

MASS MEDIA AND THE DEVELOPMENT OF READING & LISTENING SKILLS OF SECOND LANGUAGE LEARNERS

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ABSTRACT: This study aimed to determine the role of mass media in the development of listening and reading skills of college freshman engineering students of Isabela State University. The researcher made use of the Descriptive-Normative and Inferential method, the Chi-square to test the null hypothesis and Pearson r to test the relationship of the variables. The analyses of the data generated the following results: As to the respondents' preferences among the radio programs, the respondents favored the musical program. For television programs, educational show was their top preference. In terms of the different types of magazine, the respondents preferred news magazine. Among the newspaper sections, the news section was the well-read part. The study revealed that the respondents' extent of exposure to various forms of mass media was significantly related to the listening and reading skills of the students. Based on the findings of the study, the researcher strongly recommends that teacher should encourage their students to regularly listen to quality radio programs, view television programs, and read newspapers and magazines in order to develop their language skills. Moreover, the institution should establish an enriched instructional media center as an approach towards the enhancement of the language skills of the students.

KEYWORDS: mass media; listening skills; reading skills; and mass media preferences

I. INTRODUCTION

English is the language that links one to the rest of the world. It is the language that enables every Filipino to understand the culture of other countries. English has emerged as the "lingua franca" and it is widely used for international business and communication. It is the language for professional practice, business transactions, and official transactions of government, international trade, foreign relations, mass media, and classroom instruction. Good English helps establish social positions that can actually open the doors to anyone. Hence, it is a necessity in entering a global workplace.

In the Philippines, English is the medium of instruction in both public and private schools. Indeed, the Filipinos gained mastery in the use of English. This is especially so, because of the influence of instructional media available for the students. Apparently, it provides a high degree of realism in the teaching and learning process. Thus, one must be able to enhance the macro-skills that are imperative in any language skill parlance. Reading and listening are among the macro-skills that must be honed to be able to participate fully in this modern era.

Noor (2011) stated that reading is one of the most important components of our language and it is an essential tool for lifelong learning for all learners. It is a resource for continued education, for the acquisition of new knowledge and skills, for gaining information through media, especially newspapers, books, radio, television, and the computers. Thus, the achievement of quality basic education calls for the development of good reading habits of both young and adult learners.

On the other hand, mastery of the four macro-skills: listening, speaking, reading and writing play a vital role in communication. A degree of competence of all the skills is essential. In second language acquisition, practicing the listening skill is the foundation of learning. Hence, listening skills must be taught and enhanced. Furthermore, Mead & Rubin (1985) said that listening is usually defined as a receptive skill which comprised both physical and analytical processes. The ability to listen effectively affects a student's achievement in school and contributes to his success later in life. Moreover, Fusco & Fountain (1999) stated that listening is a critical component of thinking and language comprehension. It is the most used channel for learning because it receives and forwards so many messages to the brain.

Exposure to mass media may make or unmake a certain individual. It plays a vital role in the formation of language learning habits and skills and influences people from as young as one month old to as old as one hundred years or more Cabansag (2011).

Tafari (2009) stressed that mass 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. Moreover, Day & Bamford (2000) disclosed that high-intermediate and advanced students will probably enjoy reading carefully chosen English-language books, newspapers, and magazines. If reading materials are in the students' fields of interest, comprehension is made easier by the students' knowledge of the subject matter. Also, Manalang (1980) stated that mass media are often proclaimed as valuable means of education. There is no doubt that mass media are powerful surveyors of messages which are genuinely educational with respect to the programs. Thus, instructional materials play a big role in teaching and learning process.

It was precisely for these reasons why this study was conducted. Hence, the researcher has been motivated to assess the role of mass media in the development of listening and reading skills among the students. The results of this study may awaken the awareness that reading and listening skills which are vital in the teaching-learning undertakings can be enhanced by using mass media.

