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Media-Based Interventions For Enhancing English Writing Skills in ESL Classrooms

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ABSTRACT

This paper investigates the effectiveness of media-based interventions, particularly English songs and movies, in enhancing the writing skills of English as a Second Language (ESL) learners. Using a mixed-methods research design, the study was conducted with Bachelor of Business Administration (BBA) undergraduate students. Data were obtained through a structured questionnaire, semi-structured interviews, and analysis of students' writing samples to evaluate improvements in the use of vocabulary, coherence, organisation, and overall writing proficiency. The findings indicate that students who engaged regularly with carefully selected English media demonstrated better vocabulary use, greater paragraph coherence, and more effective written expression than those with limited media exposure. The study identifies three essential factors contributing to improved writing performance: meaningful exposure to authentic media content, guided reflection and writing activities, and the use of AI tools such as Grammarly for feedback and revision.

KEYWORDS: Media-based learning; Writing skills; ESL learners; Vocabulary acquisition; Literacy development.

INTRODUCTION

The rapid growth of digital media has transformed English language teaching and learning by providing learners with greater access to authentic language resources through multimedia platforms. Among these resources, English songs, movies, and other forms of digital media have emerged as valuable instructional tools that offer contextualised exposure to vocabulary, discourse patterns, pronunciation, and cultural nuances. Unlike conventional textbook-based instruction, media-based learning creates engaging and meaningful language experiences that encourage learners to develop both receptive and productive language skills (Krashen, 1985; Mayer, 2009). Consequently, the integration of authentic media into English as a Second Language (ESL) classrooms has attracted increasing attention as an effective approach to enhancing language proficiency.

Writing is widely recognised as one of the most cognitively demanding language skills, as it requires learners to integrate vocabulary, grammatical accuracy, organisation, coherence, and critical thinking to communicate ideas effectively (Hyland, 2003). The development of writing proficiency depends not only on explicit instruction but also on sustained exposure to meaningful linguistic input. According to Krashen's (1985) Input Hypothesis, comprehensible input plays a crucial role in second language acquisition by enriching learners' linguistic competence and facilitating the transition from receptive knowledge to productive language use. Similarly, the Lexical Approach emphasises that exposure to authentic lexical patterns and collocations enables learners to produce more fluent and coherent written texts (Lewis, 1997).

Previous studies have demonstrated that multimedia resources positively influence learners' motivation, vocabulary development, listening comprehension, and speaking skills (Gilakjani, 2012; Afriyuninda & Oktaviani, 2021). English movies and songs expose learners to natural language use, idiomatic expressions, and authentic communicative contexts, thereby expanding their lexical repertoire and improving language awareness. However, relatively few studies have examined how these gains transfer to writing performance among ESL learners in the Indian context, particularly in terms of vocabulary use,

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paragraph coherence, organisation, and overall writing proficiency.

The present study addresses that gap by investigating the effectiveness of media-based interventions, particularly English songs and movies, in enhancing the writing skills of Bachelor of Business Administration (BBA) undergraduate ESL learners. Employing a mixed-methods research design, the study combines classroom interventions, structured questionnaires, and analysis of students' writing samples to examine improvements in vocabulary use, paragraph coherence, and overall writing proficiency. It also explores learners' perceptions of media-assisted learning and AI-supported writing tools in developing academic writing skills.

Research Questions

The growing use of digital media has created new opportunities for English as a Second Language (ESL) learners to engage with authentic language beyond the classroom. English songs, movies, and other multimedia resources provide rich linguistic input that can enhance vocabulary acquisition, discourse awareness, and language proficiency (Krashen, 1985; Mayer, 2009). However, despite the increasing integration of media into language learning, many ESL learners continue to experience difficulties in producing coherent, well-organised, and grammatically accurate written texts (Hyland, 2003). While previous studies have largely examined the role of media in developing listening, speaking, and vocabulary skills, comparatively little research has investigated how media-based classroom interventions contribute to measurable improvements in writing proficiency, particularly in higher education contexts. Furthermore, the potential of combining authentic media with structured writing activities and AI-supported writing tools to improve academic writing remains insufficiently explored. To address these gaps, the present study seeks to answer the following research questions:

- To what extent do media-based interventions, particularly English songs and movies, improve the vocabulary, paragraph coherence, and overall writing proficiency of BBA undergraduate ESL learners?
- What are the perceptions of BBA undergraduate ESL learners regarding the effectiveness of media-based learning and AI-supported writing tools in developing their academic writing skills?
- What challenges do ESL learners encounter when applying language acquired through English media to academic writing, and how can structured classroom interventions facilitate this transfer?

