-04)

(The challenges I have experienced when learning the English language include instances when I cannot access the internet whenever I want to learn something. Sometimes, there is no internet access at all, which makes learning difficult and hinders my progress.)

Distraction and Misuse of Digital Media. This is the second code of the fifth issues probed. Participants shared that digital media often diverts attention from learning, as entertainment takes precedence over academic goals. Excessive engagement with social media and online content reduces time dedicated to studying English, limiting opportunities for language development. This underscores the need for a balanced approach to digital media use to support academic learning.

Similarly, while pop culture serves as an engaging tool for language learning, it can also become a source of distraction. The entertainment aspect may sometimes overshadow the educational benefits, leading learners to focus more on enjoyment rather than actively absorbing language skills. This can result in missed learning opportunities, especially when watching movies, listening to music, or browsing social media without intentional language engagement. As the participant 2 shared:

“Another challenge is distraction sometimes, instead of learning, I end up simply enjoying the entertainment.” (IDI-02)

In connection with this, while pop culture provides an enjoyable and engaging avenue for language learning, its highly entertaining nature can sometimes divert attention from academic goals. The constant exposure to informal language, slang, and digital entertainment platforms may lead learners to prioritize leisure over structured learning, making it challenging to maintain academic focus. As the participant 9 shared:

“Overexposure to informal words and slang sometimes led to distractions from academic goals kay due to its kanang entertaining man gud kayo ang pop culture such as Facebook, YouTube mga ing ana.” (FGD-02)

(Overexposure to informal words and slang sometimes leads to distractions from academic goals because pop culture, such as Facebook and YouTube, is very entertaining.)

Furthermore, while pop culture provides a dynamic platform for language exposure, it can also lead to excessive screen time that prioritizes entertainment over learning. The accessibility of social media and digital content can make it tempting for learners to engage in non-academic activities, reducing the time and focus dedicated to improving their English skills. This often results in distracted learning and decreased language progress. As the participant 12 shared:

“The challenges that I have personally experience when using pop culture as part of my English learning journey is that spending too much time on social media and the internet for entertainment rather than for studying the English language.” (FGD-05)

Communication Challenges. This is the third code of the fifth issues probed. Participants shared that they often struggle with understanding fast speech, unfamiliar accents, and complex vocabulary in digital media. Fast-paced dialogue in movies, TV shows, and music can be overwhelming, making comprehension difficult. Additionally, the frequent use of slang, idioms, and informal expressions presents challenges, as their variability requires extra effort to interpret. Misinterpretation of meaning is common, further complicating language acquisition. These difficulties highlight the need for strategies that enhance listening skills and improve comprehension in diverse linguistic contexts.

Similarly, while pop culture serves as an engaging medium for language learning, it can also present challenges in comprehension, particularly when dealing with rapid speech patterns and diverse accents. Exposure to different varieties of English can enhance listening skills, but it may also cause confusion and hinder understanding, especially for learners who are not yet accustomed to such variations.

As the participant 2 shared:

“One challenge I encountered was kuan struggling to understand movies and songs when they featured fast like as in dili kayo nako ma grasp ang though or strong accents that were unfamiliar to me.” (IDI-02)

(One challenge I encountered was struggling to understand movies and songs when they featured fast speech or strong accents that were unfamiliar to me, making it difficult to grasp the meaning.)

In addition, while pop culture provides an immersive way to engage with the English language, learners may struggle with comprehension due to various linguistic complexities. Accents, slang, and advanced vocabulary can create barriers, making it difficult to fully grasp the meaning of spoken or written content. These challenges cause frustration and hinder overall understanding. As the participant 3 shared:

“Kanang common challenges no na akong na encounter when using pop culture for learning is kanang difficulty in understanding accents, slang, or complex vocabulary.” (IDI-03)

(A common challenge I have encountered when using pop culture for learning is the difficulty in understanding accents, slang, or complex vocabulary.)

Moreover, engaging with pop culture as a language learning tool can sometimes become overwhelming, especially when dealing with rapid speech patterns. Fast-paced dialogue in movies, TV shows, and songs can make it challenging for learners to catch every word, particularly when subtitles move too quickly or lyrics are difficult to follow. This often results in frustration, especially for those still building their listening comprehension skills. As the participant 3 shared:

“Feeling overwhelmed by fast-paced dialogue especially sa kanang subtitle na paspas kayo ug lyrics para sa songs.” (IDI-03)

(Feeling overwhelmed by fast-paced dialogue, especially when subtitles move too quickly or when song lyrics are hard to follow.)

Furthermore, the rapid delivery of spoken English in movies and TV shows can pose a significant challenge for learners, making comprehension difficult. While subtitles can be a useful aid, they sometimes move too quickly, preventing learners from fully processing the dialogue. This can hinder the learner’s ability to retain new vocabulary and understand contextual meanings. As a result, some learners may feel discouraged or frustrated, which can affect their motivation to continue using pop culture as a learning tool. As the participant 8 expressed:

“One major challenge was the speed of spoken sa English movies and TV shows. Subtitles helped pero usahay kay it was too fast to fully grasp everything like dili na nimo siya masabtan usahay.” (FGD-01)

(One major challenge was the speed of spoken English in movies and TV shows. Subtitles helped, but sometimes they were too fast to fully grasp everything, making it difficult to understand.)

Additionally, understanding slang and informal language presents another challenge for learners, as these expressions are not always relevant to academic English. While exposure to pop culture helps in familiarizing students with everyday conversational language, it can also lead to confusion when distinguishing between casual and formal contexts. This confusion may result in the inappropriate use of language in academic or professional settings. As the participant 8 expressed:

“Another challenge was understanding slang and informal language that was not always relevant to academic English.” (FGD-01)

As well as struggling with informal language, learners also face challenges in understanding slang and idioms due to their variability. The meanings of these expressions often change depending on context, making them difficult to grasp for non-native speakers. This can lead to misunderstandings and difficulties in applying them correctly in conversations or academic settings. As one participant 14 shared:

“One challenge I faced when using pop culture for learning English was understanding slang and idioms, which can be confusing and vary widely.” (FGD-07)

Further, learners often encounter unfamiliar expressions that require extra effort to research and understand. Pop culture, particularly movies, music, and social media, introduces a wide range of idiomatic expressions and colloquialisms that may not be immediately clear to non-native speakers. This can be both a challenge and an opportunity for deeper learning, as it encourages students to actively seek out meanings and context. As one participant 14 shared:

“Sometimes, it is difficult to understand the words or expressions used in movies or songs, requiring additional research to fully comprehend their meaning.” (FGD-07)

Likewise, learners may encounter difficulties in accurately comprehending the meaning of words and phrases, leading to misinterpretations. Pop culture often presents language in diverse contexts, making it challenging to determine the precise meaning of certain expressions, especially when influenced by slang, cultural references, or figurative language. This ambiguity can hinder learners' ability to apply language appropriately in different communication settings. As one participant 4 expressed:

“One challenge I often face is pronunciation ug kanang interpretation sometimes man gud my interpretation does not align with the intended meaning.” (IDI-04)

(One challenge I often face is pronunciation and interpretation. Sometimes, my interpretation does not align with the intended meaning.)

Cultural and Informal Language Barriers. This is the fourth code of the fifth issues probed. Participants shared that that cultural differences and informal language use hinder comprehension. Unfamiliar customs, idioms, and slang require extra effort to interpret, while exposure to informal speech in digital media limits familiarity with formal English. These challenges underscore the need for cultural awareness and strategies to navigate informal language effectively.

With regards to that, exposure to informal language in pop culture can create confusion for learners, particularly when distinguishing between casual and formal usage. The frequent presence of slang, colloquialisms, and non-standard grammar in movies, music, and social media may hinder comprehension and affect the ability to apply proper language structures in academic or professional settings. As one participant 10 shared:

“Challenges that I have encounter in using pop culture no is encountering informal language that made it difficult to understand and led to confusion.” (FGD-03)

Similarly, the frequent use of slang and informal language in pop culture can make it challenging for learners to transition smoothly into academic or professional settings. Exposure to casual expressions may lead to difficulties in adapting to formal English, especially in writing and structured discussions where clarity and appropriateness are essential. This highlights the importance of balancing informal language exposure with formal language instruction to ensure learners develop versatile communication skills. As one participant 10 shared:

“Also, the use of slang man gud nga kanang it does not only aligned jud with formal English so it could lead to difficulties when it comes to transitioning to academic or professional English.” (FGD-3)

(Also, the use of slang does not always align with formal English, which can lead to difficulties when transitioning to academic or professional English.)