II. OBJECTIVES OF THE STUDY

This study aimed to determine the role of mass media in the development of listening and reading skills of the college freshman engineering students of Isabela State University.

Specifically, it sought to achieve the following objectives:

1. To determine the profile of the respondents in terms of: age, gender, dialect spoken, parents' occupation and high school graduated from;
2. To determine the respondents listening and reading material preferences as to the type of: radio program, television program, magazine and section of the newspaper;
3. To find out the extent of exposure of respondents to various mass media when grouped according to their profile;
4. To find out if there is a significant difference in the extent of mass media exposure of the respondents when grouped according to their profile; and
5. To find out whether there is a significant relationship between the extent of exposure to mass media and the listening and reading skills of the respondents.

III. METHODOLOGY

Research Design

The researcher used the Descriptive-Normative and Inferential Method of research. This is a technique with adequate interpretation of data derived from the survey which utilizes a questionnaire. This method intends to seek information on the respondents' profile.

Furthermore, the Descriptive-Normative Method was used to assess the role of mass media in the development of listening and reading skills of college freshman engineering students of Isabela State University.

Research Locale and Respondents of the Study

This study was conducted at the Isabela State University, Ilagan and Echague Campuses. The respondents were the 165 college freshman engineering students of Isabela State University. under the following programs: Civil, Chemical, Electrical, Food and Agricultural Engineering freshman students. Total enumeration was done in the selection of the respondents.

Research Instruments

Three instruments were used to obtain the needed data for this study, the researcher used the survey questionnaire as the major instrument. Part I consisted of personal information which was designed to elicit vital information regarding the profile of respondents such as: age, gender, dialect spoken, parents' occupation and high school graduated from. Part II showed the respondents' listening and reading material preferences and

extent to mass media exposure on the following forms: radio, television, magazine and newspaper. Part III composed of the listening test wherein the researcher recorded 40 items peer-validated researcher-made test and was played using cassette player recorder for an hour. For reading test, a 40-item peer-validated researcher made test which were taken from mass media was used to assess reading skills of the respondents using the following scales: 0-12 low; 13-27- Average; and 28-40 high.

Validation of the Instrument

The pre-testing of the instrument was conducted among English 12 students of the Isabela State University, Ilagan Campus who were not the target respondents of the study. The pre-testing was done to determine the instruments’ shortcomings. The instrument was improved by rephrasing some items in the questionnaire to be able to gather valid and reliable data. After the checking and revising of the questionnaire, permission to conduct the study was obtained.

Data Gathering Procedure

The researcher sought approval from the Deans of the Engineering programs of Ilagan and Echague Campuses. After permission was granted, the researcher personally administered the questionnaire to the respondents. Finally, the examination papers were gathered, corrected, and the data were tallied and tabulated for its analysis and interpretation.

Analysis of Data

Descriptive statistics was used which includes: frequency count, percentage, weighted mean and ranking to determine the profile of the respondents and respondents’ listening and reading preferences as to type of: radio and television program, magazine and section of the newspaper. The Chi-square was used to determine if there is a difference in the extent of mass media exposure of the respondents when grouped according to their profile. Further, the extent of exposure of the respondents to various mass media was interpreted using the 5-Point Likert Scale: 5- always (everyday); 4-frequently (3 times a week); 2-sometimes (2 times a week); 2-seldom (once a week); and 1-never (not even once in a week). To find the significant relationship between the extent of mass media exposure and the listening and reading skills of the respondents, Pearson-r was used. The level of listening and reading skills of the respondents based on their total scores in the test items was interpreted through the following scales: 0-12 low; 13-27- Average; and 28-40 high.

