

**LEVEL OF MEDIA EXPOSURE AND ENGLISH LANGUAGE
PERFORMANCE OF SELECTED FRESHMEN STUDENTS
OF SAMAR STATE UNIVERSITY**

A Thesis

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In Partial Fulfillment

of the Requirements for the Degree

Masters of Arts in Education


Major in English

NATHALIE ANN C. ALAGA

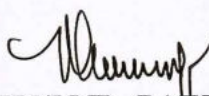
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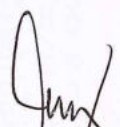
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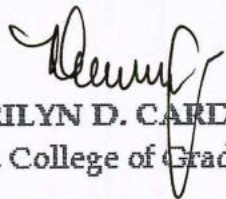

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And most of all to the “Almighty Father” who have showered her the courage, strength and determination in achieving her prayer and goal. Without

the grace, love and goodness in Him she will not be able to surpass all the challenges encountered as she walked through her journey.

- NATH

Dedication

First and foremost, I dedicate this book to my Mama, Papa and to my brothers - kuya Ep & Ep and Yan - yan for the unfailing love and understanding. And also to my aunties, uncles and cousins who have supported me all the way.

Lastly, to the one who made me inspired in working so hard on this thesis. To my love - thank you for the love.



*Love lots,
Nath*

ABSTRACT

This study assessed the level of media exposure and English language performance of selected freshmen students of Samar State University, thus, providing some inputs for an interactive and communicative ESL classroom instruction. 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. The following questionnaires and test were used in gathering the necessary data: 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. Based on the findings and conclusions of the study, the following recommendations are considered: (1) there should be a re-alignment of the English program should be considered, making oral communication as its focal point aligned and articulated with other macro skills, (2) language teachers should focus using different forms of media in teaching English language to the students especially in classroom activities, (3) encourage students to use English and participate in interactive and communicative activities to accommodate each level of English language development, (4) learning targets in different English language references, books, handouts and activities should be intensified to develop the five macro skills in English language, (5) relevant activities such as role playing, journalism, dialogues, monologues, lecture discussions, prepared, memorized and impromptu speeches

and oral dialogues presentation should be the focal point, (6) english classroom instruction should lead to the use of media and technology, (7) language teachers should also be fluent on pronunciation, enunciation, using American or British accent, stress, intonation and other authentic language learning activities, (8) to eradicate biases, future researchers may quantify the level of media exposure into number of hours for future conduct on the similar study.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

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. 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 (Nordicom-Sweden, 2009:5).

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 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 (Tafari, 2009:1).

Language proficiency is commonly defined as a person's ability to speak or perform in an acquired language ([www.esp-world](http://www.esp-world.com)). Therefore, high English proficiency and performance has been our ticket to the world.

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 (Ellis, 2006:1).

In the Philippines, English proficiency is found out to be 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 (Salazar, 2007:3). Moreover, learning experiences that will help students reach the optimum level of their communicative ability must be provided.

Based from the Metropolitan Achievement Test (MAT) result of the entrance examination conducted by the Guidance testing staff of Samar State University for SY 2011 – 2012, it was revealed that out of 580 freshmen applicants there were only 50 applicants who were average level and 530 applicants were below average in terms of their reading comprehension skill. A study of Lopez (2006: 73) disclosed the declining reading performance of freshmen students of Samar State University SY 2005 - 2006 due to reading deficiencies. Furthermore, it was also revealed that the speaking skill of freshmen nursing students for SY 2008 – 2009 was fairly proficient. It would be implied that the respondents had a moderately adequate vocabulary, somewhat precise in their expression and somewhat smooth and effortless in their speech (Palencia, 2009:132). 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 (Macasinag, 2011:2). Nevertheless, where the proficiency and performance in English is lacking in any academic setting, it will definitely lower the academic performance (Richards, 2006:1).

Recent language test results released by the IDP Education Pty. Ltd. Philippines, an accredited group that administers the International English Language Testing System (IELTS) to Filipinos seeking to work and migrate abroad, showed that the Philippines is no longer the top English-speaking country in Asia. With an overall score of 6.71, Malaysia is now the No. 1 in English proficiency in Asia. The Philippines placed only second with 6.69, followed by Indonesia (5.99), India (5.79) and Thailand (5.71) (<http://planetphilippines.com/current-affairs/english-proficiency-is-key-to-landing-a-job/>).

A survey conducted on April 2008 on the self-assessment proficiency in English of the Filipinos, it revealed that three-fourths of the Filipino adults (76 percent) say they understand spoken English, 75 percent say they read English; three out of five (65 percent) say they write English; close to half (46 percent) say they speak English (www.promote-english.com/index.htm).

Low proficiency in English language has been considered a barrier to learning and academic success at the post-secondary level and this is because English learners often lack the language proficiency necessary to understand the

test content and academic work. It was also revealed that high English language proficiency could also aid academic reading which is in a view to aptly indicate the influence of English language on students' academic performance in other disciplines (Aina, et al 2013:7).