REVIEW OF LITERATURE

Authentic media has emerged as an important resource in English as a Second Language (ESL) instruction by providing learners with meaningful and contextualised language input. According to Krashen's (1985) Input Hypothesis, second language acquisition occurs when learners are exposed to comprehensible input that is slightly beyond their current level of linguistic competence. English songs, movies, and other digital media naturally provide such input by presenting language in authentic communicative contexts. These resources expose learners to rich vocabulary, discourse patterns, pronunciation, and cultural nuances. Mayer's (2009) Cognitive Theory of Multimedia Learning further suggests that learners comprehend and retain information more effectively when verbal and visual information are presented together, making multimedia resources particularly valuable in language classrooms.

English movies have received considerable attention for their role in enhancing language learning. Research indicates that films provide learners with repeated exposure to contextualised vocabulary, formulaic expressions, and natural discourse, thereby improving lexical development and communicative competence (Yüksel & Tanrıverdi, 2009). The use of subtitles further facilitates vocabulary retention by enabling learners to associate spoken language with written forms, promoting deeper lexical processing and comprehension. Similarly, Gilakjani (2012) argues that multimedia resources increase learner motivation and engagement, creating an interactive learning environment that supports language acquisition.

English songs constitute another valuable source of authentic linguistic input. Songs expose learners to recurring vocabulary, collocations, grammatical patterns, rhythm, and pronunciation in memorable and emotionally engaging contexts. Murphey (1992) observed that the repetitive nature of songs promotes incidental vocabulary learning and strengthens long-term memory retention. From the perspective of the Lexical Approach, Lewis (1997) emphasises that language proficiency develops through exposure to lexical chunks, collocations, and fixed expressions rather than isolated words. Regular interaction with songs and movies, therefore, enables learners to internalise authentic language patterns that can

subsequently be transferred to written communication.

Although previous research has established the positive effects of multimedia resources on learners' motivation, vocabulary acquisition, listening comprehension, and speaking skills (Richards, 2008; Gilakjani, 2012; Afriyuninda & Oktaviani, 2021), relatively few studies have examined their influence on writing development (Hyland, 2003). Writing requires learners to integrate vocabulary, grammatical accuracy, coherence, organisation, and critical thinking into meaningful communication. The integration of authentic media with structured writing activities and AI-supported writing tools has received little scholarly attention. The present study addresses this gap by exploring how English songs, movies, guided writing tasks, and AI-supported feedback collectively contribute to the development of ESL learners' writing proficiency.

Writing and Vocabulary Transfer

Vocabulary is recognised as a fundamental predictor of writing proficiency in second language learning. Effective writing depends not only on the breadth of learners' vocabulary but also on their ability to use lexical items accurately and appropriately in meaningful contexts. Nation (2001) distinguishes between receptive and productive vocabulary, emphasising that productive vocabulary develops through repeated exposure, contextualised use, and meaningful practice rather than through rote memorisation. Authentic media such as English songs and movies provide learners with rich linguistic input by presenting vocabulary, collocations, and discourse patterns in realistic communicative situations, thereby facilitating the gradual transition from receptive knowledge to productive language use.

The Lexical Approach (Lewis, 1997) further argues that language proficiency is enhanced through exposure to lexical chunks, collocations, and formulaic expressions rather than isolated words. Regular engagement with authentic media enables learners to internalise these lexical patterns, which can subsequently be transferred to written communication. Research also indicates that repeated encounters with vocabulary in meaningful contexts improve retention and promote deeper lexical processing, thereby supporting learners' ability to produce coherent and lexically rich written texts (Nation, 2001; Schmitt, 2008).

The present study builds on these theoretical perspectives by investigating how regular exposure to English songs and movies, combined with structured classroom writing activities and AI-supported feedback, contributes to vocabulary development, paragraph coherence, and overall writing proficiency among undergraduate ESL learners.

Paragraph Writing and Digital Literacy

The rapid growth of digital media has transformed the nature of written communication, making digital literacy an essential component of English language learning. Digital literacy extends beyond the ability to use digital tools; it encompasses the capacity to create, evaluate, and communicate ideas effectively through digital platforms using appropriate language, organisation, and audience awareness (Warschauer, 2006). As learners increasingly engage with digital environments for academic and social communication, writing instruction must prepare them to produce coherent, context-sensitive, and purpose-driven texts across multiple platforms.