IV. RESULTS AND DISCUSSION

Table 1. Profile of the Respondents

	PROFILE	FREQUENCY (n=165)	PERCENT
Age	16	26	15.80
	17	87	52.70
	18	36	21.80
	19	9	5.50
	20	6	3.60
	21	1	0.60
	Mean=17.30		
Gender	Female	40	24.20
	Male	125	75.80
Dialect	Ilocano	97	58.80
	Ibanag	22	13.30
	Tagalog	40	24.20
	Yogad	6	3.60
Type of High School Graduated From			

	Public	130	78.80
	Private	35	21.20
Fathers' Occupation			
	White Collar Job	17	10.30
	Blue Collar Job	148	89.70
Mothers' Occupation			
	White Collar Job	11	6.70
	Blue Collar Job	52	31.50
	House Keeping	102	61.80

Table 1 shows the profile of respondents in terms of age, gender, type of high school graduated from, dialect spoken and occupation of parents.

Age. As presented in Table 1, of the 165 respondents, majority, with 87 or 52.70 percent are 17 years old followed by 36 or 21.80 percent are 18 years old. There are 26 or 15.80 percent who are 16 years old, 9 or 5.50 percent are 19 years old, 6 or 3.60 percent are 20 years old and only one or .60 percent is 21 years old. The data revealed that most of the respondents were young as shown by the mean age of 17.30.

Gender. The table indicates that 125 or 75.80 percent of the total respondents are males and only 40 or 24.20 percent are females. The data revealed that the total respondents were dominated by males because engineering work is masculine in nature.

Dialect. Out of the 165 respondents, 97 or 58.50 speak Ilocano; 40 or 24.20 percent Tagalog; 22 or 13.33 percent, Ibanag; 6 or 3.60 percent, Yogan. The data indicate that Ilocano is the predominant dialect used by the respondents.

Type of High School Graduated from. Majority of the respondents graduated from public high schools with 130 or 78.80 percent out of 165 respondents, while only 35 or 21.20 percent finished their high school in private schools. This finding implies that majority of the respondents are products of public secondary schools.

Occupation of Parents. Almost 90 percent of the respondents' fathers were engaged in blue collar jobs represented by 148 out of 165 total number of respondents. There were only 17 or 10.30 percent who have white collar jobs. On the part of the mothers, it was revealed that majority were housekeepers with 102 or 61.80 percent. This is followed by 52 or 31.50 percent who have blue collar jobs and only 11 or 6.70 percent with white collar jobs. The data indicate that most of the respondents' fathers are engaged in farming and housekeeping for the mothers.

Table 2. Respondents' Listening Preferences on the Different Radio Programs

RADIO PROGRAMS	MEAN	RANK
Musical Program	2.75	1
Newscast	4.07	2
Sports	4.60	3
Spiritual Program	5.57	4
Entertainment Program	5.75	5
Health Program	5.81	6
Soap Opera	6.44	7
Talk Shows	6.45	8
Special Programming	6.62	9
Public Service	6.92	10

As shown in Table 2, among the radio programs, the respondents rank "Musical Program" as their first preference. Rank 2, "Newscast"; Rank 3, "Sports"; Rank 4, "Spiritual Program"; and Rank 5, "Entertainment Program".

The last five preferences of the respondents among the radio programs are as follows: Rank 6, "Health Program"; Rank 7, "Soap Opera"; Rank 8, "Talk Shows"; Rank 9, "Special Programming" and Rank 10, "Public Service".

The data revealed that the respondents were fond of listening to musical programs. This implies that students tuned their radio on musical program for entertainment.

This finding concurs with Cabansag (2013) in his study “The Role of Mass Media in the Development of English Language Skills among AB English Students of Isabela State University,” which revealed that respondents usually prefer listening to musical programs as a form of entertainment that they could gain and they could also relax from school work and personal problems. Moreover, Bonsurre’s (1982) study also complements with the foregoing explanation when he revealed the majority of high school students listen to radio programs and they preferred musical programs. The motivating force which made them listened to music was pleasure and entertainment.