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).

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 a continuum liveliness communicative competence that a media can develop and enhance the life of learners in classrooms where they spend a lot of their time.

Statement of the Problem

This study determined the level of media exposure and English language performance of selected freshmen students of Samar State University SY 2014 - 2015.

Specifically, the study sought to answer the following questions:

1. What is the profile of College of Arts and Sciences freshmen students of Samar State University in terms of the following:

- 1.1 age;
- 1.2 sex;
- 1.3 parents' educational background;
- 1.4 parents' occupation;
- 1.5 socio-economic status;
- 1.6 first semester grade in English;
- 1.7 secondary school graduated from, and
- 1.8 dialects/languages used at home?

2. What is the level of English and non – English media exposure of student – respondent according to the following types of media:

- 2.1 print;
- 2.2 audio; and
- 2.3 audio – visual?

3. What is the level of English language performance of the student – respondent along the following five (5) macro - skills:

- 3.1 writing;
- 3.2 listening;
- 3.3 speaking;
- 3.4 reading; and
- 3.5 viewing?

4. Is there significant relationship between the respondents' level of media exposure and their English language performance along five (5) macro – skills?
5. Is there significant relationship between language performance and profile variates?
6. What inputs for an interactive and communicative ESL classroom instruction can be derived from the findings of the study?

Hypotheses

The following hypotheses were tested in this study:

1. There is no significant relationship between the respondents' level of media exposure and their English language performance along:
 - 1.1. writing;
 - 1.2. listening;
 - 1.3. speaking;
 - 1.4. reading; and
 - 1.5. viewing
2. There is no significant relationship between the respondents' English language performance and their profile variates along:
 - 2.1. age;
 - 2.2. sex;
 - 2.3. parents' educational background;

- 2.4. parents' occupation;
- 2.5. socio – economic status;
- 2.6. first semester grade in English;
- 2.7. secondary school graduated from; and
- 2.8. dialects/languages used at home

Theoretical Framework

This study is anchored on the theory on multimedia learning established by Mayer (2001:7) wherein he underscored the following learning principles: 1) Multimedia principle: Retention is improved through words and picture rather than through words alone; 2) Spatial contiguity principle: Students learn better when corresponding words and pictures are presented near each other, rather than far from each other on the page or screen; 3) Temporal contiguity principle: Students learn better when corresponding words and pictures are presented simultaneously rather than successively.

This theory on multimedia learning proposes three main assumptions in connection to learning with multimedia: 1) There are two separate channels (auditory and visual) for processing information; 2) Each channel has a limited (finite) capacity and lastly, each has active process of filtering, selecting, organizing and integrating information based upon prior knowledge.

Humans can only process a finite amount of information in a channel at a time, and they make sense of incoming information by actively creating mental

representations. Mayer also stressed out the role of three memory stores: sensory (which receives stimuli and stores it for a very short time), working (where we actively process information to create mental constructs (or schema), and long – term (the repository of all things learned). In conclusion, Mayer's cognitive theory of multimedia learning resulted that when new information is integrated with prior knowledge the learning process becomes effective and meaningful (Molon, 2011:8).

One of the earliest scientific explanations of language acquisition was provided by Skinner (1957). He accounted for language development by means of environmental influence. Skinner argued that children learn language based on behaviorist reinforcement principles by associating words with meanings. Correct utterances are positively reinforced when the child realizes the communicative value of words and phrases (Lieven, et al 2011:12). Behaviorists believe that the process of learning is going on depending on what they call stimuli, response and reinforcement (Lightbown and Spada, 2006:15).

Cognitivism which was lead by both the Swiss epistemologist and psychologist Piaget and Vygotsky stress on the mental cognitive ability of the human's mind or/and brain, (Lightbown and Spada, 2006 and Jordan, 2008:8). For constructivists learning and acquisition is achieved when learners are coerced with as many authentic situations and facilities to strengthen the different language skills.

Another major theory in language learning is the social psychology theory. According to this theory, more effective learning and language acquisition occur in social life situations; that is, communicating with other. As a matter of fact, social psychologists stress on the idea that collaborative and group learning and teaching situations where in the place of learning is social-life-like, is the possible interpretation for how effective learning occurs (Lightbown and Spada, 2006:114).

Krashen's and Cummins (2000) stated that learners' mother tongue plays a critical role in the acquisition of English language. A well – developed first language lays can help to develop all communicative domains and skills – listening, speaking, reading and writing (Malone, 2012:6).

And lastly is the theory of connectionism. According to this theory, learning or/and acquisition occurs in terms of associations. A certain word is associated with its basic meaning. Later on and in advanced stages, it will be associated with extra meanings-say metaphorical meaning(s). Moreover, not only words associate with words but the process extends to association of words with phrases and phrases with sentences and so on and so forth (Alduais, 2012:70).