Furthermore, cultural references embedded in memes and internet jokes can add another layer of difficulty in language comprehension. Since these references often rely on shared cultural knowledge, learners who are unfamiliar with certain contexts may struggle to grasp the intended humor or meaning. This underscores the need for learners to gain cultural awareness alongside language skills to fully understand and appreciate such content. As one participant 13 expressed:

“There are also cultural references in memes or internet jokes that I do not always understand right away so sometimes it makes me confuse.” (FGD-06)

Moreover, excessive exposure to informal language through pop culture can create difficulties in distinguishing between casual and formal English. The abundance of slang, idiomatic expressions, and colloquialisms can blur the lines between appropriate usage in different contexts, making it challenging for learner is to transition between informal and academic settings. This highlights the importance of teaching learners how to navigate and differentiate language styles to use English appropriately across various situations. As one participant 13 shared:

“Sometimes, I feel overwhelmed by the amount of informal language I encounter, and it can be confusing when trying to distinguish between casual and formal English kay syempre dili baya siya naka organize no like you cannot Identify right away if kani ban a word is applicable for formal use or pang casual conversation lang though I can identify some but mostly dili jud.” (FGD-06)

(Sometimes, I feel overwhelmed by the amount of informal language I encounter, and it can be confusing when trying to distinguish between casual and formal English. Since the language is not always organized, it is difficult to immediately identify which words are appropriate for formal use and which are meant for casual conversation. While I can recognize some, most of the time, it is not easy.)



Insights Shared of English Major Students with Regards to Pop Culture and Second Language Learning

Displayed in Table 4.2 are the responses of the participants in regards to their insight in pop culture and second language learning. There are six essential themes which are drawn out from the in-depth and focus group discussion of the participants for the second question. The essential themes consisted codes based from the issues being probed which are summarized in the table.

Table 4.2. *Insights of English Major Students with Regards to Pop Culture and Second Language Learning*

<i>Issue Probed</i>	<i>Core Ideas</i>	<i>Code/ Categories</i>	<i>Essential Themes</i>	<i>Theoretical Support</i>
Effectiveness of Pop Culture in Enhancing English learning	<ul style="list-style-type: none"> Immersing oneself is highly effective for learning English. Engaging with pop culture teaches English in a natural and effective way. Making studying feel natural. 	Immersive and Natural Learning	Tool for Effective Language Practice	Krashen’s Input Hypothesis (1982) – Comprehensible Input Theory
	<ul style="list-style-type: none"> Making learning engaging and enjoyable, motivating consistent practice. Making the learning process more enjoyable and effective. Making learning more enjoyable and memorable. Making learning feel effortless, which is one of the best ways to learn English. Enhancing English learning in an entertaining way. 	Enjoyable and Motivating Learning Experience		
Influences of Pop Culture in Understanding English Language	<ul style="list-style-type: none"> Being exposed to authentic language and cultural context improves learning. Providing contextualized language learning Promoting language learning and cultural understanding 	Authentic Language and Cultural Context	Providing Context for Real-world Usage of English	Vygotsky’s Sociocultural Theory (1978)
	<ul style="list-style-type: none"> Introducing diverse accents and vocabulary. Demonstrating how English evolves in real-world usage. Being exposed to diverse accents and dialects. 	Linguistic Diversity and Real-World Usage		
	<ul style="list-style-type: none"> Having exposure to social media introduces new words slang, and cultural difference not typically learned in classrooms. 	Social media and Informal Language Acquisition		
	<ul style="list-style-type: none"> Providing context for words and expressions used in daily life. Being exposed to social media and song lyrics introduces new words and expressions not typically taught in school 			
Most helpful Aspects of Pop Culture for Learning English	<ul style="list-style-type: none"> Providing exposure to real-life language use, diverse vocabulary, and cultural context. Teaching proper language usage based on different contexts Imitating conversation styles and expressions in real life with the help of English movies. 	Exposure to Authentic Language and Cultural Context	Integrated Pop Culture Approach	Semins and Downes Connectivism (2005) and Vygotsky’s Sociocultural Theory (1978)
	<ul style="list-style-type: none"> Offering opportunities for reading and writing practice. Having online communication facilitates interaction and feedback, enhancing writing and speaking skills. Improving listening and speaking skills through authentic materials like movies, TV shows. 	Skill Development Through Media and Digital Platforms		
	<ul style="list-style-type: none"> Enhancing comprehension, vocabulary learning, and communication skills strengthens language proficiency. 	Enhancing Language Proficiency		



<p>Role of Pop Culture in Shaping English Language Skills</p>	<ul style="list-style-type: none"> • Being exposed to new words aids in understanding their meanings and pronunciation. • Searching for unfamiliar words in song lyrics to understand their meaning. • Providing real-life language examples and cultural context to improve English skills. • Providing authentic language exposure. • Being able to understand language differences naturally. • Contributing to English language development for both academic and communication purposes. • Becoming a tool for learning English and comprehension for effective communication. • Bridging the gap between formal learning and real-world communication. • Enhancing confidence in speaking and listening. • Being able to boost confidence in using English. • Increasing comfort in everyday communication. • Understanding word usage, humor, and cultural references, which are crucial for fluency. 	<p>Authentic Real-World Exposure</p> <p>Bridging Formal and Informal Contexts</p> <p>Confidence and Fluency Building</p>	<p>Fostering Language Proficiency and Communication</p>	<p>Long's Interaction Hypothesis (1981)</p>
<p>Suggestions for the Institution to Improve the Use of Pop Culture in Learning English as a Second Language</p>	<ul style="list-style-type: none"> • Tailoring strategies to students' needs and preferences. • Modifying content based on student engagement levels. • Adjusting the difficulty of activities for better comprehension. • Integrating pop culture elements into lesson plans. • Integrating pop culture into classroom activities. • Integrating pop culture into class discussions and lesson plans. • Incorporating pop culture into English lessons with integrated lesson plans. • Integrating pop culture into lesson plans for grammar and vocabulary learning. • Increasing pop culture-based activities in the curriculum • Using music, stories, and movies to engage students in learning English. • Incorporating different music, movies, and stories in the classroom. • Moving beyond traditional textbooks by incorporating movies, songs, and social media content. • Using pop culture to make learning more relatable and engaging. • Creating lists of appropriate pop culture content based on proficiency levels. • Implementing different activities using pop culture as a learning aid. • Organizing activities such as movie nights or music discussions. • Encouraging discussions about popular media to improve speaking skills. • Integrating pop culture into the curriculum for a more enjoyable learning experience 	<p>Adapting Teaching Strategies to Student Needs</p> <p>Incorporating Pop Culture in Lesson Planning</p> <p>Using Media for Student Engagement</p> <p>Structuring Pop Culture-Based Learning Activities</p>	<p>Curriculum Integration and Content Adaptation</p>	<p>Group's Multiliteracies Theory (1996) and Ladson-Billings Culturally Responsive Pedagogy (1995)</p>

Tool for Effective Language Practice. The insight of the English education students in accordance with the pop culture and their second language learning are being affected based from the responses given by the participants. Based on the information given by the participants, it is claimed that pop culture serves as an effective language practice tool by immersing learners in authentic linguistic contexts.

Immersive and Natural Learning. This is the first code of the first issues probed. participants shared that immersing oneself in the language is highly effective for learning English. Engaging with pop culture provides a natural and enjoyable way to acquire language skills, as exposure to authentic conversations, expressions, and contexts enhance comprehension and fluency. This approach makes studying feel effortless, reinforcing learning in an organic and meaningful way.

Similarly, immersion in pop culture has been highlighted as an effective way to enhance English learning. With the increasing reliance on digital media and technology, learners find that engaging with pop culture provides an accessible and enjoyable means of improving their language skills. The constant exposure to authentic language use in movies, music, and online content contributes to vocabulary development and comprehension. As one participant 1 shared:

"I think the effectiveness of pop culture kanang in terms of like enhancing my English learning experience is very helpful knowing that we are inclined with the media technology jud baya in todays' generation then for academic purpose it makes my life easier especially with the use of google instead of scanning textbooks." (IDI-01)

(I think the effectiveness of pop culture in enhancing my English learning experience is very significant, especially since we are highly inclined toward media and technology in today's generation. For academic purposes, it makes my life easier, particularly with the use of Google, rather than having to scan through textbooks.)