Table 3. Respondents’ Listening Preferences on the Different Television Programs

TV PROGRAMS	MEAN	RANK
Educational Shows	3.78	1
News	4.12	2
Sports	4.61	3
Game Shows	5.03	4
Entertainment	5.14	5
Cartoons	5.42	6
Variety Shows	6.44	7
Public Service	6.76	8
Drama	6.84	9
Talk Shows	6.92	10

As gleaned from Table 3, the first five preferences of the respondents among the television programs are as follows: Rank 1, “Educational Shows”; Rank 2, “News”; Rank 3, “Sports”; Rank 4, “Game Shows”; and Rank 5, “Entertainment”.

The last five preferred television programs are as follows: “Cartoons”, Rank 6, “Variety Shows,” Rank 7, “Public Service”, Rank 8, “Drama”, Rank 9 and the last is “Talk Show”. The data indicate that the respondents were fond of watching educational shows. This means that by viewing educational shows, students may acquire information and may sharpen their critical thinking ability.

This implication conforms with Janapin’s (1995) study that in the television program, respondents preferred educational shows. Based from the interview conducted by Janapin, the respondents said that they got something beneficial in the exchange of ideas, gain insights on how to handle a show educationally and pick some pointers on how to be an emcee of a program.

Table 4. Respondents’ Reading Material Preferences on the Different Types of Magazines

TYPES OF MAGAZINES	MEAN	RANK
News Magazine	3.63	1
Sports Magazine	4.13	2
Health Magazine	4.70	3
Spiritual Magazine	4.87	4
Family Magazine	5.34	5
Men’s Interest	5.85	6
Business Magazine	6.25	7
Women’s Interest	6.28	8
Special Field Magazine	6.61	9
Sunday Supplements	7.42	10

As reflected in Table 4, the respondents gave their first five preferences on the different types of magazines: Rank 1, “News Magazine”; Rank 2, “Sports Magazine”; Rank 3, “Health Magazine”; Rank 4, “Spiritual Magazine”; and Rank 5, “Family Magazine”.

The last five preferred types of magazines are as follows: Rank 6, "Men's Interest"; Rank 7, "Business Magazine"; Rank 8, "Women's Interest"; "Special Field Magazine", Rank 9 and the last is " Sunday Supplements". The data revealed that the most prevalent type of magazine to which the students were exposed were the news magazines, followed by sports magazines.

This implies that students become aware of what is happening around them if they keep on reading news. On the other hand, students also favored sports magazine which was ranked second. The finding implies that respondents are sports- oriented because of the popularity of sports in the Philippines. This can be attributed to the fact that most of the respondents are males, thus they are more inclined to physical activities.

Table 5. Respondents' Reading Material Preferences on the Different Newspaper Sections

NEWSPAPER SECTIONS	MEAN	RANK
News Section	2.97	1
Sports Section	3.56	2
Entertainment Section	4.58	3
Editorial Section	4.72	4
Lifestyle Section	5.44	5
Feature Section	5.61	6
Business Section	6.04	7
Public Notice Section	6.72	8
Classified Ads Section	7.52	9
Supplements	7.81	10

As gleaned from Table 5, Rank 1 among the reading material preferences in the Newspaper Sections is " News Section" followed by " Sport Section", Rank 2, Rank 3, " Entertainment Section", Rank 4," Editorial Section"; and Rank 5," Lifestyle Section".

The last preferred reading materials of the newspaper sections are as follows: Rank No.6, "Feature Section"; Rank 7, " Business Section"; Rank 8, "Public Notice Section", Rank 9, " Classified Ads Section"; and Rank 10, "Supplements".

The data revealed that among the sections of the newspaper, news section was the well- read part. This implies that students can gain updated information relevant to their studies.

Bagadiong's (1988) study corroborated with the findings of the present study. She concluded that News Section had been the well-read part of the newspaper. They read newspaper because it provided them opportunity to keep abreast with the current happenings.

