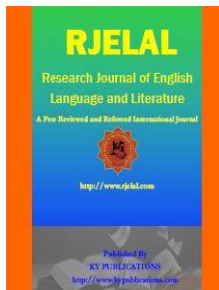**RESEARCH ARTICLE**

MEDIA EXPOSURE FOR AN ENHANCED COMMUNICATIVE ESL INSTRUCTION

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ABSTRACT

The study assessed the level of media exposure and English language performance of selected freshmen students of Samar State University. Eminent findings revealed that majority of the student – respondents used English language in using the different forms of print, audio and audio – visual media. In writing, listening and reading skills, majority of the respondents were intermediate level while in speaking skill, majority of the respondents were fairly proficient. Lastly, for viewing skill, the respondents were advanced level. Print media affect the viewing and speaking skills of the respondents while the audio – visual media affects the speaking skill of the respondents. The educational background of the respondents' parents', occupation of the respondents' mother, family income and previous English grade of the respondents showed to be significant towards English language performance of the respondents. Furthermore, this led to a recommendation for an enhanced communicative ESL classroom instruction through the use of the different forms of media.

Keywords: media, media exposure, print, audio, audio – visual, preference, English language, communicative competence

I. INTRODUCTION

Media is a communication channels in which the different forms of media disseminate news, entertainment, education, data, or promotional messages. Media includes every broadcasting and narrowcasting medium such as newspapers, magazines, TV, radio, billboards, direct mail, telephone, fax, and internet. Film and streaming media are naturally part of young people's lives. People between 14 – 24 years old are the most active media consumers. They spend on average about seven hours each day using the internet, watching TV, watching film, reading newspapers and listening to the radio. According to Nordicom – Sweden (2009), more than 50% of young people aged 9-24 state that they watch video clips on the internet, for example, on you tube, every day.

According to Gibson (2003) nowadays, the growing number of students whose primary language is not English educators are faced with the challenge of addressing the needs in communication process especially in academic setting. (Salazar (2007) disclosed that in the Philippines, English proficiency is declining. Teachers have to be competitive enough in using the language to effectively teach students in becoming critical and analytical in communicating with the use of English. Moreover, learning experiences must be provided that will help students reach the optimum level of their communicative ability. According to Macasinag (2011), a survey conducted by Social Weather

Station commissioned by Promoting English Proficiency (PEP) in March 2006 resulted the largest deterioration was in the self assessment of ability to speak in English which fell from 54% in September 2000 to 32% in March 2006, a deterioration of 22% in six years. A well-known way to create meaningful context in teaching – learning process in English language is through using media, through a wide variety of print, audio, and visual formats. The current information age requires teachers to be familiar with media and media literacy (Yassaei, 2012:1). Thoman (2003:6) argues that media literacy has an influential role in educational programs, including second language learning. Media Education has to do with film and television, press and radio, their impact on the students' progress. It has to do with what to teach through media, when and how. Its aim is to enable students to develop critical thinking, analyzing and reflecting on their experiences while using various means of Media.

1.1 Objectives of the Study

This study aimed to examine the effect of media exposure towards English language performance. Specifically, this study sought to determine the relationship in terms of the respondents' profile towards media exposure and English language performance.

II. REVIEW OF RELATED LITERATURE AND STUDIES

Media provide students with a lot of language practice through activities using newspapers, magazines, radio, TV, movies, books, Internet, etc, and tasks which develop reading, writing, speaking and listening skills. Media entertain students and encourage reading English in general, both inside and outside the classroom, promoting extensive reading by giving the students the confidence, the motivation and the ability to continue their reading outside the classroom and achieve English language proficiency (Tafani, 2009:1). Ellis (2006) states that to be proficient and at the same time to have a good English language performance aim at helping students use the language effectively not only in academic purposes but also for real life purposes. ESL learners need to use English language to become functional in professional, academic and social settings. With the advent of internet, multimedia and numerous channels of communication have rapidly evolved resulting to several new and exciting ways to present information. The use of multimedia is becoming increasingly popular among higher educational institutions as a tool to address inadequacies of traditional plain lecture method of teaching (Zimmer, 2000:8).