Likewise, engaging with pop culture offers a natural and effective approach to language learning. Unlike traditional methods, which may feel rigid or overly structured, pop culture provides real-world contexts where learners can absorb English in a more organic manner. The integration of entertainment with language exposure makes learning enjoyable and less daunting. This approach helps learners develop practical communication skills by immersing them in authentic language use outside the classroom. As one participant 2 expressed:

"I do believe that pop culture is a very effective tool for learning English because it teaches the language in a natural and engaging way." (IDI-02)

Additionally, engaging with pop culture makes studying feel natural and effortless. Rather than perceiving English learning as a rigid academic task, students immerse themselves in movies, music, social media, and online discussions where the language is used dynamically. This organic exposure fosters a deeper understanding of real-world communication, helping learners internalize vocabulary, sentence structures, and cultural differences without the pressure of formal study. As one participant 13 expressed:

"I get to see how English is actually used in conversations, mga songs, and online discussions. It also keeps me kanang engage, I do not feel like I am studying, but I am still learning." (FGD-06)

(I get to see how English is actually used in conversations, songs, and online discussions. It also keeps me engaged, I do not feel like I am studying, but I am still learning.)

Enjoyable and Motivating Learning Experience. This is the second code of the first issues probed. participants shared that Participants shared that making learning engaging and enjoyable motivates consistent practice. When the process is enjoyable, it becomes more effective and memorable, reinforcing language retention. Learning feels effortless, which enhances English acquisition in a natural and entertaining way.

With regards to that, participants believe that pop culture makes learning English more engaging and enjoyable by incorporating elements that capture attention and sustain interest. The use of visuals, music, and interactive content enhances motivation, making language practice feel less like a chore and more like an enjoyable experience. This emotional engagement encourages learners to immerse themselves more consistently in the language. As participant 8 expressed:

"It makes learning more engaging and enjoyable kay through pop culture like social media naa manay mga visuals na maka engage or tone ba when it comes to music, nga mag motivate for consistent practice." (FGD-01)

(t makes learning more engaging and enjoyable because pop culture, like social media, includes visuals that capture attention or music with tone and rhythm that motivate consistent practice.)

In addition, participants believe that pop culture plays a crucial role in making the learning experience more enjoyable and memorable. By exposing learners to real-world language use, it provides an engaging and immersive environment that reinforces vocabulary, pronunciation, and comprehension skills in a natural way. Unlike traditional learning methods, pop culture allows students to interact with the language in meaningful and entertaining contexts. As participant 10 shared:

"Pop culture is highly effective in enhancing our English language learning experience because it exposes us to real-world language

use and makes learning more enjoyable and memorable.” (FGD-03)

Furthermore, pop culture provides an immersive and engaging way to learn English, making the process feel effortless and natural. Instead of relying solely on traditional memorization of rules and vocabulary, learners are exposed to authentic language use in various contexts, such as conversations, songs, and online discussions. This exposure allows them to absorb the language organically, reinforcing comprehension and communication skills in an enjoyable manner. As participant 13 expressed:

“I think pop culture is one of the best ways to learn English because it makes the process feel effortless. Instead nga kanang just memorizing rules and vocabulary, I get to see how English is actually used in conversations, songs, ug kanang online discussions.” (FGD-06)

(I think pop culture is one of the best ways to learn English because it makes the process feel effortless. Instead of just memorizing rules and vocabulary, I get to see how English is actually used in conversations, songs, and online discussions.)

Moreover, pop culture enhances English learning in an entertaining and engaging way, making the process more enjoyable and effective. Through movies, music, and social media, learners are exposed to real-world language use, helping them develop vocabulary, comprehension, and communication skills in a natural setting. This approach transforms learning into an interactive and immersive experience that keeps learners motivated. As participant 14 expressed:

“Pop culture, such as movies, music, and social media, is effective in enhancing my English learning experience because it provides an entertaining way to learn.” (FGD-07)

Similarly, participants believe that pop culture enhances the learning process by making it more enjoyable and effective. Its diverse content caters to different learning styles, allowing learners to engage with English in ways that align with their interests and preferences. Whether through music, movies, or social media, pop culture provides an accessible and entertaining avenue for language acquisition. As participant 9 expressed:

“Ultimately, it makes the learning process more enjoyable and effective kasi this pop culture can provide or kanang ma cater niya ang mga learning style sa student like for instance if they are into music pop culture can cater that.” (FGD-02)

(Ultimately, it makes the learning process more enjoyable and effective because pop culture can cater to different learning styles. For instance, if a student is into music, pop culture can support their learning through songs and lyrics.)

Providing Context for Real-world Usage of English. The insight of the English education students in accordance with the pop culture and their second language learning are being affected based from the responses given by the participants. Based on their insights, exposure to pop culture enriches English learning by introducing authentic language, diverse accents, and evolving usage. Social media further enhances this by providing informal expressions and cultural differences, offering practical context beyond traditional classrooms.

Authentic Language and Cultural Context. This is the first code of the second issues probed. participants shared that exposure to authentic language and cultural contexts through pop culture enhances English learning. Engaging with real-life conversations, expressions, and cultural references helps learners develop a deeper understanding of the language. This contextualized approach makes language acquisition more meaningful, bridging the gap between formal instruction and real-world usage.

Similarly, exposure to authentic language and cultural contexts through pop culture plays a crucial role in improving language learning. Engaging with movies, music, social media, and other forms of entertainment allows learners to experience real-life conversations, idiomatic expressions, and cultural differences that are not always present in formal instruction. This immersive experience enhances comprehension, vocabulary acquisition, and overall communication skills. As participant 3 expressed:

“Pop culture significantly influences English language learning by providing exposure to authentic language, cultural context, and diverse vocabulary, which enhance comprehension, vocabulary learning, and communication skills.” (IDI-03)

In addition, pop culture plays a significant role in providing contextualized language learning, allowing learners to grasp the meaning of words and expressions within real-life situations. Through exposure to dialogues in movies, song lyrics, and social media interactions, learners can understand how language is naturally used in different contexts, enhancing both comprehension and application. As participant 9 expressed:

“I think pop culture significantly influences my understanding and mastery of the English language by providing contextualized language learning.” (FGD-02)

Also, the participant emphasized that engaging with pop culture materials, such as films and music, not only supports language learning but also fosters a deeper understanding of the culture where the language is used. Exposure to authentic content allows learners to see how language is naturally applied in various social and cultural settings, promoting both linguistic competence and cultural appreciation. As the participant 8 shared:

“Pop culture serves as an interactive materials nga naga promote ug language learning as well as ano understanding.” (FGD-01)

(Pop culture serves as interactive material that promotes language learning as well as understanding.)

Linguistic Diversity and Real-World Usage. This is the second code of the second issues probed participants shared that exposure to pop culture introduces learners to diverse accents and vocabulary, helping them become more adaptable to different English variations. It also demonstrates how the language evolves in real-world usage, reflecting contemporary expressions, slang, and cultural shifts. This exposure enables learners to develop a more natural and contextually appropriate use of English in various social and professional settings.

Similarly, pop culture introduces learners to diverse accents and vocabulary, broadening their exposure to different variations of English. Through movies, music, and online content, learners become familiar with regional accents and slang, helping them adapt to various forms of communication. This exposure enhances their listening skills and overall comprehension, making their language learning journey more dynamic and immersive. As participant 9 expressed:

“Pop culture expose me to kanang lahi lahi na accents and vocabulary, nga mag help sa ako to foster a deeper connection to the language through mga relatable and engaging content.” (FGD-02)

(Pop culture exposes me to different accents and vocabulary, which helps me foster a deeper connection to the language through relatable and engaging content.)

In addition, pop culture demonstrates how English evolves in real-world usage, allowing learners to grasp contemporary language trends and changes. Through exposure to media, films, and online discussions, students gain insights into how language adapts to societal shifts, making their learning experience more relevant and up-to-date. This helps bridge the gap between textbook English and practical communication, ensuring they stay informed about modern linguistic developments. As participant 10 expressed:

“I think pop culture really helps me develop my understanding of the English language, as it provides a kanang more comprehensive learning experience and shows me how the language evolves in real-world usage.” (FGD-03)

(I think pop culture really helps me develop my understanding of the English language, as it provides a more comprehensive learning experience and shows me how the language evolves in real-world usage.)

Furthermore, the participant emphasized that being exposed to diverse accents and dialects through pop culture materials such as movies, series, and music helps in developing a broader awareness of how English is spoken around the world. This exposure trains the ear to recognize and understand various ways of speaking, making communication with people from different backgrounds more manageable and meaningful. As the participant 8 shared:

“It exposes sa mga learners like me sa diverse accents and dialects, nga nag pa broad sa among understanding when it comes to mga anguage's variations.” (FGD-01)

(It exposes learners like me to diverse accents and dialects, which broadens our understanding of language variations.)

Social media and Informal Language Acquisition. This is the third code of the second issues probed participants shared that exposure to social media introduces learners to new words, slang, and cultural differences not typically covered in traditional classrooms. Engaging with online content provides a dynamic and evolving linguistic environment, offering real-world context for words and expressions commonly used in daily life. This continuous interaction with informal language fosters adaptability and enhances learners' ability to communicate naturally in diverse social settings.