Table 6. Extent of Exposure of Respondents to Various Mass Media When Grouped According to their Profile

PROFILE	RADIO		TELEVISION		MAGAZINE		NEWSPAPER	
	Mean	Desc.	Mean	Desc.	Mean	Desc.	Mean	Desc.
Age								
16	4.00	FE	4.08	FE	2.42	SE	2.38	SE
17	3.77	FE	4.23	FE	2.37	SE	2.64	SO
18	3.72	FE	3.97	FE	2.44	SE	2.72	SO
19	3.67	FE	3.89	FE	2.67	SO	3.11	SO
20	3.67	FE	3.67	FE	1.84	SE	3.33	SO
21	3.00	SO	3.00	SO	3.00	SO	4.00	FE
Grand Mean	3.78	FE	4.10	FE	2.40	SE	2.67	SO
Sex								
Female	3.78	FE	4.16	FE	2.35	SE	2.75	SO
Male	3.78	FE	3.92	FE	2.55	SO	2.45	SE
Grand Mean	3.78	FE	4.10	FE	2.40	SE	2.68	SO

Types of High School Graduated

Public	3.73	FE	4.05	FE	2.32	SE	2.68	SO
Private	3.97	FE	4.31	FE	2.68	SO	2.68	SO
Grand Mean	3.78	FE	4.10	FE	2.40	SE	2.68	SO

Dialect Spoken

Ilocano	3.78	FE	4.04	FE	2.47	SE	2.72	SO
Ibanag	3.73	FE	4.23	FE	2.18	SE	2.50	SO
Tagalog	3.80	FE	4.28	FE	3.38	SO	2.68	SO
Yogad	3.83	FE	3.50	FE	2.17	SE	2.67	SO
Grand Mean	3.78	FE	4.10	FE	2.40	SE	2.68	SO

Occupation of Father

White Collar	4.00	FE	4.24	FE	2.35	SE	2.82	SO
Blue Collar	3.76	FE	4.09	FE	2.40	SE	2.66	SO
Grand Mean	3.78	FE	4.10	FE	2.40	SE	2.68	SO

Occupation of Mother

White Collar	4.36	FE	4.36	FE	2.09	SE	2.73	SO
Blue Collar	3.60	FE	4.01	FE	2.38	SE	2.54	SO
House Keeping	3.81	FE	4.12	FE	2.44	SE	2.74	SO
Grand Mean	3.78	FE	4.10	FE	2.40	SE	2.68	SO

Legend:

- AL-Always (Everyday)
- FE- Frequently (3 times a week)
- SO- Sometimes (2 times a week)
- SE- Seldom (once a week)
- NE- Never (Not even once a week)

Table 6 shows the extent of exposure of respondents to various mass media when grouped according to their profile.

Age. As gleaned from table 6, the respondents are frequently exposed to radio programs. This means that they listen to the radio at least three times a week as indicated by the grand mean of 3.78. In terms of age, it was also found out that the respondent who is 21 years old is less exposed from radio programs as indicated by the mean of 3.00 or “Sometimes”.

In the same manner, among the age group of respondents, only the 21 years old is “sometimes” exposed to TV programs with a mean of 3.00. The rest view the television at least 3 times a week, as indicated by their respective means ranging from 3.67 to 4.23, all described as “frequently”. The grand mean of 4.10 also implies that the respondents are “frequently” exposed to television. This is a good sign that the respondents avail of the television to keep abreast with news or to be entertained by its programs.

On the other hand, it was found out that the exposure of the students to “magazines” when grouped according to age is “seldom” as indicated by the grand mean of 2.40. Only those who belong to the age group of 19 and 21 years old were “sometimes” exposed to magazines. This means that they read magazines at least twice a week. The rest of the students “seldom” read magazines with the mean rating ranging from 1.84 to 2.44. This reveals that students whose ages are 16 to 18 years old and 20 years old read magazines once a week only.

