

# The Relationship Between Exposure to Broadcast Media and the Oral Language Skills of Students in Speech 1 at Central Philippine University for School Year 1998-1999

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## ABSTRACT

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*A study of the relationship between broadcast media exposure and oral language skills of 180 students in Speech 1 at Central Philippine University revealed that the more exposed the students to radio, television and films were, the better their oral language communication skills in Speech 1 subject. The more exposed they were to English language communication in their homes and in schools, the better their oral language communication skills in Speech 1.*

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## INTRODUCTION

### *Background and Rationale*

Man has another fundamental need beyond the physical requirement of food and shelter - the need to communicate with his fellow human beings, to put across his thoughts to others, to explain something, to relate socially in the larger perspective and to survive. God has endowed man with the speech mechanism, to enable him to speak.

In the tertiary level, Speech 1 or Speech and Oral Communication is the subject where oral communication is given emphasis and where students really get to speak, express their thoughts and ideas and relate with one another. However, one of the major observations of teachers in Speech 1 classes is the poor oral language communication skills of many students. If students can hardly express themselves, they too can hardly relate to other people. As a Christian educational institution, CPU is tasked of developing exemplary Christian leaders, able to lead, communicate and respond to the needs of the total person and the world. To improve students' oral language

communication skills, an understanding of what influences their oral language communication skills is necessary. This is the focus of this study.

Studies have shown that exposure to broadcast media and exposure to English language communication improved ones communication skills. Academicians and writers like Hoter and Rabbe (1994), Qudah (1991), Pemagbi (1995), Bowman (1990), and Mercado (1977) believed that exposure to communicative situations where students get exposed to situations inside and outside of the classroom and get a chance to use their English language communication skills enhance their learning and facility of expression. Qudah's (1991) study showed that children exposed to television are one year ahead of their unexposed peers in vocabulary when they enter kindergarten. He espouses that exposure to broadcast media expands the learner's horizon and improves his communication skills.

Ploghoft and Anderson (1993) suggested that television should be exploited for its pedagogical richness. Teaching critical viewing skills according to them is predicted on the conviction that it is better to educate people to live intelligently with the products of science and technology and to be informed-masters than naïve slaves of television and programs.

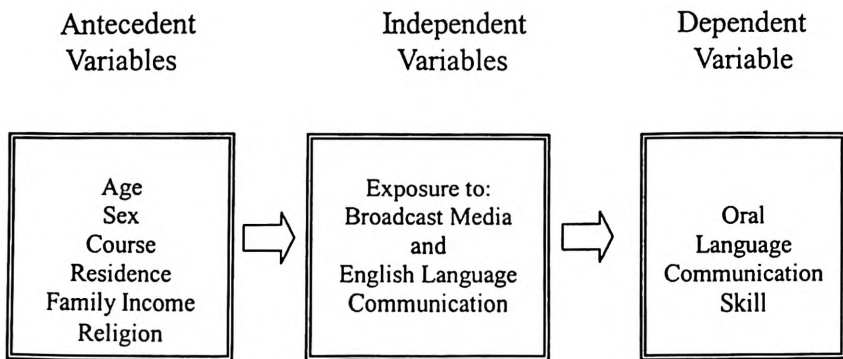
### ***Objectives***

The study aimed to determine the relationship between oral language communication skills of the students in Speech 1 subject and their exposure to broadcast media and English language communication. The study further aimed to determine the significant relationship between exposure to broadcast media, English language communication and age, sex, course, residence, family income and religion.

### ***Theoretical and Conceptual Framework***

The communication Theory of Learning (Rogers 1975) points out that communications lead to learning. Communication, which is a two-way process, allows the source to purposively share messages directly or indirectly with a receiver, with the intent of changing the knowledge, attitude and/or behavior of the latter. In this process both the source and the receiver learn from each other. It is through this learning that a source and a receiver gain knowledge, attitude and/or behavior from each other.

The broadcast media offer personal communications to students, like viewing televisions, video or films and listening to radio. In the classroom, students' age, sex, course, the place where they live, family income, their religion and English language communication exposures interplay with each other which could result to better oral language skills. Hence, it can be expected that the more the students exposed themselves to broadcast media and English language communication situations, the better their oral language skills in Speech 1. Shown in Figure 1 is the assumed flow of relationship between variables.



**Figure 1. Assumed Flow of Relationship Between Variables**

## METHODOLOGY

Descriptive-relational research designed was utilized in this study. A total of 180 students enrolled in Speech 1 subject during the second semester of SY 1998-1999 at Central Philippine University served as respondents of this study. They were determined using the systematic random sampling with a random start. The data were gathered using the survey questionnaire developed by the researcher, duly validated by the jurors and by conducting an oral examination using Prator's Accent Inventory Test in Speech 1.

The questionnaire consisted of two parts. The first part contained items pertaining to the respondents' profile such as age, sex, course, residence, family income and religion. The second portion contained survey items to

determine the respondents' exposure to English language communication and broadcast media ( radio, television, and film ). An oral examination using Prator's Accent Inventory was conducted in the Speech Laboratory to determine the respondents' oral language communication skills.