Moreover, exposure to social media introduces learners to new words, slang, and cultural variations that are not typically covered in traditional classroom settings. Through online interactions, trending topics, and digital conversations, students encounter a dynamic and ever-evolving linguistic landscape that broadens their vocabulary and understanding of informal language use. This exposure helps them become more adaptable and proficient in real-world communication. As participant 13 expressed:

“Social media has also been a big help it exposes me to new words, slang, and cultural variation that I would not learn in a traditional classroom setting.” (FGD-06)

Furthermore, pop culture enhances English language learning by providing context for words and expressions commonly used in daily life. Through movies, TV shows, music, and online content, learners can observe how language is naturally applied in various situations, making it easier to understand and remember new vocabulary and phrases. This contextual learning bridges the gap between theoretical knowledge and practical use, reinforcing language comprehension. As participant 14 expressed:

“Pop culture improves my understanding of English by providing context for words and expressions that I can use in everyday life.” (FGD-07)

In addition, the participant emphasized that being exposed to social media content and song lyrics introduces them to new words and expressions that are not typically taught in traditional classroom settings. This kind of exposure helps them learn more current and commonly used language, making their vocabulary richer and more relatable to real-life conversations. Such learning experiences bridge the gap between textbook English and everyday communication. As the participant 2 shared:

“Social media and song lyrics have also introduced me sa mga new words ug expressions nga kuan that I might not learn in school.” (IDI-02)

(Social media and song lyrics have also introduced me to new words and expressions that I might not learn in school.)

Integrated Pop Culture Approach. The insight of the English education students in accordance with the pop culture and their second language learning are being affected based from the responses given by the participants. Based on their insights, engagement with pop culture immerses learners in real-life language, diverse vocabulary, and cultural contexts, reinforcing both formal and informal communication. Digital platforms enhance reading, writing, and interaction, fostering engagement and feedback. This strengthens comprehension, vocabulary, and communication skills, making language acquisition more engaging and effective.

Exposure to Authentic Language and Cultural Context. This is the first code of the third issues probed participants shared that engaging with authentic language through pop culture enhances English learning by providing real-world language use, idiomatic expressions, and cultural differences. This immersive approach fosters contextualized learning, making communication more meaningful and effective while broadening perspectives and adaptability in diverse settings.

Similarly, pop culture serves as a valuable resource for English language learners by providing exposure to real-life language use, diverse vocabulary, and cultural contexts. Through engaging with movies, TV shows, music, and social media, learners encounter authentic expressions and colloquial language that enhance their understanding and application of English in everyday situations. This immersion not only enriches vocabulary but also deepens cultural awareness, making language learning more engaging and effective. As participant 3 expressed:

“Pop culture are beneficial because they expose learners to real-life language use, diverse vocabulary, and cultural context, making language learning more engaging, relevant, and effective.” (IDI-03)

In addition, pop culture plays a crucial role in teaching proper language usage by exposing learners to various contexts in which English is used. Through movies, TV shows, and other media, learners gain insight into how words and expressions are applied in different situations, helping them develop confidence in their communication skills. This real-world exposure allows them to understand not only vocabulary and grammar but also the differences of tone, formality, and appropriateness in different settings. As participant 11 expressed:

“I think it is very helpful because it can give as more confident in speaking the language and proper usage of the word that is being use in different context in the movie.” (FGD-04)

Furthermore, the participant emphasized that watching English movies helps them imitate real-life conversation styles and commonly used expressions. By observing how characters speak in different situations, learners are able to mirror these patterns in their own communication, which improves their fluency and confidence in speaking. This exposure enables learners to develop more natural and authentic language skills. As the participant 11 shared:

“For me lang kay I think the aspect that is more helpful is kanang watching English movies. Kay there are some scenarios man gud where we can imitate their conversation style or kanang mga lines in our day-to-day living.” (FGD-04)

(For me, I think the most helpful aspect is watching English movies, because there are scenarios where we can imitate their conversation style or use some of their lines in our day-to-day life.)

Skill Development Through Media and Digital Platforms. This is the second code of the third issues probed participants shared that media and digital platforms provide opportunities for reading and writing practice, allowing learners to engage with various texts and improve literacy skills. Online communication facilitates interaction and feedback, enhancing both writing and speaking proficiency. Engaging in digital discussions, social media exchanges, and multimedia content helps learners refine their language abilities in an interactive and dynamic environment.

With regards to that, pop culture not only enhances listening and speaking skills but also provides valuable opportunities for reading and writing practice. Through social media, online discussions, subtitles, and song lyrics, learners engage with written English in a dynamic and interactive way. This exposure helps them improve their comprehension, spelling, and grammar while also allowing them to practice expressing their thoughts in writing. As participant 3 shared:

“Authentic materials like movies, TV shows, and music improve listening and speaking skills, while social media platforms offer opportunities for reading and writing practice.” (IDI-03)

Additionally, online communication plays a crucial role in facilitating interaction and feedback, further enhancing both writing and speaking skills. Engaging with online communities allows learners to practice real-world communication, receive corrections, and refine their language use in an interactive setting. This dynamic exchange helps learners build confidence and fluency while adapting to different conversational styles and contexts. As participant 8 shared:

“Online communities offer opportunities for interaction and feedback from native speakers, improving writing and speaking skills.” (FGD-01)

Moreover, the participant emphasized that using authentic materials such as movies and TV shows plays a vital role in improving listening and speaking skills. These materials present natural conversations and real-life scenarios, allowing learners to hear how English is used in context and practice speaking more naturally. This immersive experience helps learners develop better pronunciation and comprehension. As the participant 3 shared:

“Authentic materials parehas anang movies, TV shows, ug music maka help me siya to improve our listening and speaking skills.” (IDI-03)

(Authentic materials like movies, TV shows, and music help me improve my listening and speaking skills.)

Enhancing Language Proficiency. This is the third code of the third issues probed participants shared that engaging with media and digital platforms strengthens language proficiency by improving comprehension, vocabulary learning, and communication skills. Exposure to new words through various media sources aids in understanding meanings and pronunciation, making language acquisition more natural and effective. Learners also develop vocabulary by searching for unfamiliar words in song lyrics, allowing them to grasp contextual meanings and usage, further reinforcing their language development.

Likewise, exposure to new words through pop culture significantly aids in understanding their meanings and pronunciation. Watching movies and listening to songs in English provide learners with natural and engaging ways to familiarize themselves with the language. By hearing words used in different contexts, learners can grasp their definitions more easily and improve their pronunciation through repeated exposure. As participant 4 expressed:

“For me an English movies and songs since it delivers English language so with this aspect I will be able to know what it is mean and how it will be pronounce.” (IDI-04)

Similarly, engaging with pop culture, particularly through movies and music, encourages learners to search for unfamiliar words and deepen their understanding of their meanings. This active engagement fosters vocabulary expansion and improves comprehension in an enjoyable and meaningful way. By encountering new language in context, learners are better able to remember and apply what they have learned. This process also boosts their confidence in using English in both academic and social settings. As participant 5 shared:

“Personally, movies and music jud siya kay I am into that man giod no syempre when I watch movies naa koy mga words na ma encounter na dili ko kabalo sa meaning so gina search nako na siya para ma sabtan nako and sa music pud same lang since expose man ta ana.” (IDI-05)

(Personally, movies and music are very helpful because I am really into them. When I watch movies, I often encounter words I do not know, so I search for their meanings to understand them better. The same goes for music. Since, I am exposed to it, I naturally learn new words and expressions.)

Fostering Language Proficiency and Communication. The insight of the English education students in accordance with the pop culture and their second language learning are being affected based from the responses given by the participants. Based on their insights, pop culture enhances English language skills by developing listening, speaking, reading, and writing abilities while expanding vocabulary and refining communication. Through exposure to films, music, and online content, learners engage with authentic language, idiomatic expressions, and cultural references, strengthening both formal and informal communication. By bridging academic learning with real-world application, pop culture fosters comprehension, adaptability, and confidence in using English effectively.

Authentic Real-World Exposure. This is the first code of the fourth issues probed participants shared that exposure to pop culture provides real-life language examples and cultural context, enhancing English skills in meaningful ways. Authentic language input from films, music, and digital content allows learners to experience natural speech patterns, fostering a deeper understanding of language variation. This continuous interaction with diverse linguistic inputs strengthens comprehension and communication, making second language acquisition more effective and practical.