Paragraph writing remains a fundamental academic writing skill that requires learners to organise ideas logically, maintain coherence, and employ appropriate lexical and grammatical resources (Hyland, 2003). However, many ESL learners continue to encounter difficulties in developing well-structured paragraphs due to limited vocabulary, weak organisational skills, inadequate cohesion, and insufficient awareness of audience and purpose. These challenges become more evident in digital writing environments, where learners are expected to adapt their writing to different communication contexts while maintaining clarity and coherence (Kern, 2000).

Though undergraduate students frequently use digital platforms and social media for everyday communication, their informal writing experiences do not necessarily translate into effective academic writing. Research suggests that digital participation alone is insufficient for developing academic literacy; instead, learners require explicit instruction, guided practice, and constructive feedback to transfer digital language experiences into formal writing competence (Warschauer, 2006; Hafner et al., 2015). Consequently, integrating authentic digital media, structured paragraph-writing activities, and AI tools into ESL instruction offers a promising approach to strengthening learners' digital writing competence and overall writing proficiency.

METHODOLOGY

Research Design

The study adopted a mixed-methods research design to examine the effectiveness of media-based interventions in enhancing the writing skills of English as a Second Language (ESL) learners. A mixed-methods approach was considered appropriate because it combines the strengths of quantitative and qualitative methods, enabling a comprehensive understanding of both measurable learning outcomes and learners' experiences (Creswell & Creswell, 2018; Creswell & Plano Clark, 2018). Quantitative data were collected through structured questionnaires and the assessment of students' writing samples, while qualitative data were obtained from semi-structured interviews about learners' experiences with media-assisted writing activities. The integration of these data sources facilitated a deeper understanding of how English songs, movies, and AI tools contributed to vocabulary development, paragraph coherence, and overall writing proficiency.

Participants

The study was conducted with 90 undergraduate students enrolled in the Bachelor of Business Administration (BBA) programme at three higher education institutions in Andhra Pradesh. Participants were selected using stratified purposive sampling to ensure representation across gender, English language proficiency, and patterns of media usage (Palinkas et al., 2015). All participants were non-native speakers of English with intermediate-level proficiency, determined through institutional language placement records. Their ages ranged from 18 to 23 years, with a mean age of 19.6 years.

The participants regularly engaged with English-language media, particularly songs and movies, through digital platforms, making them suitable for investigating the relationship between authentic media exposure and writing development. Before the intervention, all participants had received conventional English language instruction but had limited experience with structured media-based writing activities and AI-supported writing tools. Their participation provided an appropriate context for examining the impact of authentic media, guided writing practice, and digital feedback on vocabulary use, paragraph coherence, and overall writing proficiency.

Instruments and Procedure

Data were collected using three complementary instruments to obtain both quantitative and qualitative evidence regarding the effectiveness of media-based interventions in improving ESL learners' writing skills. Firstly, a 25-item structured questionnaire was administered to collect information on participants' English media consumption habits, perceptions of media-assisted learning, frequency of digital platform usage, and self-reported confidence in academic writing. The questionnaire comprised a combination of Likert-scale and multiple-choice items designed to examine learners' engagement with English songs, movies, and AI tools.

Secondly, participants completed a pre-test and post-test writing task, each requiring the composition of a well-organised paragraph on a given academic topic within 30 minutes. The writing samples were evaluated using an analytic rubric adapted from Jacobs et al. (1981), focusing on four dimensions: vocabulary range, idea development, structural coherence, and grammatical accuracy. The comparison of pre-test and post-test scores enabled the measurement of changes in writing performance following the intervention.

Thirdly, semi-structured interviews were conducted with 15 purposively selected participants to explore their experiences, perceptions, and challenges related to media-assisted learning and the use of AI tools. The interviews provided qualitative insights that complemented the quantitative findings and facilitated a deeper understanding of learners' writing development.

The instructional intervention was implemented over six weeks, comprising one 90-minute session per week. Each session integrated authentic English-language media, alternating between carefully selected English songs and movie excerpts, with structured writing activities. The intervention was designed using principles derived from Krashen's (1985) Input Hypothesis, which emphasises meaningful and comprehensible language input, and Mayer's (2009) Cognitive Theory of Multimedia Learning, which advocates the integration of verbal and visual information to enhance learning. Each instructional session comprises four sequential stages:

- **Authentic Media Exposure:** Participants listened to English songs or viewed selected movie excerpts to experience authentic language in meaningful communicative contexts.
- **Vocabulary Exploration:** Learners identified unfamiliar words, collocations, and expressions

and then participated in guided discussions to examine contextual meanings and language use.