A study conducted by Ortega (2011) entitled "Media Exposure and English Language Proficiency Levels, A Comparative Study in Iceland and Spain" resulted that Icelanders are considerably more exposed to English by the media than their Spanish counterparts. In addition, their education systems, regulations and government policies on English teaching are described. Spanish education system devotes more time to English teaching than the Icelandic one. Add to this, Spain has more aggressive policies for improving competence in English. However, Icelandic students are expected to achieve higher proficiency levels. Therefore, due to higher exposure to English media Icelanders have better proficiency levels.

According to Yaratan (2011) in his study, as a result of this substantial change in language teaching, teachers needed extra aids to provide learners with the desired environments and foster exposition to authenticity. Therefore, this study would give a thorough and deep knowledge to every language teacher that through the use of media, these give abundant information and create continuous communicative competence among ESL learners that a media can develop and enhance the learning of English language in classrooms where they spend a lot of their time. Denson (2005) conducted a study on 'Teachers' Attitudes toward Media and Technology" and revealed that the level of integration of media and technology into lessons depends on the skill levels of teachers in the use of technology. In a dissertation study conducted by Kadzera (2006) entitled "Use of Instructional Technologies in Teacher Training Colleges in Malawi" has resulted that instructional technologies can improve student learning in teacher training colleges. Mayora (2006) stressed that multimedia used in English classes result in motivating, productive and advanced lessons. The use of instructional technologies in the classroom has the

potential to help the teacher explain new concepts clearly, resulting in better student understanding of the concepts being taught. In a survey, to find factors that facilitate teacher skill, teacher morale, and perceived student learning in technology-using classrooms (Baylor and Ritchie, 2002).

Therefore, from the studies above on media integration in English language classes, it is essential that efforts are made to upgrade the instructional media capacity of the teachers in the universities.

III. METHODOLOGY

A. Research Design

This study employed descriptive–correlational research design to compare the level of media exposure and the English language performance of the student – respondents. Furthermore, this study also determined the relationship between the English language performance and their profile variates.

B. Method

Socio-Demographic and Socio-Economic Status Questionnaire, Questionnaire Checklist on Level of Media Exposure and Media Language Preference and the English Language Performance Test in reading, speaking, writing, listening and viewing skills were the instruments used in gathering necessary data. The statistical tools were used in the treatment of data: Frequency and percentage distribution, mean and standard deviation, Posteriori test, Fisher's t test for independent samples.

C. Participants

In the conduct of the pre – survey, the researcher administered the profile questionnaire and level of media exposure along print, audio and audio – visual media and media language preference questionnaire to all CAS freshmen students enrolled during 2nd semester, SY 2014 - 2015. After the pre – survey, the researcher analyzed and validated the result of the questionnaire through statistical method. After which, the researcher identified the top 40 freshmen students who resulted to have a high exposure in the use of the different types and forms of media and have chosen English language as their media language preference. The selected 40 freshmen students were given the English language

performance tests along five – macro skills of language: speaking, reading, listening, writing and viewing.