Similarly, pop culture plays a crucial role in enhancing English language skills by providing real-life language examples and cultural context. Through movies, music, and other media, learners are exposed to authentic conversations, idiomatic expressions, and diverse cultural perspectives, which contribute to a deeper understanding of the language. This immersive exposure helps learners develop more natural and effective communication skills. As participant 3 shared:

“Pop culture, such as movies and music, helps improve English language skills by providing real-life language examples and cultural context.” (IDI-03)

Likewise, pop culture serves as a valuable resource for language learners by offering authentic language exposure. Through movies, music, television shows, and social media, learners encounter natural speech patterns, idiomatic expressions, and real-world conversations that help them grasp English in a more practical and engaging way. This consistent interaction with everyday language boosts learners' confidence and communication skills. As participant 8 shared:

“Pop culture plays a significant role in shaping my English skills by providing authentic language exposure.” (FGD-01)

In addition, pop culture fosters a natural understanding of language variations, allowing learners to adapt to different accents, slang,

and cultural expressions. Through exposure to diverse media content, such as films, music, and online interactions, learners develop a more intuitive grasp of how English is spoken in various contexts. This exposure helps them become more flexible and effective communicators across different English-speaking environments. As participant 8 shared:

“Pop culture fosters a kanang more natural understanding of the language differences.” (FGD-01)

(Pop culture fosters a more natural understanding of language differences, helping learners adapt to various accents, and cultural expressions.)

Bridging Formal and Informal Contexts. This is the second code of the fourth issues probed participants shared that, exposure to pop culture contributes to English language development by integrating academic learning with real-world communication. Engaging with films, music, and digital content serves as a tool for improving comprehension and effective language use. This continuous interaction helps bridge the gap between structured education and practical communication, allowing learners to apply their English skills in both academic and everyday contexts with greater confidence and fluency.

With regards to that, pop culture significantly contributes to English language development by enhancing both academic and communication skills. Exposure to authentic language through various forms of media allows learners to improve their comprehension, vocabulary, and fluency in ways that extend beyond the classroom. This multifaceted engagement supports learners in applying language skills more confidently in real-world situations. As participant 1 shared:

“Pop culture played a big role in shaping my English language skills not only for academic purposes but also for communication purposes.” (IDI-01)

(Pop culture has played a big role in shaping my English language skills, not only for academic purposes but also for effective communication in everyday interactions.)

Additionally, pop culture serves as a powerful tool for learning English and improving comprehension, ultimately leading to more effective communication. Through exposure to natural language in movies, music, and social media, learners can absorb vocabulary, grammar structures, and cultural differences in an engaging and interactive manner. This immersive experience helps learners connect language with real-life contexts, making their communication more authentic. As participant 4 expressed:

“It is one of the key tools to learn English language easily since It deliver English easily especially in social media and all you need to do is to comprehend.” (IDI-04)

Likewise, pop culture plays a crucial role in bridging the gap between formal learning and real-world communication. While traditional classroom instruction provides foundational knowledge of grammar, vocabulary, and structure, pop culture complements this by practical, real-life applications of the language. This helps learners use English more naturally and confidently in everyday situations. As participant 8 shared:

“It helps jud in bridging the gap between formal learning and real-world communicatin kay maka learn ta how to communicate naturally.” (FGD-01)

(It truly helps bridge the gap between formal learning and real-world communication because it allows us to learn how to communicate naturally.)

Confidence and Fluency Building. This is the third code of the fourth issues probed participants shared that, exposure to pop culture enhances confidence in speaking and listening by providing immersive and interactive language experiences. Engaging with films, music, and digital content allows learners to practice and internalize language patterns, boosting their confidence in using English naturally. This exposure increases comfort in everyday communication and helps learners understand word usage, humor, and cultural references, which are essential for fluency.

Similarly, pop culture serves as a powerful tool in enhancing learners' confidence in both speaking and listening. Through repeated exposure to natural conversations in movies, TV shows, and music, students become more familiar with pronunciation, tone, and common expressions, allowing them to engage more comfortably in conversations. This consistent practice helps learners feel more at ease and improves their overall communication skills. As participant 2 shared:

“Pop culture plays a big role I my shaping my English language skills because it makes me more confident in speaking and listening .” (IDI-02)

Additionally, pop culture plays a crucial role in boosting learners' confidence in using English. By engaging with various forms of media, such as movies, music, and social media, students are exposed to diverse linguistic contexts that make language learning more natural and less intimidating. This exposure allows them to practice and internalize the language, leading to greater self-assurance when speaking and writing in English. As participant 11 expressed:

“I view the pop culture in shaping my English language skills as very important because through pop culture it can help me boost my confidence in learning the English language.” (FGD-04)

Furthermore, pop culture contributes to increasing learners' comfort in everyday communication. By continuously engaging with authentic language use in various media forms, individuals develop familiarity with common expressions, speech patterns, and conversational. This consistent exposure allows them to apply what they learn in real-life interactions, making English communication feel more natural and effortless. As participant 10 shared:

“Pop culture plays a significant role in shaping our English language skills as it makes us feel more comfortable with everyday conversation or communicating our idea with English language.” (FGD-03)

Moreover, pop culture aids in understanding word usage, humor, and cultural references, which are crucial for achieving fluency in the English language. Exposure to movies, music, and social media allows learners to grasp how words are used in different contexts, helping them interpret jokes, idiomatic expressions, and culturally embedded meanings more effectively. This deeper cultural insight enriches learners' ability to communicate naturally and appropriately in various social situations. As participant 2 shared:

“I hear how words are actually use naka tabang pud siya sa akoa to understand humor kanang idioms and cultural references which are important for fluency.” (IDI-02)

(I hear how words are actually used, and it has helped me understand humor, idioms, and cultural references, which are important for fluency.)

Curriculum Integration and Content Adaptation. The insight of the English education students in accordance with the pop culture and their second language learning are being affected based from the responses given by the participants. Based on their insights, adapting teaching strategies to students' needs involves tailoring activities, modifying content, and adjusting difficulty for better comprehension. Integrating pop culture into lessons through films, music, and stories enhances engagement and language learning. Media-driven approaches make learning dynamic, moving beyond textbooks to incorporate relatable content. Structured activities like movie nights and music discussions create immersive experiences, making English acquisition more interactive and effective.

Adapting Teaching Strategies to Student Needs. This is the first code of the fifth issues probed participants shared that, effective language learning requires tailoring strategies to students' needs by integrating pop culture for engaging, relatable instruction. Modifying content based on engagement enhances retention, while adjusting activity difficulty improves comprehension and confidence, ensuring steady progress.

Similarly, tailoring teaching strategies to students' needs and preferences plays a crucial role in enhancing language learning. By incorporating elements that resonate with learners, such as pop culture, educators can create a more engaging and effective learning environment that fosters motivation and comprehension. This personalized approach helps students connect better with the material and improves their overall language skills. As participant 1 shared:

“I would suggest that the institution to adopt strategies base on students' needs and preferences.” (IDI-01)

Additionally, modifying content based on student engagement levels ensures that learning materials remain stimulating and accessible. By adjusting the type of pop culture content used in instruction, educators can align lessons with students' comprehension levels, making language learning more effective and enjoyable. This flexibility allows learners to progress at their own pace while staying motivated throughout the learning process. As participant 1 shared:

“I would suggest that the institution to change the types of pop culture content being use according to the students' level of understanding.” (IDI-01)

Also, adjusting the difficulty of activities ensures better comprehension and active student engagement. By modifying tasks to match learners' proficiency levels, educators can create a more inclusive and effective learning environment. Incorporating new technologies can further support students in keeping up with lessons, making language acquisition more interactive and accessible. As participant 1 shared:

“I would suggest that the institution to adjust the difficulty of activities that will engage the student more in the classroom or incorporating new technologies that allow the student to cope up well the lesson.” (IDI-01)

Incorporating Pop Culture in Lesson Planning. This is the second code of the fifth issues probed participants shared that, integrating pop culture elements into lesson plans enhances student engagement and language learning. By incorporating films, music, and social media into classroom activities, discussions, and vocabulary lessons, educators create a more dynamic and relatable learning environment. This approach not only enriches grammar instruction but also fosters deeper comprehension and retention. Expanding pop culture-based activities in the curriculum ensures that students interact with authentic language, making English learning more meaningful and effective.

In regard to that, integrating pop culture elements into lesson plans can enhance language learning by making it more engaging and relatable. Movies, music, and other media provide real-life language examples and cultural context, allowing students to develop a deeper understanding of English in authentic settings. This approach helps learners connect classroom lessons with everyday language use, boosting both their interest and practical skills. As participant 3 shared:

“Pop culture, such as movies and music, helps improve English language skills by providing real-life language examples and cultural context.” (IDI-03)

Additionally, integrating pop culture into classroom activities can be an effective way to engage students, but it is important to select content that resonates with them. Music and songs, for example, can be powerful tools to enhance language learning, but the key is choosing material that aligns with students' interests and encourages active participation. Selecting relevant and relatable pop culture content motivates students to participate more actively and supports their language development effectively. As participant 5 mentioned:

“Mag integrate ta ug mga pop culture like music and songs pero mamili pud ta no kanang ma engage ang students especially sa mga activities.” (IDI-05)

(We should integrate pop culture, like music and songs, but we also need to carefully choose content that will engage students, especially in activities that will increase their interest and participation.)