Conceptual Framework

The conceptual framework is being illustrated and reflected in Figure 1.

The bottom frame indicated the freshmen students enrolled at Samar State University, school year 2014 -2015 who served as the respondents of this

study. They were given questionnaire to measure the relationships of respondent's profile, level of media exposure and English language performance. As illustrated by a double - directional arrow connecting the two boxes, this study utilized a descriptive - correlational research design.

The study assessed and studied the significant relationships between student-respondents profile, the level of media exposure using the types of media such as: print, audio and audio - visual and the English language performance along five (5) macro - skills namely: speaking, listening, reading, writing and viewing.

The findings and recommendations served as feedback mechanism in providing inputs for an interactive and communicative ESL classroom instruction among freshmen students of Samar State University.

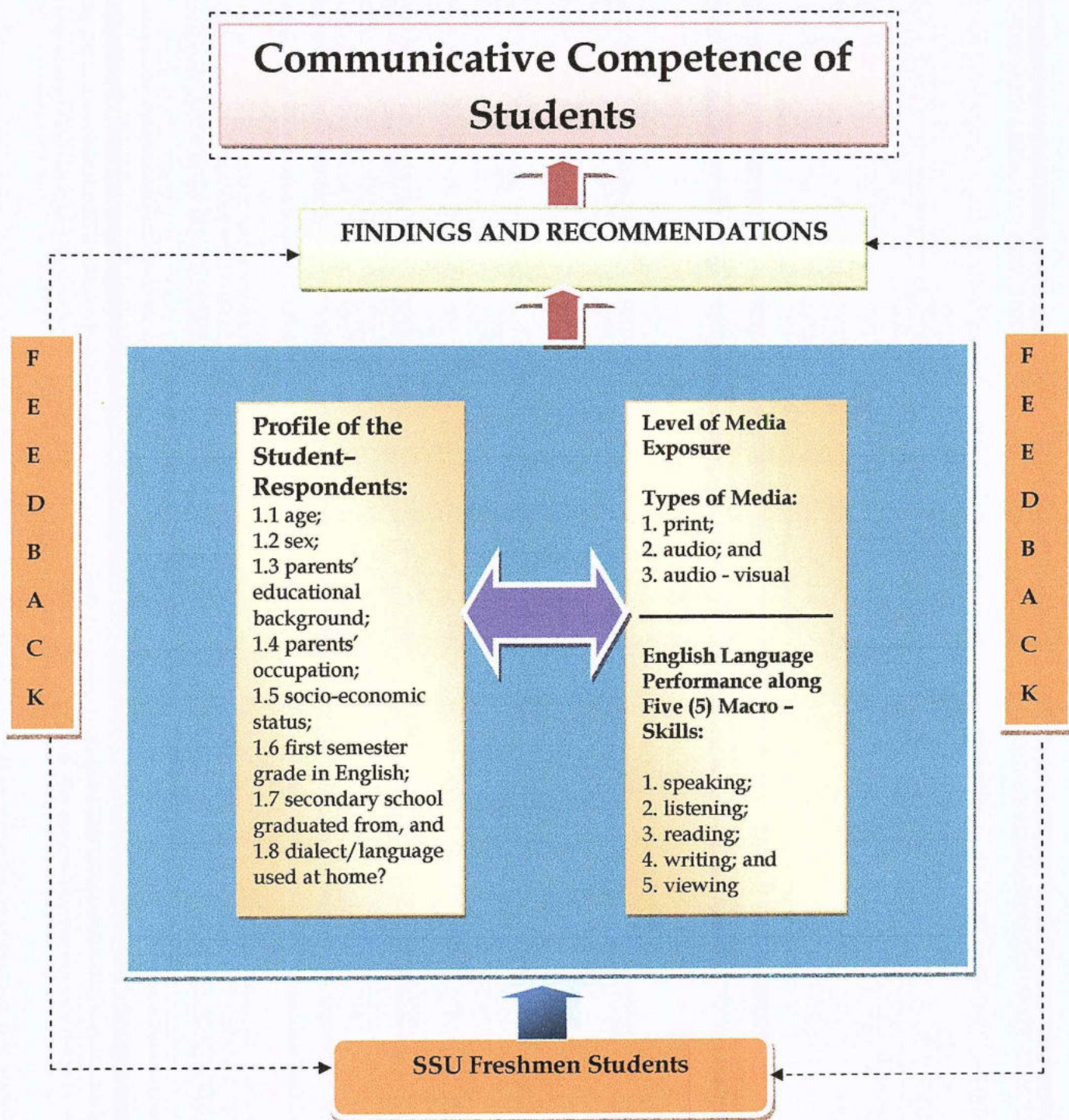


Figure 1. Conceptual Framework of the Study

Significance of the Study

The results of the study would be beneficial to the following:

Freshmen students. This would be helpful in improving and enhancing the student's communicative competence by knowing how to use the English language for a range of different purposes and functions and to be globally competitive in the coming of ASEAN International Mobility for Students (AIMS) Program that focuses on participating in the internalization process with the goal of improving quality education. This could be also helpful to the freshmen students in looking for a job since communication skills is one of the skills that are needed in landing their dream job.