D. Measures

The researcher used Socio-Demographic Data and SES Questionnaire, Level of Media Exposure in terms of print, audio and audio – visual media and Media Language Preference Questionnaire and English Language Performance Test in Reading, Speaking, Listening, Writing and Viewing. For the Socio-Demographic Data, it provided information of the respondents' profile and socio-economic status. This instrument was adapted from Palencia (2009). For English Language Performance Test in Speaking, Reading, Listening, Writing and Viewing, the researcher provided rating scale and descriptions to determine the level of proficiency of the student - respondents. The media language preference is an instrument determined the media language preference of the respondents using the different forms of media. For the questionnaire on level of media exposure determined the level of media exposure of the respondent by using the different types of media by indicating the media utilization by checking the following rating scales: 1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Frequently and 5 = Always. For the English language performance test includes the reading skill test which determined the reading skill and proficiency of the respondent. It composed of the following: scanning, skimming, identifying main ideas and supporting details, word identification, word analysis and context clues. For the listening skill test, this instrument determined the listening skill and proficiency of the respondent. The listening test provided two audio recorded conversation and the respondent was given a 25 item test questions about the audio conversation. Respondent was rated based on the respondent's comprehension which based largely on the amount of information listener can retrieve as well as the inferences and connections he/she can make from listening to spoken language produced by one or multiple speakers under a variety of circumstances. While for the speaking test, this instrument was adopted from Halliday which determined the speaking skills proficiency of the respondents. Each respondent

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was rated using these criteria: vocabulary, clarity of expression, and fluency of speech. Viewing skill test determined how the student – respondents analyze, understand and explore to visual images, film and television, video and multimedia presentation. The viewing skill test develops active and critical viewing skills and strategies.

E. Data Analysis

Frequency count was used to describe the student-respondents' profile such as, age, sex, parents' educational background, parents' occupation, socio-economic status, first semester grade in English, secondary school graduated from and English language performance of the student – respondents along five macro – skills in language along reading, speaking, listening, writing and viewing skills. Mean was also used to find the average age, socio-economic status, first semester grade in English and English Language Performance Tests. Furthermore, standard deviation was used in the analysis of the respondents' profile in terms of sex, age and socio-economic status and percentage was utilized in the analysis of respondents' profile in terms of parents' educational qualifications, occupations of parents, secondary school graduated from, level of media exposure, media language preference and English language performance test. Pearson r was used to determine whether there is a significant relationship of the English language performance, level of media exposure, media language preference and their profile variates. The researcher used the level of significance set to 0.05 and the analysis was determined with the use of statistical software. Lastly, dependency burden ratio was measured using the following indicators: dependency burden, educational attainment of parents, occupation of parents, monthly family income and health conditions.

IV. RESULTS AND DISCUSSIONS

A. Student – Respondents' Level of English Language Performance along Five - Macro Skills

Generally, based from the computed mean majority of the student – respondents were "Intermediate level" in terms of their reading skill. Readers who are intermediate are those able to read within a normal range of speed and with almost complete comprehension a variety of

authentic texts on unfamiliar subjects. It was revealed that majority of the student – respondents were "Intermediate" level in terms of their listening skill. In this level, the listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. For writing skill, the result revealed that the level of "Intermediate". This denoted that majority of the student – respondents were "Intermediate" level in terms of their writing skill which describe as able to use the language effectively in most formal and informal in written exchanges. For viewing skill, majority of the student respondents were "Advanced" level. Lightbown (2010) assented on the viewing skill where students can learn very much from looking at film or shorter video clips. Students can improve their receptive skills by reading English subtitles. It also improves their communicative skills as they talk about a common experience with their classmates.

The general level of the student – respondents in terms of speaking skill was fairly proficient which describes as moderately adequate vocabulary, somewhat precise expression and smooth and effortless speech. This result connotatively confirmed by Palencia (2009) when he implied that the first year nursing students were fairly proficient in using English to get things done in using the seven oral functions of language.

Table 1. Level of English Language Performance along Five – Macro Skills

Macro-Skills	f	Percentage	Description
Reading	17	42.5	Upper Intermediate
Listening	15	37.5	Upper Intermediate
Writing	17	42.5	Upper Intermediate
Viewing	28	70	Advanced
Speaking	18	45	Fairly Proficient

B. Level of Media Exposure of the Student – Respondents

Majority of the student – respondents used English language in the utilization of print, audio and audio – visual media compared to those who used non – English language. This result affirmed the study of Dofradoiter, et. al., (2010) whose 91.8% of

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the interviewed respondents claimed to read books in English whether for study or for pleasure purposes rather than their first language. These results denoted that majority of the student – respondents used English language in terms of their utilization of audio media. This result was connotatively agreed by Fjällström (2010) as she concluded: 'Radio broadcasting has an important role within media share; thus, Icelanders are clearly more exposed to English when listening to the radio as they tend to learn more English language'. The result has been concurred by Fjällström (2010) which concluded that mostly of the language teachers use film and media in teaching. Further, audio – visual media served as a good complement to written texts. Another motivation for the use of film was to find a link between school and the life of the stunts out of school.