Similarly, integrating pop culture into class discussions and lesson plans can further enhance the learning experience by making lessons more engaging and relevant to students. By incorporating elements of pop culture, educators can create an environment where students are not only learning the language but also connecting with it on a cultural and emotional level. This approach helps students relate language skills to real-life situations, boosting both their interest and confidence in using English. As participant 11 suggested:

“The suggestions that I could give to the institution in order to maximize the effectiveness of pop culture in learning the language is I will tell them to use the pop culture in their class like they would integrate it in lesson plan in order for the students to have an engaging learning.” (FGD-04)

Furthermore, incorporating pop culture into English lessons through integrated lesson plans can provide a more dynamic and engaging approach to language learning. By blending cultural elements with language learning objectives, educators can create lessons that not only teach English but also connect students to real-world contexts and contemporary language use. This method encourages active participation and helps students see the practical value of their language skills in everyday life. As one participant 9 proposed:

“I suggest that institutions incorporate pop culture into English language learning through integrated lesson plans that combine pop culture with language learning objectives.” (FGD-02)

Moreover, integrating pop culture into lesson plans can be a powerful tool for teaching grammar and vocabulary. By using clips and songs, educators can illustrate key grammatical concepts and vocabulary in a context that is both familiar and engaging for students. Encouraging students to create projects based on pop culture further enhances engagement, allowing them to apply their learning in a creative and meaningful way. As participant 8 shared:

“They could also integrate pop culture into lesson plans, using clips and songs to illustrate grammatical points or vocabulary. Then, encouraging students to create projects based on pop culture kani siya could enhance engagement and learning.” (FGD-01)

(They could also integrate pop culture into lesson plans by using clips and songs to illustrate grammatical points or vocabulary. Additionally, encouraging students to create projects based on pop culture could enhance engagement and promote active learning.)

Also, increasing the inclusion of pop culture-based activities in the curriculum can significantly enhance the effectiveness of language learning. Pop culture elements, such as media, music, and movies, serve as dynamic teaching tools that make learning English more engaging, flexible, and relatable to students. These activities motivate students to practice English more frequently and with greater enthusiasm, leading to improved language proficiency. As participant 10 shared:

“Institutions could incorporate more pop culture base activities into their curriculum as pop culture such as media music and movies serve as a teaching tool for making learning English language more effective and flexible.” (FGD-03)

Using Media for Student Engagement. This is the third code of the fifth issues probed participants shared that, using music, stories, and movies in the classroom effectively engages students in learning English. By incorporating a variety of media, such as films, songs, and social media content, educators move beyond traditional textbooks, making lessons more interactive and relatable. Pop culture serves as a bridge to connect students with authentic language use, enhancing their motivation and making learning more enjoyable and relevant to their everyday experiences.

Similarly, using music, stories, and movies to engage students in learning English can create a more interactive and enjoyable learning environment. By incorporating pop culture genres like music and storytelling into lessons, institutions can enhance student engagement and foster a deeper connection with the language.

This approach helps students relate to the language on a personal level, making learning more meaningful and memorable. As participant 4 mentioned:

“The institution must adopt to a new method which focus on the pop culture genre like engaging in music that use English language including music, stories.” (IDI-04)

Also, moving beyond traditional textbooks by incorporating movies, songs, and social media content can greatly enrich English language learning. By embracing these modern and accessible forms of media, educators can create a more dynamic and engaging curriculum that resonates with students' interests and real-world language use. This strategy allows learners to experience English in authentic contexts, enhancing both their motivation and practical communication skills. As participant 13 suggested:

"I think school should integrate pop culture into English lessons more often like instead of relying solely on like traditional textbooks." (FGD-06)

Additionally, using pop culture to make learning more relatable and engaging can significantly enhance student involvement and motivation. By incorporating movies, songs, and trending social media content, educators can connect the learning material with students' interests, creating a more enjoyable and meaningful experience. This approach helps students feel more connected to the language, encouraging active participation and sustained interest in their learning journey. As participant 13 mentioned:

"They could use like movies song and trending social media content to make jud learning more relatable and enjoyable sa students." (FGD-06)

(They could use movies, songs, and trending social media content to make learning more relatable and enjoyable for students.)

Structuring Pop Culture-Based Learning Activities. This is the fourth code of the fifth issues probed participants shared that, creating lists of appropriate pop culture content based on students' proficiency levels enables targeted learning. Activities like movie nights and music discussions actively engage students, improving their listening and speaking skills. Integrating popular media into the curriculum enhances comprehension and speaking fluency, making English learning more enjoyable and relatable. This approach modernizes traditional methods, fostering interactive and effective language acquisition.

Similarly, creating lists of appropriate pop culture content tailored to different proficiency levels can further enhance the learning experience. By curating movies, TV shows, music, and online resources that align with students' language abilities, educators can ensure that content is both accessible and challenging. This careful selection helps learners build confidence while gradually expanding their vocabulary and comprehension skills. As participant 8 suggested:

"Institutions could create lists of appropriate movies, TV shows, music, and online resources for different English proficiency levels." (FGD-01)

Also, implementing various activities that utilize pop culture as a learning aid can significantly enhance student engagement and language acquisition. By integrating pop culture into classroom activities, educators can create more dynamic and interactive learning experiences that cater to students' interests and needs. These activities encourage active participation and make language practice more enjoyable and effective for learners. As participant 12 shared:

"The suggestions that I will give to the institution in order to maximize the effectiveness of pop culture engagement in learning English as second language is that they will integrate and implement different activities that will use pop culture as an assistant in learning the language." (FGD-05)

Additionally, organizing activities such as movie nights or music discussions can further enhance the impact of pop culture on learning English. These activities provide students with an engaging way to practice their listening, speaking, and critical thinking skills in a relaxed and enjoyable environment. Such interactive sessions also foster collaboration among students, helping them build confidence and improve communication skills. As participant 14 shared:

"To maximize the impact of pop culture on learning English the institution should organize activities like movie nights or movie discussion." (FGD-07)

Moreover, encouraging discussions about popular media can significantly improve students' speaking skills. By incorporating topics such as movies, music, or trending social media content into classroom discussions, teachers can create an engaging and dynamic environment that encourages students to express their ideas confidently. This approach not only enhances verbal fluency but also helps students develop critical thinking and cultural awareness. As participant 13 shared:

"Also, teachers could also encourage like discussion base on like popular media to help student practice their speaking skills since pop culture is something we naturally we engage with using it in the classroom would make English language feel more fun and relevant." (FGD-06)

Furthermore, integrating pop culture into the curriculum can provide a more enjoyable and effective way for students to learn. By incorporating familiar and relatable elements such as music, movies, and trending topics, educators can make lessons more engaging and accessible. This method helps to motivate students and fosters a deeper connection with the English language. It also encourages active participation and improves overall language retention. As participant 14 shared:

"Also, integrating pp culture into the curriculum can provide a more enjoyable and effective way for students to learn." (FGD-07)

Data Integration of the Salient Quantitative and Qualitative Findings. The current study, which examines the relationship between pop

culture and second language learning among English major students at a local college, utilizes a mixed methods approach through a convergent parallel design. The fifth research question addresses the corroboration of findings from both the quantitative and qualitative phases. Table 5 presents the key findings from both phases, with the first column outlining the focal aspects of the study. The second and third columns display the quantitative and qualitative findings, respectively. Quantitative results typically reflect indicators with the highest means, while the qualitative findings consist of identified responses that either confirm or disconfirm the quantitative data. The fourth column indicates the nature of the data integration, while the fifth column presents the axiological implications derived from the data presented in the preceding columns.