English Teachers/Instructors. This would be a helpful guide to the English teachers to provide a quality education. Students are the main body and teachers are mentors. Teaching in English classes with the use of media, a teacher create strong study desire and arouse their study interest to perform better in English language. Furthermore, a teaching methodology and approaches in English teaching based on media situation bring the advantage into a full play of language proficiency learning, and its main aim is to impart language knowledge, study methods and application skills.

School Administrators. It would provide the school administrator to facilitate the attainment on the outcome in the achievement in support to the advocacy of CHED which is to build and efficient communicative competence

among teachers and students as well. This will also be used as guideline in improving educational system and curriculum in English subjects.

Stakeholders. This study specifically addresses to the stakeholders of the Commission on Higher Education (CHED). This study would enable them to give support and help in improving and developing English classroom instruction which would be beneficial to the students and educators in this university.

Parents. This study would be a big help to the parents in cultivating and encouraging their children to embrace the importance in studying English to develop their macro – skills in English language.

Future Researchers. Future researchers could make use of the results of this study as literature for studies of similar nature in other areas and involving other respondents. This would also open up opportunities for them to validate the results of this study through a follow-up research which may be comparative in nature.

Scope and Delimitation

This study determined the level of media exposure and English language performance of selected CAS freshmen students of Samar State University.

It likewise looked into the Socio-Demographic Data and Socio Economic Status Profile of the respondents. Further, it also discovered the relationship on

the student's level of media exposure in terms on print, audio and audio – visual media to their English language performance and student – respondent's profile.

Moreover, the researcher also employed a questionnaire on profile and questionnaire on the level of media exposure, media language preference in the conduct of the pre – survey among 398 freshmen students of College of Arts and Sciences. After the pre – survey, the researcher had chosen the top 40 freshmen students who have obtained the highest level of media exposure and chosen English language as language preference in the use of media. The top 40 freshmen student - respondents were given the English language performance tests along the five macro – skills which are reading, speaking, listening, writing and viewing skills.

This study was conducted during the SY 2014 – 2015.

Definition of Terms

The following terms are given their conceptual as well as operational definitions to allow readers to understand the nature of this research.

Audio. This is relating to mechanical or electrical media corresponding to normally audible sound waves and one of the types of media (<http://www.merriam-websterdictionary.com>). In this study, it is one of the types of media used by the respondents which relates to the materials that produces sound in terms of receiving, transmitting and reproducing of information.

Audio visual. It is one of the types of media that posses both sound and visual components such as slide – tape presentations, video and movie clips or film presentations and television programs (Cameron, 2014). In this study, it is another type of media such as films and videotapes that present information in audible and pictorial form.

Communicative competence. A term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately (The American Heritage® Dictionary of the English Language). In this study, it refers on the communicative skill of learners to use effectively the English language in their communication process.

Dialect/s. It is one of the profile variates of the respondents on a variety of a language (specifically, often a spoken variety) that is a characteristic of a particular area, community or group, often with relatively minor differences in vocabulary, style, spelling and pronunciation. In this study, it pertains to the dialect/s of the student – respondents used at home.

English language. It is an Indo-European language belonging to the West Germanic branch which is considered as one of the subjects in the Philippine education curriculum (<http://www.cogsci.princeton.edu.com>). In this study, it focused on the English language performance of the student – respondent and to provide an input for a communicative and interactive English instruction.

English language performance. The linguistic behavior of an individual: the ability to perform English language in the accomplishment of a given task measured against preset known standards of accuracy (<http://www.merriam-websterdictionary.com>). In this study, it refers to the manner or process that this term being used by the respondents.

Heuristic function Halliday (1975) defined it as a language function used to find out things to learn things. In this study, the respondents used the language on asking his/her classmates about a project given during his/her absence.

Imaginative function The language is used to pretend or to make believe (Halliday, 19975). In this study, the respondents used the language on practicing his/her role as a medical representative applicant

Inputs. The available data for solving a technical problem (Webster's Encyclopedic Unabridged Dictionary, 1996). In this study, these were the data results of the study that was used for the improvement of Interactive and Communicative ESL Classroom Instruction among freshmen students.

Instrumental function Halliday (1975) defined it as a language function used to satisfy personal needs and to get things done. In this study, the respondents used the English language to express on getting and buying the shoe size that he/she would like to buy.

Interactional function A language function is used to get along with others. In this study, the respondents used the language on sharing his/her experiences from a vacation to his/her friend.