As cited by Fjällström (2010), Rubio and Lirola (2010:32) stated that those countries where American films or other English-speaking programmes are shown captioned or subtitle have a high number of foreign language speakers of English". The result similarly affirmed as cited by Palencia (2009), the findings of Espada (2000) those learners preferred watching English shows, movies and documentaries had a higher chance to improve their English performance. It was denoted that majority of the student – respondents were "Intermediate" level in terms of their writing skill which describe as able to use the language effectively in most formal and informal in written exchanges. It was revealed that majority of the student – respondents level in terms in listening skill were "Intermediate" level. In this level, the listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. For reading skill, majority of the student – respondents interpreted as "Intermediate" level. Based from the level indicators readers who are intermediate are those able to read within a normal range of speed and with almost complete comprehension a variety of authentic texts on unfamiliar subjects. Lastly, majority of the student – respondents obtained "Advanced" level for viewing skill.

Lightbown (2010) assented on the viewing skill where students can learn very much from looking at film or shorter video clips. Students can improve their receptive skills by reading English subtitles. It also improves their communicative skills as they talk about a common experience with their classmates. Thus, these macro - skills enable individuals to learn language which leads to comprehensive input of real spoken and written language in order to do things such as exchange of meanings and motivation to communicate using English language. It is imperative to process and use the exposure of these skills in order to enhance language skills and communicative competence of the learners.

Table 2. Level of Media Exposure of Student - Respondents

Forms of Media	English		Non-English	
	Grand Mean	Description	Grand Mean	Description
Print	3.56	MH	2.1	Low
Audio	4.51	VH	2.4	Low
Audio-Visual	4.26	VH	2.1	Low

Legend:

4.51 - 5.00	Very High (VH)
3.51 - 4.50	Moderately High (MH)
2.51 - 3.50	High (H)
1.51 - 2.50	Low (L)
1.00 - 1.50	Very Low (VL)

C. Relationship between the Student - Respondents' Level of Media Exposure and their English Language Performance along Five – macro skills

As reflected in table 3, the students' level of media exposure in print was significantly correlated to viewing skill. This implied that students who were highly exposed in print media, tend to have high performance in terms of their viewing skill. Researchers note that research on children's television viewing can inform guidelines for producers of children's media to enhance learning. Parents can select well-designed, age-appropriate programs and view the programs with their children to maximize the positive effects of educational media the research indicates that electronic media

are powerful influences on the lives of contemporary children. With advances in technology such as larger screens that provide images in high definition, three dimensional surround sound, and greater possibilities for interaction (Kirkorian, et al.,2008). Therefore, among the five macro – skills of English language, the student – respondents obtained the highest level in viewing skill. The result of the study confirmed the study of Reid (1987) as cited by Palencia (2009), who revealed that Asian learners are highly visual. It also paralleled with the study of Zartiga (2006) and Ramos (2003) whose respondents were generally visual learners.

The result revealed that audio – visual media was significantly correlated to the speaking skill of the student – respondents. Tafani (2009) concluded that: 1. Media provide huge information, they motivate students to speak and help them integrate listening, reading, talking and writing skills, through various kinds of activities; and 2. A clear example are Power Point presentations which help students speak freely, eye contact, organize ideas. Through Media Presentations there are more communications and collaborations among students, while working with the pages of a book is more individual, less collaborative and less interactive. In terms of audio media, it revealed that there was no a significant relationship to the language performance of the student – respondents' along five – macro skills of language.