Table 5. Joint Display of Salient Quantitative and Qualitative Findings

Aspect Or Focal Point	Quantitative Findings	Qualitative Findings	Nature Of Data Integration	Axiological Implication
Pop Culture	On the table 2 under the indicator <i>Social Networking Sites</i> with an overall mean of 3.96 specifically in the item number 4- <i>using many new English words in my day to day life that I learnt after using Facebook</i> (3.81; high).	On the table 4 under the theme <i>immersive and inclusive language learning</i> and the category of <i>cultural and practical language exposure</i> specifically in the core idea 5- <i>providing a dynamic way to practice and absorb English naturally</i> .	Merging-converging	The high level in social networking sites shows that frequent digital interactions enhance language acquisition by promoting natural vocabulary use and reinforcing linguistic competence and cultural adaptability.
	On the table 2 under the indicator <i>Social Networking Sites</i> with an overall mean of 3.96 specifically in the item number 1- <i>making sure that I do not commit any grammatical, spelling or semantic error when I post a status, comment, message or chat on Facebook</i> . (4.18; high).	On the table 4 under the theme <i>learning English through real-world media exposure</i> and the category of <i>learning through digital and social media</i> specifically in the core idea 1- <i>being exposed to social media posts, comments, and memes helps in learning informal expressions which gives confidence in using the language</i> .	Merging-converging	The high level in social networking sites indicates that English major students value digital interactions for effective language learning, recognizing the role of grammar use, exposure to informal expressions, and confidence-building in enhancing linguistic and communicative skills.
	On the table 2 under the indicator <i>mass media and language</i> with an overall mean of 4.01 specifically in the item number 3- <i>listening to English debates, news, useful social information and music, etc. on radio</i> . (3.88; high).	On the table 4 under the theme <i>learning authentic language immersion</i> and the category of <i>motivation and engagement with learning</i> specifically in the core idea 1- <i>watching TV shows and listening to music increases motivation and interest in learning English</i> .	Merging-converging	The high level in mass media and language indicates that English major students value exposure to English content, recognizing that media platforms foster authentic language immersion and enhance learning motivation through engaging debates, news, music, and TV shows.
	On the table 2 under the indicator <i>mass media and language</i> with an overall mean of 4.01 specifically in the item number 4- <i>finding that images, sounds, animations, and music help me remember the English words I hear on TV</i> . (4.18; high).	On the table 4 under the theme <i>immersive and inclusive language learning</i> and the category of <i>cultural and practical language exposure</i> specifically in the core idea 3- <i>watching movies/TV with subtitles, listening to music, and engaging in online communities' aid learning</i> .	Merging-converging	The high level in mass media and language entails that multimodal exposure strengthens language retention and comprehension. This is because images, sounds, animations, and music reinforce memory, while subtitles and online engagement provide immersive and practical language-learning experiences.
	On the table 2 under the indicator <i>other media and language</i> with an overall mean of 4.20 specifically in the item number 2- <i>being fond watching English movies</i> (4.26; high).	On the table 4 under the theme <i>enhancement of core English skills through multimedia platforms</i> and the category of <i>expanding vocabulary and natural language use</i> specifically, in the core idea 2- <i>watching English movies introduced me to new words and phrases that I can use in the future</i> .	Merging-converging	The high level in other media and language entails that frequent exposure to English movies supports vocabulary expansion and natural language use. This is because watching films introduces learners to new words and phrases, enhancing their ability to apply them in real-life communication.

Second Language Learning of English Major Students	On the table 2 under the indicator <i>General English</i> with an overall average mean of 4.25 specifically in the item number 2- <i>seeking opportunities to use English outside of class independently (engaging in conversations, utilizing the internet, writing letters to foreign friends, and others)</i> . (4.18; high)	On the table 4 under the theme <i>authentic language immersion</i> and the category of <i>confidence and real-life application</i> specifically in the core idea 3- <i>utilizing social media to deliver meaningful messages</i> .	Merging-converging	The high rating for second language learning indicates that English major students value active language immersion, recognizing that real-life applications like social media and independent engagement boost their communication skills, confidence, and meaningful use of English.
	On the table 2 under the indicator <i>vocabulary learning</i> with an overall average mean of 4.10 specifically in the item number 5- <i>connecting the English word with an image, drawing, or diagram</i> . (3.95; high)	On the table 4 under the theme <i>authentic language immersion</i> and the category of <i>confidence and real-life application</i> specifically in the core idea 2- <i>feeling connected to the language and culture through movies, TV shows, social media, and music, enhancing language understanding</i> .	Merging-converging	The high rating for vocabulary learning indicates that English major students value connecting words with images and cultural experiences, recognizing that authentic exposure through media strengthens their language understanding, and connection.
	On the table 2 under the indicator <i>studying grammar</i> with an overall average mean of 4.06 specifically in the item number 5- <i>reviewing English sentence structures out loud to better understand and practice them</i> . (4.15; high)	On the table 4 under the theme <i>immersive and inclusive language learning</i> and the category of <i>cultural and practical language exposure</i> specifically in the core idea 5- <i>providing a dynamic way to practice and absorb English naturally</i> .	Merging-converging	The high rating for studying grammar indicates that English major students value reviewing sentence structures out loud, recognizing that immersive exposure strengthens their grammatical understanding and language practice.
	On the table 2 under the indicator <i>speaking in English</i> with an overall average mean of 4.10 specifically in the item number 2- <i>incorporating English words I have heard in songs or during class when I speak</i> . (4.05; high)	On the table 4 under the theme <i>authentic language immersion</i> and the category of <i>enhancing language acquisition and comprehension</i> specifically in the core idea 5- <i>improving language skills through song lyrics and movie dialogues</i> .	Merging-converging	The high rating for speaking in English indicates that English major students value integrating learned vocabulary into conversations, recognizing that immersion through songs and movie dialogues enhances language acquisition and comprehension.
	On the table 2 under the indicator <i>speaking in English</i> with an overall average mean of 4.10 specifically in the item number 3- <i>making a conscious effort to speak slowly to ensure that I am better understood by others</i> . (4.11; high)	On the table 4 under the theme <i>multifaceted barriers in digital language pedagogy</i> and the category of <i>communication challenges</i> specifically in the core idea 1- <i>having difficulty in understanding fast speech and unfamiliar accents</i> .	Merging-converging	The high rating for speaking in English indicates that English major students believe in the importance of clear and deliberate communication, recognizing the value of speaking slowly to overcome challenges in understanding fast speech and unfamiliar accents, thereby fostering better comprehension and connection with others.

Pop Culture. In the quantitative phase, under the indicator of Social Networking Sites, the specific item was rated by the participants as high using many new English words in my day to day life that I learnt after using Facebook. This result is connected with the qualitative findings, which is categorized as cultural and practical language exposure specifically in the core idea 5- providing a dynamic way to practice and absorb English naturally, under the essential theme of immersive and inclusive language learning. It is safe then to say that the qualitative merges the quantitative. This means that the high level in social networking sites shows that frequent digital interactions enhance language acquisition by promoting natural vocabulary use and reinforcing linguistic competence and cultural adaptability.

Also, in the quantitative phase, under the indicator of social networking sites, the specific item was rated by the participants as high making sure that I do not commit any grammatical, spelling or semantic error when I post a status, comment, message or chat on Facebook. This result is connected with the qualitative findings which is categorized as learning through digital and social media specifically in the core idea 1- being exposed to social media posts, comments, and memes helps in learning informal expressions which gives confidence in using the language, under the essential theme learning English through real-world media exposure. Hence, this can be viewed that the qualitative merges with the quantitative. This means that the high level in social networking sites indicates that English major students value digital interactions for effective language learning, recognizing the role of grammar use, exposure to informal expressions, and confidence-building in enhancing linguistic and communicative skills.

Furthermore, in the quantitative phase, under the indicator of mass media and language, the specific item was rated by the participants as high listening to English debates, news, useful social information and music, etc. on radio. This result is connected with the qualitative findings, which is categorized as motivation and engagement with learning specifically in the core idea 1- watching TV shows and listening to music, under the essential theme of learning authentic language immersion. Thus, this can be viewed that the quantitative and qualitative merges. This means that the high level in mass media and language indicates that English major students value exposure to English content, recognizing that media platforms foster authentic language immersion and enhance learning motivation through engaging debates, news, music, and TV shows.

Moreover, in the quantitative phase, under the indicator of mass media and language, the specific item was rated by the participants as high finding that images, sounds, animations, and music help me remember the English words I hear on TV. This result is connected with the qualitative findings, which is categorized cultural and practical language exposure specifically in the core idea 3- watching movies/TV with subtitles, listening to music, and engaging in online communities' aid learning, under the essential theme of learning English through real-world media exposure. This can be viewed that both quantitative and qualitative merges. This means that the high level in mass media and language entails that multimodal exposure strengthens language retention and comprehension. This is because images, sounds, animations, and music reinforce memory, while subtitles and online engagement provide immersive and practical language-learning experiences.

Additionally, in the quantitative phase, under the indicator of mass media and language, the specific item was rated by the participants as high being fond watching English movies. This result is connected with the qualitative findings, which is categorized as expanding vocabulary and natural language use specifically in the core idea 2- watching English movies introduced me to new words and phrases that I can use in the future, under the essential theme enhancement of core English skills through multimedia platforms. This can be viewed that both quantitative and qualitative merges. This means that the high level in other media and language entails that frequent exposure to English movies supports vocabulary expansion and natural language use. This is because watching films introduces learners to new words and phrases, enhancing their ability to apply them in real-life communication.