- **Language Enrichment:** The instructor provided explicit explanations of lexical patterns, grammatical structures, and discourse features observed in the media content.
- **Guided Writing Practice:** Participants applied the newly acquired vocabulary and language patterns by composing original paragraphs based on structured writing prompts. Teacher feedback and peer discussion were incorporated to reinforce learning and promote the transfer of receptive vocabulary into productive written communication. Participants then refined their paragraphs using AI-supported feedback tools such as Grammarly to improve grammatical accuracy, vocabulary choice, and sentence clarity.

This integrated instructional procedure enabled learners to connect authentic media exposure with explicit language instruction, reflective practice, and AI-supported revision.

Data Analysis

The quantitative and qualitative data were analysed separately and subsequently integrated to provide a comprehensive understanding of the effectiveness of media-based interventions in supporting ESL learners' writing development. The writing samples collected during the pre-test and post-test were evaluated using an analytic scoring rubric adapted from Jacobs et al. (1981). The rubric assessed four dimensions of writing performance: vocabulary range, idea development, structural coherence, and grammatical accuracy. Each writing sample was independently evaluated to determine changes in learners' writing proficiency following the six-week intervention. Descriptive statistical measures, including means and gain scores, were used to compare participants' performance before and after the intervention. As this comparison relied on descriptive rather than inferential statistics, the reported gains should be interpreted as indicative trends rather than statistically confirmed effects.

Data obtained from the structured questionnaire were coded and analysed using descriptive statistics to examine participants' media consumption patterns, perceptions of media-assisted learning, use of AI-supported writing tools, and self-reported confidence in academic writing. The findings were presented through frequency distributions, percentages, and summary statistics to identify prevailing trends and patterns.

The semi-structured interview data were transcribed verbatim and analysed using thematic analysis following the procedures proposed by Braun and Clarke (2006). The analysis combined deductive coding, guided by the research questions, with inductive coding, allowing new themes to emerge from participants' experiences. The identified themes were subsequently compared with the quantitative findings to facilitate data triangulation and strengthen the credibility and interpretability of the results (Creswell & Plano Clark, 2018). This integrated analytical approach enabled a comprehensive interpretation of how media-based interventions, structured writing activities, and AI-supported feedback influenced vocabulary development, paragraph coherence, and overall writing proficiency among undergraduate ESL learners.

FINDINGS

Quantitative Findings

The quantitative analysis revealed a noticeable improvement in participants' writing performance following the six-week media-based intervention. A comparison of the pre-test and post-test writing samples demonstrated positive gains across all assessed dimensions of the analytic writing rubric, including vocabulary range, idea development, structural coherence, and grammatical accuracy. These findings suggest that sustained exposure to authentic English-language media, combined with structured writing activities and AI-supported feedback, contributed to measurable improvements in the writing proficiency of the participating ESL learners. Table 1 presents participants' mean pre-test and post-test scores on a five-point scale for each assessment criterion, illustrating the overall improvement in writing performance following the intervention.

Table 1. Pre- and Post-Intervention Writing Rubric Scores (N = 90)

Rubric Dimension	Pre-Intervention M	Post-Intervention M	Gain
Vocabulary Range	2.4	3.6	+1.2
Structural Coherence	2.2	3.4	+1.2
Idea Development	2.5	3.5	+1.0
Grammatical Accuracy	2.8	3.7	+0.9

The analysis of the writing samples revealed a remarkable improvement in vocabulary use following the six-week media-based intervention. This finding supports previous research indicating that authentic audio-visual input facilitates vocabulary acquisition by exposing learners to contextualised lexical items, collocations, and formulaic expressions, which subsequently enhance productive language use (Nation, 2001; Yüksel & Tanrıverdi, 2009). Substantial gains were also observed in paragraph organisation and coherence, suggesting that improvements in writing were not solely attributable to media exposure but were reinforced through structured writing activities, guided vocabulary practice, and instructor feedback. These findings are consistent with Hyland's (2003) view that effective writing instruction requires explicit support in organising ideas and developing coherent texts.