A study conducted by Fjällström (2010) entitled "Film and Streaming Media as Resources in English Teaching", defined media as a powerful teaching tool in student's learning styles and it was found out also that there is a positive perception of film and media in teaching language since motivation and attitude affect language acquisition.

There is more interesting and important to follow the developments of technology and teaching and how different methods can be used to encourage and stimulate language acquisition. Therefore, television and video and other forms of media have been major visual contributors to language teaching contexts. Media can be integrated into language lessons in a variety of ways by developing activities based on radio programs, television shows, newspapers, and videos. The change of the role of the teacher is conditional by the development and implementation of media in the classroom. Once media are found, the classroom environment will be changed. This brings another dimension to the role of the teacher, that of a facilitator and a manager which the attitude and motivation of learners towards language learning will be enhanced.

The classroom becomes a multidimensional environment. Further, Smith and Woody (2000) conducted a study to see whether or not multimedia teaching technologies influenced students' learning styles. The data from this study implied that the effect of multimedia intervention (variety of visual and audio aids, video clips and photos in a slide show presentation) in teaching strategies benefit those who are visually inclined to learn than those who are less visually oriented. Hence, the result of this study suggested that the best teaching strategy requires a degree of flexibility, depending upon the type of student being taught.

Another similar study by Liu, etl al., (2006) entitled "A Study of Learning and Motivation in A New Media Enriched Environment for Middle School Science", she discussed the implications for designing new media learning environment wherein intrinsic motivation can be an antecedent to learning and is highly correlated with the academic success of students.

Table 3. Relationship between the Student - Respondents' Level of Media Exposure and their English Language Performance along Five – macro skills

Type of Media		Macro-Skills				
		Reading	Listening	Writing	Viewing	Speaking
Print	Pearson r	-0.013	0.036	0.03	.461**	0.073
	Sig. (2-tailed)	0.936	0.829	0.86	0.004	0.668
Audio	Pearson r	0.152	0.012	-0.127	-0.063	0.049
	Sig. (2-tailed)	0.368	0.944	0.454	0.711	0.779

Audio-Visual	Pearson r	0.076	0.184	0.25	0.229	0.306*
	Sig. (2-tailed)	0.653	0.275	0.135	0.174	0.02

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

D. Relationship between the Respondents' Language Performance and Their Profile Variates

In table 4, it was reflected that the respondents' parents' educational background revealed to have a significant relationship to speaking skill of the student – respondents. While respondents' mothers' occupation was significantly related to the respondents' speaking skill. In terms of the respondents' previous grade in English played to be significantly related with the macro – skills of English language.

According to Marcelleti, et. al. (2013) educational settings have been significant environments for language teaching. English language instruction focuses specifically on helping English learners develop English language skills in reading, speaking, writing, listening and viewing. A study conducted by Tabula (2010) in his thesis entitled "Exposition Skills of Mass Communication students in the University of Northern Philippines"

resulted that the oral exposition skills of Mass Communication students in the University of Northern Philippines is "Competent" in all areas of purpose, language, content, organization, and delivery. The study also found out that there is a significant relationship between the student-related variables on type of school graduated from, parents' educational attainment, language used at home, and exposure to mass media and their level of oral exposition skills. A thesis study conducted by Torricer (2009), explored the English language proficiency of the Second Year college students of Ilocos Sur Community College. Torricer discovered that the speaking ability of her respondents are significantly related with their sex, fathers' occupation and educational attainment, availability of English newspapers and encyclopedia, exposure to radio programs in English and Iloko, and exposure to TV programs in English and Filipino.