Second Language Learning. In the quantitative phase, under the indicator of general English, the specific item was rated by the participants as high seeking opportunities to use English outside of class independently (engaging in conversations, utilizing the internet, writing letters to foreign friends, and others). This result is connected with the qualitative findings, which is categorized as confidence and real-life application specifically in the core idea 3- utilizing social media to deliver meaningful messages, under the essential theme of authentic language immersion. It is safe then to say that the qualitative merges the quantitative. This means that the high rating for second language learning indicates that English major students value active language immersion, recognizing that real-life applications like social media and independent engagement boost their communication skills, confidence, and meaningful use of English.

Also, in the quantitative phase, under the indicator of vocabulary learning, the specific item was rated by the participants as high connecting the English word with an image, drawing, or diagram. This result is connected with the qualitative findings, which is categorized as confidence and real-life application specifically in the core idea 2- feeling connected to the language and culture through movies, TV shows, social media, and music, enhancing language understanding, under the essential theme authentic language immersion. Hence, this can be viewed that the qualitative merges with the quantitative. This means that the high rating for vocabulary learning indicates that English major students value connecting words with images and cultural experiences, recognizing that authentic exposure through media strengthens their language understanding, and connection.

Furthermore, in the quantitative phase, under the indicator of studying grammar, the specific item was rated by the participants as high committing example sentences to memory as a method to recall specific grammar points. This result is connected with the qualitative findings, which is categorized as cultural and practical language exposure with learning specifically in the core idea 5- providing a dynamic way to practice and absorb English naturally, under the essential theme of immersive and inclusive language learning. Thus, this can be viewed that the quantitative and qualitative merges. This means that the high rating for studying grammar indicates that English major students value reviewing sentence structures out loud, recognizing that immersive exposure strengthens their grammatical understanding and language practice.

Moreover, in the quantitative phase, under the indicator of speaking in English, the specific item was rated by the participants as high incorporating English words I have heard in songs or during class when I speak. This result is connected with the qualitative findings, which is categorized enhancing language acquisition and comprehension specifically in the core idea 5- improving language skills through songs, lyrics and movie dialogues, under the essential theme of authentic language immersion. This can be viewed that both quantitative and qualitative merges. This means that the high rating for speaking in English indicates that English major students value integrating learned vocabulary into conversations, recognizing that immersion through songs and movie dialogues enhances language acquisition and comprehension.

Additionally, in the quantitative phase, under the indicator of speaking in English, the specific item was rated by the participants as high making a conscious effort to speak slowly to ensure that I am better understood by others. This result is connected with the qualitative findings, which is categorized communication challenges use specifically in the core idea 1- having difficult in understanding fast speech and unfamiliar accents, under the essential theme enhancement of multifaceted barriers in digital language

pedagogy. This can be viewed that both quantitative and qualitative merges. Which means that the high rating for speaking in English indicates that English major students believe in the importance of clear and deliberate communication, recognizing the value of speaking slowly to overcome challenges in understanding fast speech and unfamiliar accents, thereby fostering better comprehension and connection with others.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

First, the level of pop culture among English major student is high in terms of the indicators' social networking sites, mass media, and other media and language. Therefore, the overall result is high. Also, the level of second language learning among English major students is also high in terms of reading in English, general English, writing in English, vocabulary learning, studying grammar and speaking in English. Hence, this indicate that the indicators of pop culture and second language learning are oftentimes manifested by the English major students.

Second, statistical analysis using the mean, r-value, and p-value revealed a significant relationship between pop culture and second language learning among English major students. Learners who were exposed to pop culture demonstrated higher level of engagement and notable improvement in their language learning, indicating that pop culture serves as an effective tool in enhancing second language learning.

Third, the thematic analysis of the qualitative data was conducted based on responses obtained from in-depth interviews (IDI) and focus group discussions (FGD). This analysis provided additional insights into the lived experiences and coping mechanisms of English major students, specifically regarding how pop culture enhances the English language learning of the English major students. Qualitatively, English major students have been experiencing different situations that contribute to their language exposure, aiming to enhance their language learning. The following themes were emerged: immersive and inclusive language learning, learning English through real-world media exposure, enhancement of core English skills through multimedia platforms, authentic language immersion, influence of informal and incorrect language, and multifaceted barriers in digital language pedagogy.

Fourth, from the participants responses, other themes are identified which show the insights shared of English major students with regards to the effectiveness of pop culture engagement in learning English as their second language. The following are the themes: tool for effective language practice, cultural, motivational, and supplementary benefits, providing context for real-world usage of English, integrated pop culture approach, fostering language proficiency and communication and curriculum integration and content adaptation.

Lastly, to comprehensively assess the impact of pop culture on the second language learning of English major students, the responses were analyzed thematically to validate the qualitative findings of the study. The results from both phases were integrated according to the planned approach. The quantitative results provided insights into the levels of pop culture (PC) and second language learning (SLL) among participants, which were then cross-referenced with the qualitative data. Both sets of findings converged, confirming that pop culture significantly influences students' second language learning across various dimensions. This convergence underscores the enhancement of students' abilities to understand variations, engage in discourse, and apply linguistic functions effectively within different contexts.

Based on the findings of the study, the following recommendations were being drawn:

First, to further explore the impact of pop culture in second language learning among English major students, future research should broaden its scope by including students from different academic programs and institutions. Expanding the study population will allow for a more comprehensive understanding of how pop culture influences the students in learning a language. Additionally, using a mixed-methods approach incorporating qualitative interviews alongside quantitative surveys can provide deeper insights into the experiences and perspectives of students regarding their pop culture and second language learning.

Second, since the level of perceived language exposure among English major students reveals that, among the three indicators, the social networking sites is the lowest mean among them, which indicates that English major students are unlikely utilizing social networking sites such as Facebook, YouTube and Twitter in learning the English language as they focus more on the entertainment aspect of it which can affect their language learning. Focusing more on entertaining aspect of social networking sites may result to have limited opportunities to practice and develop English language skills. This could possibly hinder progress in learning the language. To address this issue, it is essential to use social networking sites for student engagement while integrating structured and purposeful language-learning activities within social media platforms. Encouraging students to engage with educational content, participate in discussions, and consume materials that promote language learning can enhance their English proficiency beyond mere entertainment consumption.

Third, since the level of perceived second language learning among English major students reveals that among the six indicators of second language learning, studying grammar is the lowest mean among of them, which indicate that it can negatively affect the student ability to effectively learn and use the English language. This can lead to challenges in expressing a complete thought and comprehensible idea using the language either in speaking or writing particularly in academic and professional setting where

correctness of grammar is essential. To address this issue, it is recommended for the institution to enhance the curriculum integration and content adaptation this include adapting teaching strategies to the student needs through structuring pop culture-based learning activities.

Fourth, based on the lived experiences of English major students regarding pop culture, integrating pop culture elements such as movies, music, and social media into lessons can enhance engagement, motivation, and cultural understanding. Encouraging immersive experiences through entertainment-based learning, digital media, and subtitles can improve comprehension, pronunciation, and fluency. Utilizing social media and interactive activities strengthens core language skills, expands vocabulary, and promotes natural language use. Lastly, fostering discussions and role-playing based on pop culture can enhance communication skills, making language learning more dynamic and effective.

Consequently, those shared insight from English major students with regards to the effectiveness of pop culture may help them to address their needs in enhancing their second language learning. Institutions can tailor strategies by aligning content with student preferences, adjusting difficulty levels, and incorporating technology for engagement. Integrating pop culture into lesson plans through movies, music, and social media fosters authentic language exposure, making learning dynamic and relevant. Additionally, implementing interactive activities such as movie nights, discussions, and curated content lists enhances comprehension and speaking skills. By embedding pop culture into structured learning, institutions can create a more engaging and effective language-learning environment.

In addition, the researcher recommends that institutions enhance a student-centered approach by integrating pop culture into curricula through diverse and engaging methods. This includes using multimedia resources such as films, songs, and trending social media content to enhance comprehension and engagement. Furthermore, designing structured activities like discussions, interactive projects, and proficiency-based content selection can foster deeper language learning. By embracing pop culture as a pedagogical tool, institutions can create a more immersive, relevant, and effective second-language learning experience.

Lastly, continuously adapting teaching strategies to align with students' needs and preferences is essential. By incorporating pop culture into lesson plans, adjusting activity difficulty, and leveraging multimedia tools, institutions can create a dynamic and engaging language learning environment. This approach not only enhances linguistic proficiency but also fosters cultural awareness and motivation among learners.

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