Language function Halliday (1975) identifies seven language functions that language has to children in their early years. Halliday calls these seven language functions instrumental, regulatory, interactional, personal, heuristic, imaginative and representational.

Level of Media Exposure In this study, it measures the habit and exposure of the student – respondents in the use of the different types of media.

Listening It is one of the macro – skills in language that deals on the active process of receiving and responding to spoken (and sometimes unspoken) messages (<http://www.cambridgedictionary.com>). In this study, it refers to the listening skill of the student – respondent in comprehending the meaning of words spoken by another in a conversation or speech.

Macro – skills Macro skills are skills of communication. There are a total of five Macro skills. These are reading, listening, speaking, writing and viewing (<http://www.oxforddictionaries.com>).

Media Communication channels through which news, entertainment, education, data, or promotional messages are disseminated. Media includes every broadcasting and narrowcasting medium such as newspapers, magazines, TV, radio, billboards, direct mail, telephone, fax, and internet (<http://www.businessdictionary.com>). In this study, the level of

media exposure of the student – respondents and involvement in the use of media in terms of acquiring and learning English language were determined through a questionnaire given to the respondents.

Media Language Preference. In this study, it refers to the language preference of the student – respondent in utilizing media.

Personal function Halliday (1975) defined it as a language function used to tell about themselves. In this study, the respondents used the language in sharing his/her personal opinions and insights about the artistry of the effective horrifying effects of the scary movie he/she saw.

Print. It is one of the types of media which refers to the text appearing in a book, newspaper, or other printed publication, especially with reference to its size, form, or style (<http://www.collinscobuilddictionary.com>). In this study, the student – respondents were evaluated on the level of print media exposure.

Reading. It is one of the macro – skills in language that process the construction of meaning through the dynamic interaction among: the reader's existing knowledge, the information suggested by the next being read and the context of the reading situation. (<http://www.eduplace.com>) In this study, it is part of the five (5) macro – skills of English language performance test that deals on the reading ability and skill in comprehending and interpreting a written text of the student – respondents.

Speaking. One of the macro – skills in language which deals in an interactive process of constructing meaning that involves producing and

receiving and processing of information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment and the purpose for speaking (<http://www.area.dge.com>). In this study, this is another part of the five (5) macro – skills of language which deals on the speaking ability of the student – respondents in the use of English language.

Regulatory function A language function that is used to control the behavior of others (Palencia, 2009). In this study, the respondents used the language on convincing his/her classmates to calm down having an argument with a driver because of high fare.

Representational function Halliday (1975) defined it as a language function used to communicate for the information of others. In this study, the respondents used the language for an advocacy campaign on the use of contraceptives.

Speaking. One of the macro – skills of language that deals on the interactive process of constructing meaning that involves producing and receiving and processing of information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment and the purpose for speaking (<http://www.area.dge.com>). In this study, it evaluates the speaking ability of the student – respondents in the use of English language.

Socio-economic status. In this study, it refers to the living conditions and status of the freshmen students enrolled in College of Arts and Sciences, Samar State University for the school year 2014 - 2015.

Students' profile. In this study, it refers to the student-respondents' age, sex, parents' educational background, parents' occupation, socio-economic status, previous college grades in English, secondary school graduated from, and language aptitude (Palencia, 2009).

Teachers. A teacher (also called a schoolteacher) is a person who provides education for pupils (children) and students (adults). The role of teacher is often formal and ongoing, carried out at a school or other place of formal education (Shakeshaft, Charol, 2004). In this study, teacher plays a vital role in enhancing and developing the ESL instruction which the bases will be the input of this study.

Viewing. It is one of the macro – skills of language that deals on understanding visual images and connecting them to accompanying spoken or written words (Roe, et al. 2010). In this study, it tried to evaluate and measure on how the student – respondents interpreted the images for which words stand and connecting visual images in videos with accompanying printed or spoken words.

Writing. It is a medium of communication and one of the macro – skills in language that represents language through the inscription of signs and symbols; the activity or skill of marking coherent words on paper and composing text

(<http://www.oxforddictionaries.com>) In this study, it measured the written skill of the student – respondent on how they expressed their ideas through writing.

Chapter 2

RELATED LITERATURE AND STUDIES

Literature and studies that are related to the study conducted by the researcher were reviewed in this chapter, books, unpublished master/s thesis, dissertations, magazines, internet and other facets of the print media, had undergone perusal and concepts organizing, which contributed in the formulation of the ideas and other information vital to this study.

Related Literature

The need to be proficient in the use of English among non-native speakers has become a global phenomenon (Vizconde, 2006:7). Today, educators are faced with the challenge of addressing the needs of the growing number of students whose primary language is not English (Gibbons, 2003:8). While mastering other skills and content in other subject areas, there is the necessity for these learners to gain proficiency in English.