Data were processed and analyzed using the statistical software, Statistical Packages for the Social Sciences (SPSS). Frequencies were used to describe the personal characteristics of the respondents, their level of broadcast media exposure as well as their exposure to English language communication. To test the extent of and significant relationships between exposure to broadcast media, English language communication and oral language skills of students, Gamma statistics were generated. Five (5) percent level of significance was set as priori.

## MAJOR FINDINGS

The research participants in this study were almost in their twenties, predominantly females, majority were enrolled in the College of Commerce, living in urban areas, Roman Catholics in their religion and with good family income. Generally, they were exposed to the English language communication be it in their homes, inside and outside of their classrooms. All of the respondents were exposed to radio programs like the news, drama, commentaries, music, and talk shows. Music, however, was the most listened to. All of them were also exposed to television (TV) programs like the news, talk shows, cartoons, movies and MTV's where majority viewed TV programs everyday. All the 180 respondents were exposed to films, although a majority preferred to view comedies. Films were generally viewed once a week.

The respondents were generally satisfactory in their oral language communication skills, and one out of ten had outstanding oral language communication skills. Younger respondents were less exposed to English language communication than older ones. There were more males who were less exposed to English. Inversely, there were more female students who were exposed to the language. An almost equal proportion of urban and rural students were less exposed to English.

A higher percentage of younger respondents were exposed to radio than older ones. A greater percentage of students who were more exposed to radio programs were Bachelor of Arts (A.B.) students. There were slightly more rural students than urban students who were less exposed to radio. On the other hand, there was a nil difference in proportion of urban students than rural students who were more exposed to radio programs. This is also true to those who were more exposed to radio programs, with only very minimal difference between urban and rural students.

Younger respondents were more exposed to TV than those who were older. Male respondents watched TV more frequently than female students. Urban students on the other hand, were more likely to watch TV programs than rural students. As to income group, result of the study shows that there were more students in higher income groups compared to middle and lower income groups who were more exposed to television. When it comes to films, a higher proportion of older students than younger ones were frequently exposed to films. The higher the income, the more frequent the student watch films/movies.

Data in Table 1 reveals that the higher percentage of those who were less exposed, exposed and more exposed to radio had satisfactory oral language communication skills (71.3, 74.4 and 80.0 percent respectively). The data also show that there were more students who were exposed to radio than those who were less exposed and more exposed to radio that had poor oral language communication skills in Speech 1. The results ( $\delta=0.11871$ ) also indicate that there is a fairly weak association between exposure to radio and oral language communication skills and this association is not significant at 5 percent level. The data suggest that exposure to radio programs does not necessarily result to an outstanding oral language communication skills.

Students who were exposed to television had poor to satisfactory oral language communication while those who were more exposed to television had satisfactory to outstanding oral language communication skills. The results show that there is a significant relationship between oral language communication skills and exposure to television even though their association is fairly weak ( $\delta=0.17917$ ). This means that the more the student watched English TV shows, the more likely for him/her to develop good speaking ability in English.

Moreover, those who were less exposed to English film had also poor speaking ability and those who were exposed to English film had satisfactory oral language communication skills while those who were more exposed to English film tended to have outstanding oral language communication skills. The result ( $\delta=0.47448$ ) suggests that there is a substantial association between these two variables and their association is significant at 5 percent level. This means that the more exposed the students to film, the better their oral language communication skills.

**Table 1. Relationship Between Oral Language Communication Skills of Speech 1 Students and Level of Exposure to Broadcast Media.**

| Oral Language Communication Skills | Level of Exposure to Radio |             |           |             |              |            | Total      |              |
|------------------------------------|----------------------------|-------------|-----------|-------------|--------------|------------|------------|--------------|
|                                    | Less Exposed               |             | Exposed   |             | More Exposed |            |            |              |
|                                    | f                          | %           | f         | %           | f            | %          | f          | %            |
| Poor                               | 12                         | 15.0        | 16        | 17.8        | 1            | 10.0       | 29         | 16.1         |
| Satisfactory                       | 57                         | 71.3        | 67        | 74.4        | 8            | 80.0       | 132        | 73.3         |
| Outstanding                        | 11                         | 13.8        | 7         | 7.8         | 1            | 10.0       | 19         | 10.6         |
| <b>Total</b>                       | <b>80</b>                  | <b>44.4</b> | <b>90</b> | <b>50.0</b> | <b>10</b>    | <b>5.6</b> | <b>180</b> | <b>100.0</b> |