The grand mean of 2.67 further reveals that the respondents are “sometimes” exposed to newspapers. They read newspapers at least twice a week. However, it is noted that those who belong to the group of 16 years old are “seldom” exposed to newspapers. Those whose ages are from 17 to 20 years old are “sometimes” exposed to newspapers and the oldest among the group which is 21 years old is “frequently” exposed to newspapers.

Gender. In terms of gender, Table 6 reveals that both male and female respondents have the same level of exposure to radio and television. This is indicated by their respective mean ranging from 3.78 to 4.16 which were described as “frequently”. This means that the male, as well as female respondents, listened to the radio or viewed the television at least thrice a week.

On the other hand, male respondents are more exposed to magazines as indicated by the mean of 2.55 or “sometimes” as compared to the female respondents, with a mean of 2.35 which is described as “Seldom”. The grand mean of 2.40 further indicates that the respondents “seldom” or read magazines once a week only.

The table further reveals that females are more exposed to newspapers as compared to the males, with a mean of 2.75 as described as “sometimes” as compared to male respondent, with the mean of 2.45 described as “seldom”.

Type of High School Graduated From. In terms of the type of high school where the respondents graduated from, respondents who came from both public and private schools have the same level of exposure to radio and television as implied in their mean ranging from 3.73 to 4.31 which were described as “frequently”.

On the other hand, the mean of 2.68 or “sometimes” reveals that the respondents who graduated from private high schools had higher level of exposure to magazines as compared to those who graduated from public high schools with a mean of 2.32 or “seldom”.

The table also shows that when respondents were grouped according to type of high school they graduated from, both have the same level of exposure to newspaper with a mean of 2.68 or “sometimes”.

Dialect Spoken. The dialect spoken by the respondent does not differentiate him from others in terms of their level of exposure to radio and television. Those who speak “Ilocano” or “Yogad” frequently listen to radios and view televisions in the same way as those who speak “Tagalog” or “Ibanag”. This is indicated in their respective mean ranging from 3.50 to 4.28 which were all described as “frequently”. In light manner, the means ranging from 2.50 to 2.72 described as “sometimes” also implies that regardless of the dialect spoken, the respondents have the same level of exposure in newspapers. This means that they read newspaper at least twice a week.

On the other hand, it is noted that among the group of respondents, those who speak “Tagalog” had a higher level of exposure to magazine with a mean of 3.38 or “sometimes”.

The rest of the group with mean ranging from 2.17 to 2.47 was “seldom” exposed to magazine.

Occupation of Father. The respondents’ levels of exposure to various mass media are practically the same, regardless of the occupation of their fathers. The mean ranging from 3.76 to 4.09 described as “frequently” means that the grouped of respondents listen to radios or view television at least thrice a week.

On the other hand, regardless of what occupation their fathers have, students “seldom” or they only read magazines once a week. The mean of 2.82 and 2.66 from the two groups of respondents also indicates that the students were “sometimes” exposed to newspapers which means that they read newspaper at least twice a week.

Occupation of Mother. The same trend is also seen when respondents were grouped according to their mother’s occupation. Respondents whose mothers do housekeeping have the same levels of exposure with that of students whose mothers are engaged in white collar jobs or blue-collar jobs. Specifically, the mean ranging from 3.60 to 4.36 indicate that, regardless of the occupation of their mothers, the students “frequently” listen to the radio or view television. On the other hand, no matter what the occupation of their parents are, the students’ level of exposure to magazines and newspapers are the same. They read magazines only once a week and read newspapers twice a week.