A well-known way to create meaningful context in teaching – learning process in English language is through using media, which can be delivered 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 can be

integrated into language lessons in a variety of ways by developing activities based on radio programs, television shows, newspapers, and videos.

Language is a cognition that truly makes us human. Whereas other species do communicate with an innate ability to produce a limited number of meaningful vocalizations (or even with partially learned systems, there is no other species known to date that can express infinite ideas (sentences) with a limited set of symbols (speech sounds and words) (Lemetyinen, 2012:48).

Noam Chomsky, the world's most famous linguist to date. Chomsky argued that children will never acquire the tools needed for processing an infinite number of sentences if the language acquisition mechanism was dependent on language input alone. Consequently, he proposed the theory of Universal Grammar: an idea of innate, biological grammatical categories, such as a noun category and a verb category that facilitate the entire language development in children and overall language processing in adults. Universal Grammar is considered to contain all the grammatical information needed to combine these categories, e.g. noun and verb, into phrases. The child's task is just to learn the words of her language (Ambridge, et al. 2005:128).

It is important for teachers and people who work with children to be aware of the role of media and popular culture in young people's lives. It is a challenge to have an open and flexible approach to film, TV and other media products. The real experience of children and teenagers have to be considered as equal in importance to the experiences and ideas of the teacher. The teacher has

to help students to place their experiences in larger perspective (Fjällström, 2010:47). Rucynski (2011:18) integrates television as another media to be used into English as a Second/Foreign Language (ESL/EFL) instruction by demonstrating how a variety of English lessons can be taught. Radio programs are also an excellent source for teaching ideas because “it is well accepted that language is better acquired or learned where the focus is on interesting content, and radio can certainly provide interesting content”. Bedjou (2006) introduces a number of English teaching activities that can be organized around radio programs, specifically special English programs, and points out the significance of radio as an English teaching tool: “Radio can bring authentic content to the classroom, especially in the EFL environment, where it may not be easy to meet and talk with native speakers of English.”

As Cundell (2008: 17) notes, “One of the most powerful ways that video can be integrated into courses is for the visual representation they provide for learners on otherwise abstract concepts.” Media provides an occasion to explore real world issues that develops Media Literacy. As students examine TV commercials, print advertisements, radio spots, etc. and create their own media texts, they develop critical judgment based on how the media represent teenagers. They also use their knowledge of media-related materials (e.g. digital camera, publishing software) and communication codes (e.g. sound, image) to produce media texts illustrating their own reality.

In the last two decades, one of the most influencing developments in language learning is the introduction of digital technology. The introduction of interactive teaching approaches into schools has had an increasing impact on the way teacher teach, and the process students learn (Facer, Sutherland, & Furlong, 2003:50).

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. It is difficult for the teachers to manage this multidimensional environment. It is essential for them to make the students able to use the computer and at the same time deal with other activities such as researching for information from books and magazines, collecting data from observations, gathering information from a videotape, or conducting an experiment. This type of environment is student-centered, very active and requires careful planning and cooperation from the students. The students should be able not only to use computers but also manage the extra resources required by technology as well (Tafari, 2009:18).

Time has come that media and technology be considered as a tool to promote learning. The success of this tool will depend upon students' and

teachers' ability not only to examine and make sense of information they encounter, but also to evaluate this information.

Susikaran, R.S.A. (2006:12) states the four main contents of the 21st century's education brought forward by UNESCO (United Nations Educational, Scientific, and Cultural Organization) are: the new generation should learn how to know; learn how to do; learn how to live together; learn how to be. According to the college English teaching requirement constituted by Ministry of Education, the teaching target of college English is to cultivate the students' comprehensive capabilities to use English, especially the listening comprehension and oral expression ability. At the same time, we should enhance their self-study ability and comprehensive cultural qualities to meet the need of our country's economic development and international exchanges.

In a study conducted by Tafani (2009) entitled "Teaching English through Mass Media", the findings of her study 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; 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; and 3. 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 using various kinds of Media, pair and group work, reconstructing the text based on the above information brought from different Media, engaging students in useful writing and revision activities, etc.

Further, Tafani (2009) emphasizes that Media Education is important because it develops students' creative powers for those images, words and sounds that come to the students from various Media. Thus, creating more active and critical media users, who will always be more demanding in the future. 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.

Another 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. It is found that the 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.

Media Influence is Pervasive and Persuasive. Media today have an enormous impact. They have become so important that it is rarely that we can live without them. Each of these experiences puts us in contact with a medium, or channel of communication. Radio, books, records and tapes, newspapers, magazines, movies, television, on-line media, new media, all these are called mass media, they reach the mind of every learner for a greater opportunity of effective and communicative English language learning (Tafari, 2009:18).