The questionnaire findings further supported the effectiveness of the intervention. Approximately 74% of the participants reported increased confidence in selecting appropriate vocabulary for academic writing, while 68% indicated that they found it easier to organise ideas into coherent paragraphs after completing the intervention. These findings suggest that integrating authentic media with guided writing practice can positively influence learners' confidence as well as their writing performance.

Analysis of participants' media engagement also revealed a positive relationship between the frequency of exposure to English-language media and writing achievement. Participants who reported listening to English songs or watching English movies daily (42% of the sample) achieved higher post-test writing scores than those with less frequent exposure. This pattern suggests that sustained engagement with authentic media provides repeated opportunities for encountering vocabulary and discourse structures in meaningful contexts, thereby facilitating the transfer of receptive lexical knowledge to productive writing (Krashen, 1985; Nation, 2001). Although these findings indicate a positive association between media exposure and writing development, the observed improvements appear to result from the combined effects of authentic language input, structured classroom instruction, and AI-supported feedback rather than media exposure alone.

QUALITATIVE FINDINGS

The qualitative analysis of the semi-structured interviews revealed three major themes: contextual vocabulary acquisition through authentic media, enhanced confidence in paragraph organisation, and the complementary role of AI-supported writing tools. Together, these themes provide valuable insights into learners' experiences and complement the quantitative findings regarding improvements in writing proficiency.

In addition to these three themes, the interviews also surfaced the specific challenges learners faced in transferring media-acquired language into academic writing (Research Question 3). These challenges were not distinct enough to constitute a separate theme but were embedded within the two organisation-related themes above: participants described struggling, before the intervention, to begin writing and to connect ideas logically, and one participant noted that they had previously accepted Grammarly's suggestions without understanding the grammatical reasoning behind them until the media-based activities clarified this. Taken together, these accounts suggest that learners' primary difficulty was not recognising or recalling media-derived vocabulary, but organising that vocabulary into coherent, purposeful text and critically engaging with, rather than passively accepting, feedback on their writing. Structured classroom activities – particularly guided paragraph planning and reflective use of AI feedback – appear to have directly supported learners in overcoming these difficulties.

Contextual Vocabulary Acquisition through Authentic Media

Participants consistently reported that vocabulary encountered in English songs and movies was easier to understand, retain, and apply in writing than vocabulary learned through traditional memorisation. They attributed this improvement to the meaningful contexts in which words and expressions were presented, allowing them to associate lexical items with specific situations, emotions, and communicative purposes. One participant explained: "When I heard a new word in a song or movie, I could remember the situation where it was used. That helped me recall and use the word correctly when writing my paragraph."

These perceptions support Krashen's (1985) Input Hypothesis, which emphasises that meaningful and comprehensible input facilitates language acquisition. They also reinforce Nation's (2001) view that repeated exposure to vocabulary in authentic contexts promotes the development of productive lexical knowledge.

Enhanced Confidence in Paragraph Organisation

A second prominent theme was the development of learners' confidence in organising ideas into coherent paragraphs. Participants reported that, before the intervention, they often struggled to begin writing and found it difficult to connect ideas logically. Following the intervention, many learners indicated that vocabulary and expressions acquired through media served as effective starting points for developing paragraphs. As one participant remarked: "The words and expressions I learned from the songs and movies helped me organise my ideas. Once I remembered a phrase, it became easier to develop the rest of the paragraph." These findings suggest that authentic media not only enrich learners' vocabulary but also provide lexical and discourse resources that support the planning and organisation of written texts. The results are consistent with the Lexical Approach (Lewis, 1997), which highlights the importance of lexical chunks and formulaic expressions in promoting fluent and coherent language production.

The Complementary Role of AI-Supported Writing Tools

The third theme highlighted the supportive role of AI-supported writing tools, particularly Grammarly, in the writing process. Approximately 71% of the participants reported using Grammarly to review and revise their writing after completing the classroom tasks. Rather than relying on these tools to generate content, learners perceived them as valuable sources of formative feedback that helped identify grammatical errors, improve sentence clarity, and refine vocabulary choices. One participant observed: "Grammarly showed me where my sentences were unclear, but after the media activities, I understood why the changes were needed instead of simply accepting the suggestions."