Table 7. Difference Between Respondents Extent of Exposure to Various Mass Media When Grouped According to their Profile

TYPE OF MASS MEDIA	AGE		GENDER		TYPE OF HIGH SCHOOL		DIALECT SPOKEN		OCCUPATION OF FATHER		OCCUPATION OF MOTHER	
	X ² -value	Prob.										
	df=20		df=4		df=4		df=12		df=4		df=8	
Radio	28.26 ^{ns}	0.10	4.03 ^{ns}	0.40	3.82 ^{ns}	0.43	6.89 ^{ns}	0.8	3.40 ^{ns}	0.49	11.00 ^{ns}	0.20
Television	34.26*	0.02	2.98 ^{ns}	0.56	4.79 ^{ns}	0.31	27.28*	0.01	1.35 ^{ns}	0.85	8.43 ^{ns}	0.39
Magazine	15.02 ^{ns}	0.77	10.50*	0.03	8.40 ^{ns}	0.08	7.46 ^{ns}	0.82	0.62 ^{ns}	0.96	4.67 ^{ns}	0.79
Newspaper	32.58*	0.04	4.52 ^{ns}	0.34	4.04 ^{ns}	0.40	11.62 ^{ns}	0.48	3.20 ^{ns}	0.52	7.85 ^{ns}	0.45

Legend:

*Significant

^{ns}Not Significant

Age. As gleaned from Table 7, the extent of exposure of the students to radio and magazine do not differ significantly when grouped according to age. This is revealed by the chi-square values of 28.26, with a probability of 0.10 and 15.02 with a probability of 0.77, respectively. This implies that there is no significant

difference between the respondents' extent of exposure to radio and magazine when they were grouped according to age. Hence, the hypothesis is accepted.

On the other hand, with chi-square values of 34.26 and 32.58, it was found out that when grouped according to age, students' level of exposure to television as well as newspapers are significantly different. This implies further that the age of the students has a bearing on their level of exposure to television and newspaper. Hence, the hypothesis is rejected.

Gender. In terms of gender, it was found out that among the different mass media, only the students' exposure to magazines are significantly different. The chi-square value of 10.50 with a probability of 0.03 implies that male respondents have bearing on their level of exposure to magazines. Thus, the hypothesis that there is no significant difference between the respondents' extent of exposure to magazine when they were grouped as to gender is rejected. On the other hand, the male and female respondents have statistically the same level of exposure to radio, television and newspapers. Thus, the hypothesis is accepted.

Type of High School Graduated From. The chi-square values of 3.82, 4.79, 8.40, and 4.04 were found to have probabilities greater than .05. this implies that the level of exposure to various mass media do not differ significantly when students are grouped according to the type of high school where they graduated from. Public high school graduates have the same level of exposure to radios, televisions, magazines and newspapers with that of the graduates of private high schools. This implies that there is no significant difference between the respondents' extent of exposure to mess media when they were grouped as to the type of high school graduated from. Hence, the null hypothesis is accepted.

Dialect Spoken. The table further reveals that when grouped according to dialect spoken, the students do not differ in their level of exposure to radio, magazines, and newspapers. This is shown by the chi-square values of 6.89, 7.46, and 11.62, respectively which were found to have probabilities of more than .05. this result implies that there is no significant difference between the respondent extent of exposure to radio, magazine and newspaper when respondents were grouped as to dialect spoken. Hence, the hypothesis to some extent is accepted.

On the other hand, the chi-square value of 27.28, with a probability of 0.01 implies that the level of exposure of students to television when grouped according to dialect spoken differs significantly. Those who speak "Tagalog" view television more frequently as compared to those "Ibanag", "Ilocano" or "Yogad". Hence, the hypothesis is rejected.

Occupation of Parents. As gleaned from the table, when students were grouped according to the occupation of their parents, their level of exposure to the various mass media do not differ significantly. This is indicated by their respective chi-square values which have probabilities of more than .05. Hence, students whose parents have blue collar jobs have statistically the same level of exposure to mass media. Even those whose mothers are housekeepers have comparable exposure to mass media with those whose mothers have white collar jobs. Thus, the hypothesis stating that there is no significant difference between the respondents' extent of exposure to mass media when grouped as parents' occupation is accepted.

Table 8. Relationship Between Respondents Extent of Exposure to Various Mass and their Skills in Listening and Reading.