Communicative or language competence is a complex construct comprised of many aspects or facets; it involve speaking, writing, reading and listening in various combinations in different settings or on different occasions (Bean, 1996). However, since viewing skills have become part of the learning process and important means of communication, it was then included as the fifth of the macro skills in English language communication (Ross, 2010).

Reading skill is vital in enhancing communication and language among groups of people. It can be defined as the process of looking at or understanding the meaning of a book by interpreting the characters or symbols of which it is composed (Cobb, 2007). It is important to understand that the skill of reading is a highly interactive in nature. Another macro skill in language is speaking skill which it enables individuals to be able to communicate through the use of verbal codes or words that are understood by both the sender and the recipient

Everson (2009:26) explains that, "listening is vital skill of language in the sense that it enables one to be able to understand what other people are saying or communicating". In order for one to be a good speaker must be a good listener. Listening is important as it leads to effective speaking which also leads to active reading in order to know more about a particular subject and this allows one to write effectively (Littlewood, 1995). Another skill is writing which is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. Writing is the productive skill in the written mode (<http://Englishlanguageskillwriting.com>). Lastly is the viewing skill which is one of the most important skills in communication because it is a way of portraying information in the record, thus, giving more emphasis on the importance of mental faculty that allows a perceiver to give details about a target that is difficult to get to normal senses due to time, distance or shielding (B.D. Roe, E.P. Ross, 2010).

In conclusion, the five macro – skills of language are the key chief in improving everyday life communicative competence. 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.

Related Studies

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 (Marcelletti, et al., 2013:13).

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.

The study of Tabula showed similarity to the present study since both studies are into the exposure of media of the learners and how it affects the learning development of the students. The only point of difference of both studies, the study of Tabula focused on the oral exposition skills of the students while the recent study focused on the four macro skills of language.

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.

The study of Torricer (2009) revealed as significant in the conduct of the present study in terms on the English performance of the student - respondents with the use of different types of media wherein Torricer (2009) also employed the student - respondent's profile such as: sex, fathers' occupation and educational attainment in correlating the English proficiency and performance of the student - respondents.

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. Today, the use of instructional technology is seen inevitable for effective outcomes in foreign language classrooms. Cakır (2006:4) assumed that technology is a part of society, thus, language teachers cannot be far away from using it since they have the prior aim of addressing social needs.

Mayora (2006) stressed that multimedia used in English classes result in motivating, productive and advanced lessons. 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. Teachers with higher skill levels integrated technology in their classes more frequently.

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.

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. The use of instructional technologies is effective when the tutor is able to capture the students' attention in the lesson, motivate the students to want to learn more, and to help students remember what they have learned, and to use the knowledge they have gained.

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.

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).

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.

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.

The findings of this study provided empirically based insights into what sixth graders found engaging and motivating within a new media environment. The findings also shed some light on the relationship on the present study which both studies are into media environment in teaching – learning process and correlating the academic success of the learners.

Additionally, this study is giving also an emphasis on the English language performance of student – respondents.

A study conducted by Zartiga (2006) on "Correlates of English Performance of the Grade Six Pupils in the District of Calbiga" although the study of Zartiga focused on the general performance of the students in the acquisition of English language, she pointed – out the relationship of learner's motivation towards learning English language. The study revealed that the respondents' with motivational intensity performed better in four macro – skills than those with average or moderate and low motivational intensity.

The study of Zartiga was related to the present study since it also focuses on the English language performance and the only point of difference of both studies, the study of Zartiga used the motivational intensity performance in English language class of the student –respondents while the recent study does not employ the motivational intensity since the study is on the media exposure.

In the study of Nuñez (2003) on "The Psychological Factors of Communicative Competence of First Year Education Students of Leyte State University" revealed that the majority of these students generally used organizing and evaluating as their learning and their language learning techniques. Furthermore, the study also showed that language aptitude had a consistent significant relationship with listening, writing, reading and speaking. Language anxiety also showed to predict listening and reading competence.

The study of Nuñez (2003) had a similarity on the current study in terms of the English language performance along the following macro – skills: listening, writing, reading and speaking and both studies have chosen freshmen

students. Further, both studies discussed the communicative competence of the respondents. However, the study of Nuñez (2003) focused on the psychological factors of communicative competence of the first year education students and its language aptitude. Meanwhile, the current study was on the level of media exposure of selected freshmen students of Samar State University. Lastly, Nuñez (2003) mentioned four macro – skills in language while the current study had mentioned the five macro – skills in language.

The above findings, discussions and relevant studies were all put as one to improve and enhance English classroom instruction. In addition to this, this will be also helpful to the Filipino learners especially students of this university in the improvement of their English language performance and proficiency despite of a big challenge in the teaching – learning process in acquiring English language of mostly of the Filipino students.

The different ideas, studies and theories from these concepts and insights would help the researcher in conceptualizing the variables for study.