This finding suggests that AI tools functioned as complementary learning resources, encouraging reflection and self-correction rather than replacing learners' writing abilities. When integrated with authentic media exposure and guided writing practice, these tools contributed to greater confidence, improved language awareness, and enhanced writing quality. The convergence of these qualitative insights with the quantitative findings underscores the effectiveness of combining authentic media, explicit writing instruction, and AI-supported feedback in developing the academic writing skills of undergraduate ESL learners.

DISCUSSION

The study provides empirical evidence that media-based interventions, particularly the use of English songs and movies, can enhance the writing proficiency of ESL learners. By integrating authentic media with structured writing activities and AI-supported feedback, the study demonstrates measurable improvements in vocabulary use, paragraph coherence, and overall writing quality. These findings contribute to the growing body of literature on technology-enhanced language learning by highlighting the role of authentic media in supporting productive language skills.

One of the most significant findings was the improvement in learners' vocabulary use following the six-week intervention. Participants who engaged regularly with English songs and movies demonstrated greater lexical variety and more appropriate vocabulary use in their written texts. This finding supports Krashen's (1985) Input Hypothesis, which emphasises that meaningful and comprehensible language input facilitates second language acquisition. It also reinforces Nation's (2001) argument that repeated exposure to vocabulary in authentic contexts promotes the development of productive lexical knowledge. Unlike many previous studies that primarily examined the effects of multimedia on vocabulary acquisition or receptive language skills, the present study demonstrates that vocabulary acquired through authentic media can be successfully transferred to academic writing when supported by guided instructional activities.

The study also revealed substantial improvements in paragraph organisation and coherence. While authentic media enriched learners' lexical resources, the structured writing activities enabled participants to organise ideas more effectively and develop coherent paragraphs. These findings are consistent with Hyland's (2003) view that effective writing instruction requires explicit guidance in planning, organising, and revising written texts. The integration of authentic media with systematic writing practice appears to facilitate the transformation of receptive language knowledge into productive writing competence, suggesting that media exposure alone is insufficient without pedagogically structured writing tasks.

The qualitative findings further indicate that vocabulary encountered in English songs and movies functioned as a cognitive scaffold during the writing

process. Participants reported that memorable words, phrases, and situational contexts from media content helped them generate ideas and organise their paragraphs more confidently. This observation aligns with the Lexical Approach (Lewis, 1997), which emphasises the importance of lexical chunks and formulaic expressions in promoting fluent and coherent language production. The contextual and emotional associations created through authentic media appear to reduce the cognitive effort required for vocabulary retrieval, thereby facilitating written expression.

Another noteworthy finding concerns the pedagogical value of AI-supported writing tools, particularly Grammarly. Rather than relying on these applications to generate content, participants used them to review, revise, and refine their writing. This suggests that AI-supported tools functioned as formative feedback mechanisms that encouraged reflection, self-correction, and greater awareness of grammatical accuracy and sentence clarity. Such findings support Warschauer's (2006) assertion that digital literacy involves not only the use of technological tools but also the critical ability to interpret and apply digital feedback to improve communication. When integrated with authentic media exposure and explicit writing instruction, AI-supported feedback can therefore enhance learners' metalinguistic awareness and promote greater autonomy in the writing process.

Overall, the findings suggest that the effectiveness of media-based instruction lies not in media exposure alone but in the purposeful integration of authentic language input, structured writing activities, and AI-supported feedback. This integrated pedagogical approach creates meaningful opportunities for learners to develop vocabulary, improve paragraph coherence, strengthen writing confidence, and transfer receptive language knowledge into effective academic writing. The study therefore provides practical evidence for incorporating authentic media and digital technologies into ESL writing instruction to foster more engaging, contextualised, and learner-centred writing practices.

CONCLUSION

The present study demonstrates that media-based interventions, particularly the integration of English songs and movies with structured writing activities and AI-supported feedback, can enhance the writing proficiency of undergraduate ESL learners. The findings indicate measurable improvements in vocabulary range, idea development, structural coherence, and grammatical accuracy following the six-week instructional intervention. These results suggest that authentic media provides meaningful linguistic input which, when combined with explicit writing instruction, facilitates the transfer of receptive language knowledge into productive written communication.

The study also highlights that authentic media alone is insufficient to improve writing proficiency. Rather, its effectiveness depends on purposeful pedagogical integration through guided vocabulary exploration, structured paragraph writing activities, instructor feedback, and AI-supported revision. Such an integrated instructional approach not only strengthens learners' lexical and organisational abilities but also enhances their confidence, metalinguistic awareness, and capacity for self-directed learning.

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