TYPE OF MASS MEDIA	LISTENING		READING	
	r-value	Prob.	R-value	Prob.
Radio	0.26*	0.00	-0.04 ^{ns}	0.36
Television	0.19*	0.01	0.09 ^{ns}	0.26
Magazine	0.01 ^{ns}	0.41	0.28*	0.00
Newspaper	0.08 ^{ns}	0.31	0.32*	0.00

Legend: *Significant ^{ns}Not Significant

As shown in Table 8, the extent of exposure to radio and television programs are significantly related with the listening skills of the respondents. The r-value of 0.26 with a probability of 0.00 indicates a direct and moderate correlation, which imply that exposure to radio increases the listening skills of the students. Those who frequently listen to radio have better listening skill than those who seldom do it.

Likewise, the r-value of 0.19 with a probability of 0.01 implies that there exists a very small direct correlation between the respondents' extent of exposure to television and their listening skill. This means that the listening skills of the respondents increase when they view television more often.

There was also a significant relationship between the extent of exposure to magazines and newspapers and the reading skills of the respondents as indicated by the r-values of 0.28 and 0.32, respectively which have probabilities below .05. These r-values indicate direct correlation which further imply that students who are more exposed to magazines and newspapers tend to have better reading skills than those who are less exposed. Thus, frequent reading of magazines and newspapers increases the reading skills of the students. Hence, the hypothesis that there is no significant relationship between the respondents' extent of exposure to mass media and the respondents listening and reading skills is rejected.

This finding is related to the study Hobbs & Frost (2003) wherein a nonequivalent group's design examined students' reading comprehension, writing skills, critical reading, critical listening, and critical viewing skills for nonfiction informational messages. Results suggest that media literacy instruction improves students' ability to identify main ideas in written, audio, and visual media. Specific text analysis skills also improved, including the ability to identify the purpose, target audience, point of view, construction techniques used in media messages, and the ability to identify omitted information from a news media broadcast in written, audio, or visual formats.

Furthermore, Tafani (2009) contends that mass 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. They also provide students with lots of inside and outside classroom activities, promoting extensive reading by giving the students the confidence and the ability to continue their reading outside the classroom and above all they enhance motivation.

Kutlu & Aslanoglu (2009) it was found out that "number of juvenile books at home", "number of books at home", "time spent reading books", "time spent reading newspaper" and "time spent listening to radio" have significant effects on fifth grade students' success in their listening performance.

V. CONCLUSIONS AND RECOMMENDATIONS

This study aimed to determine the role of mass media in the development of listening and reading skills of the college freshman engineering students of Isabela State University. Based from the findings of the study, the following conclusions were made: As to the respondents' preferences among the radio programs, the respondents favored the musical program. For television programs, educational show was their top preference. In terms of the different types of magazine, the respondents preferred news magazine. Among the newspaper sections, the news section was the well-read part. The study revealed that the respondents' extent of exposure to various forms of mass media was significantly related to the listening and reading skills of the students. Hence, it is recommended that teacher should encourage their students to regularly listen to quality radio programs, view television programs, and read newspapers and magazines in order to develop their language skills. Moreover, the institution should establish an enriched Instructional Media Center as an approach towards the enhancement of the language skills of the students. Further, teachers should use various forms of mass media in teaching English subjects, so that teaching and learning activities become more interesting and meaningful. Finally, a follow up study which includes other skills in language like speaking and writing should be conducted.

Implications

The pedagogical implications derived from the study are following: first, findings could be applicable and relevant to language teaching. Hence, teachers may deepen the understanding of the nature of language learners to meet the demands of time. Due to advancement of technology, these mass media like radio, television, magazine and newspaper would be outdated to others. However, these are still effective instructional materials in improving the language skills due to its accessibility and availability particularly in developing country like the Philippines. Second, the study provides teachers the information regarding the role of various mass media in the development of language skills so that they will use these materials as springboard in teaching-learning modality. Finally, students are encouraged to attend seminars and trainings dealing with the role of mass media in the development of various language skills.

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