Table 4. Relationship between the Respondents' Language Performance and Their Profile Varietes

Profile Varieties		Macro-Skills				
		Reading	Listening	Writing	Viewing	Speaking
Age	Pearson Correlation	0.225	0.051	0.015	-0.109	-0.138
	Sig. (2-tailed)	0.18	0.766	0.932	0.519	0.423
Sex	Pearson Correlation	0.197	-0.172	-0.188	0.007	-0.117
	Sig. (2-tailed)	0.224	0.288	0.245	0.964	0.479
Educ_fa	Pearson Correlation	0.192	0.288	.354*	0.19	0.062**
	Sig. (2-tailed)	0.285	0.104	0.043	0.29	0.004
Educ_mo	Pearson Correlation	0.009	0.22	0.21	0.02	0.07*
	Sig. (2-tailed)	0.961	0.21	0.233	0.91	0.009
Occu_fa	Pearson Correlation	-0.088	-0.141	-0.177	0.079	0.135
	Sig. (2-tailed)	0.62	0.426	0.317	0.655	0.452
Occu_mo	Pearson Correlation	-0.113	0.008	-0.204	0.095	-0.23*

	Sig. (2-tailed)	0.488	0.961	0.207	0.562	0.006
Income	Pearson Correlation	.350*	0.285	-0.284	-0.188	-0.233
	Sig. (2-tailed)	0.027	0.074	0.076	0.246	0.154
Grade	Pearson Correlation	-.356*	-.320*	-.329*	-.397*	-0.312**
	Sig. (2-tailed)	0.024	0.044	0.038	0.011	0.003
School	Pearson Correlation	-0.14	-0.199	-0.162	-0.167	0.066
	Sig. (2-tailed)	0.395	0.225	0.324	0.311	0.693
Dialect	Pearson Correlation	0.223	-0.032	-0.241	0.217	-0.277
	Sig. (2-tailed)	0.172	0.846	0.139	0.184	0.092

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

a. Cannot be computed because at least one of the variables is constant.

V. CONCLUSIONS

Based on the aforementioned findings, the following conclusions were considered: As to the respondents' profile, the mean age of the student – respondents was 18 years old. The group was female-dominated. Their mothers appeared to be more educationally qualified than their fathers. Majority of the respondents' mothers were housewives and their fathers were farmers. Further, the mean average family monthly income is below the minimum wage. The grand mean of the respondents' previous college grade in English was 2.0. Majority of them graduated from public secondary schools and waray – waray dialect showed dominantly as their dialect used at home. Print and audio – visual media play important roles in the language performance of the students which there are learning materials offered by various media in several different ways through: analyzing a text in the book, reading and generating ideas from a text in the newspaper or magazine, watching and discussing a TV program or a movie, classroom presentations, exercises and activities. Writing and speaking skills of language had shown to have significant relationship on the occupation of the respondents' fathers. The language performance of the respondents in terms in writing and speaking skills had a significant correlation to the educational background of the respondents' fathers. Thus, this asserts that the educational attainment of the respondents' fathers contribute on the development of the writing and speaking skills. Among the five macro – skills of English language, the student – respondents obtained the highest level in viewing skill. This study confirmed the study of Reid (1987) as cited by Palencia (2009), who revealed that Asian learners are highly visual. It also paralleled with the study of Zartiga (2006). Lastly, the student – respondents used English language in utilizing media.

VI. RECOMMENDATIONS

Based on the findings of the study, the following recommendations are considered relevant in view of improving the English instructional program for English language teachers of Samar State University:

[1]. Re –alignment of the English program should be considered, making oral communication as its focal point aligned and articulated with the other macro skills. This program redirection should give emphasis on providing skills – based syllabus which focuses on the five macro – skills of language.

[2]. Language teachers should focus using different forms of media in teaching English language to the students especially in classroom activities. Through the use of different forms of media, it provides authenticity, motivation and student – centered learning that develops interactive

and communicative competence of the students.

[3]. Furthermore, English language classrooms must increase opportunities for sophisticated teaching tools that can be used by the students in performing different skills.

[4]. Lastly, make a real communication the focus of language learning to build a communicative competence.

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