*Gamma = 0.11871<sup>ns</sup>*

| Categories Oral Language Communication Skills | Level of Exposure to TV |             |           |             |              |              | Total      |              |
|---|-------------------------|-------------|-----------|-------------|--------------|--------------|------------|--------------|
|   | Less Exposed            |             | Exposed   |             | More Exposed |              |            |              |
|   | f                       | %           | f         | %           | f            | %            | f          | %            |
| Poor  | 17                      | 17.2        | 12        | 19.0        | 0            | 0            | 29         | 16.1         |
| Satisfactory                                  | 74                      | 74.7        | 42        | 66.7        | 16           | 88.9         | 132        | 73.3         |
| Outstanding                                   | 8                       | 8.1         | 9         | 14.3        | 2            | 11.1         | 19         | 10.6         |
| <b>Total</b>                                  | <b>99</b>               | <b>55.0</b> | <b>63</b> | <b>35.0</b> | <b>18</b>    | <b>100.0</b> | <b>180</b> | <b>100.0</b> |

*Gamma=0.17917\**

| Oral Language Communication Skills | Level of Exposure to Film |             |           |             |              |             | Total      |              |
|------------------------------------|---------------------------|-------------|-----------|-------------|--------------|-------------|------------|--------------|
|                                    | Less Exposed              |             | Exposed   |             | More Exposed |             |            |              |
|                                    | f                         | %           | f         | %           | f            | %           | f          | %            |
| Poor                               | 23                        | 25.0        | 5         | 7.5         | 1            | 4.8         | 29         | 16.1         |
| Satisfactory                       | 62                        | 67.4        | 55        | 82.2        | 15           | 71.4        | 132        | 73.3         |
| Outstanding                        | 7                         | 7.6         | 7         | 10.4        | 5            | 23.8        | 19         | 10.6         |
| <b>Total</b>                       | <b>92</b>                 | <b>51.1</b> | <b>67</b> | <b>37.2</b> | <b>21</b>    | <b>11.7</b> | <b>180</b> | <b>100.0</b> |

*Gamma=0.47448\**

<sup>ns</sup> Statistically Not Significant at 5 percent level

\* Statistically significant at 5 percent level

Data in Table 2 shows that the majority of those who were less exposed, exposed and more exposed to English language communication had satisfactory oral language communication skills (76.1, 71.2 and 78.6 percent respectively). The result ( $\delta=0.26$ ) also suggests that there is a fairly weak association between exposure to English language communication and oral language communication skills of the students. It suggests that exposure to English language communication like the use of English language in the homes and in schools could improve the oral language communication skills of the students. This validates the notion that the more exposed the student to English language communication, the better the oral language communication skills.

**Table 2. Relationship Between Oral Language Communication Skills of Speech 1 students and English Language communication Exposure**

| Oral Language<br>Communication Skills | English Language Communication<br>Exposure |             |            |             |                 |             | Total      |              |
|---------------------------------------|--|-------------|------------|-------------|-----------------|-------------|------------|--------------|
|                                       | Less Exposed                               |             | Exposed    |             | More<br>Exposed |             |            |              |
|                                       | f  | %           | f          | %           | f               | %           | F          | %            |
| Poor                                  | 8  | 17.4        | 17         | 15.3        | 4               | 17.4        | 29         | 16.1         |
| Satisfactory                          | 35   | 76.1        | 79         | 71.2        | 18              | 78.6        | 132        | 73.3         |
| Outstanding                           | 3  | 6.5         | 15         | 13.5        | 1               | 4.3         | 19         | 10.6         |
| <b>Total</b>                          | <b>46</b>                                  | <b>25.6</b> | <b>111</b> | <b>61.7</b> | <b>23</b>       | <b>12.8</b> | <b>180</b> | <b>100.0</b> |

*Gamma = 0.26\**

\* Statistically significant at 5 percent level

## CONCLUSIONS AND RECOMMENDATIONS

Based on the aforementioned results, the following conclusions were drawn:

1. Younger respondents were more exposed to radio and TV while the older ones were more exposed to films. Those from rural areas were more exposed to radio while those from urban areas were more exposed to television and films. Male students watched TV more often than females and those from higher income group were more exposed to TV than those from lower income group. The more English related the course was, the better the oral language skills of the students in Speech 1.

2. The more the students were exposed to broadcast media, the better their oral language skills in Speech 1. This conclusion is affirmed by Mahmoud Qudah's finding, that mass media can facilitate English language teaching and learning. Radio, television and film really aid in the facility of the students' language.

3. The more exposed to English language communication the students were, the better the oral language skills of the students in Speech 1. Speaking English in the homes or in schools enables the students to get a hand on the correct pronunciation, stressing and intonation of the words. Constant speaking of the language makes them adapt to it.

In the light of the findings of this study, the following recommendations are given:

1. Give students more chances to express themselves both at home and in schools. Teachers should really exert effort to urge the students to speak English especially inside and even outside the classrooms. They have to be good models so that they can more or less encourage their students to speak the language. The researcher believes that this is a great task to be done, to be vigilant, but if we want positive results, then we really have to. The prize is worth the effort.

2. Encourage students to frequently expose themselves to broadcast media like the radio, television and films. Constant exposure and conditioning affect the ways of talking of students. Constant repetition improves one's pronunciation. It is also recommended that students should be exposed to good films, television and radio programs.

3. For further researches, the writer suggests that the effects of broadcast media on the character and values of students be looked into.



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