Chapter 3

METHODOLOGY

This chapter discusses the methodology employed by the researcher in this study. Among the items that are discussed in detail are research design, instrumentation and its validation, sampling procedure, data gathering procedure and the statistical treatment of data.

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.

Correlation analysis was used to assess the relationship among media language preference and level of media exposure and the respondents' English language performance and respondents' profile variates.

The following questionnaires and tests were used in gathering the necessary data: 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. The Socio – Economic and Socio –

Demographic questionnaires were adapted from previous researches and for the Level of Media Exposure and Media Language Preference questionnaires and as well as the English Language Performance Tests in Reading, Writing, Listening and Viewing test and were subjected to re-validation at Northwest Samar State University, Calbayog City, Samar to come – up with a reliable and valid instruments.

Frequency and percentage distribution, mean and standard deviation, Posteriori test, Fisher's t test for independent samples were used in the statistical treatment of data.

Instrumentation

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). The following were used as indicators of socio-economic status: dependency burden, educational attainment, occupation of the head of the family, monthly income and health condition.

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 types of media namely: Print Media; audio – media and audio – visual Media. For each type of media, there are different forms of media indicated wherein the respondent chose his/her language/dialect used in using media. This instrument was a researcher – made questionnaire. 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. This instrument was a researcher – made questionnaire.

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. The test and rating descriptions were adopted from The CanTEST, Language Testing Services, Official Languages and Bilingualism Institute, University of Ottawa.

Writing skill test determined the writing skill and proficiency of the respondent. The respondent was assessed on the ability to express, organize and support opinions and ideas. The written output of the student - respondent was evaluated on the basis of the following criteria: 1. Focus 2. Support/Elaboration 3. Organization and 4. Grammar and Conventions. The writing test and rating descriptions were adopted from ICTS Basic Skills Diagnostic Practice Test. The

test was consisted of 30 items. Meanwhile 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. The test and criteria descriptions were adopted from The CanTEST, Language Testing Services, Official Languages and Bilingualism Institute, University of Ottawa. While for the speaking test, this instrument determined the speaking skills of the respondents that includes the seven language functions of Halliday. This instrument was adopted from Palencia (2008: 53). It consisted of seven questions each corresponding to the seven language functions. Each respondent 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. The video was adopted from <http://learnenglish247.net/>. The test was a researcher – made instrument.

Validation of the Instrument

The researcher submitted the questionnaire for profiling and Level of Media Exposure, questionnaire for Media Language Preference and the English Language Performance Test for an expert validation. The comments and suggestions were considered in the revision of the instruments.

The researcher conducted a pilot testing on questionnaire for level of media exposure, media language preference and the English Language Performance Test on Reading, Writing, Listening, Speaking and Viewing to fifteen (15) BSIT and another fifteen (15) BSIS freshmen students from College of Management of Information Technology, Northwest Samar State University, Calbayog City, Samar on January 7, 2015 following a test-retest procedure using an interval of five days.

The results of these two pilot testing sessions were correlated using the Pearson Product Moment Correlation Coefficient for the questionnaire. The computed r was used to compare against Ebel's Table of Reliability.

The testing yielded the following results for reliability. Level of Media Exposure questionnaire with $r_{xx} = 0.81$; Media Language Preference with $r_{xx} = 0.80$; reading test with $r_{xx} = 0.82$; speaking test with $r_{xx} = 0.84$; writing test with $r_{xx} = 0.82$; listening test with $r_{xx} = 0.80$ and viewing test with $r_{xx} = 0.81$.

The test results proved that the questionnaires on level of media exposure and media language preference and English language performance tests: reading, speaking, listening, writing and viewing were valid and reliable.

Sampling Procedure

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 the 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.

Data Gathering Procedure

A communication was sent to the University President to conduct the study to the SSU freshmen students who served as the respondents of the study. The approval was used by the researcher to seek permission from the Dean of the College of Arts and Sciences to start orientation and fielding of questionnaires.

This was done personally by the researcher to ensure proper accomplishment of the questionnaire and to attain 100 percent retrieval

Upon approval of the different communications in the conduct of data gathering procedures, the researcher proceeded for the administration of the questionnaires. The researcher, being the English teacher of the respondents facilitated the making of test schedules for accurate data gathering. For the English Language Performance Test in reading, writing, listening and viewing, the researcher administered the tests.

Reading and writing tests were conducted in three separate sessions on January 19, 20 and 23, 2015 (Monday, Wednesday and Friday) which started at 8:00 - 11:00 in the morning while the listening and viewing were conducted on January 20, 22, and 26, 2015 (Tuesday, Thursday and Monday) in three separate sessions at 8:00 – 11:00 in the morning.

For the speaking test, the researcher served as one of the raters, and she invited two English teachers from this University to serve as raters. The Speaking test was conducted in three separate sessions. All the test sessions were held in the afternoon at 5:00 – 7:00 in the evening. The first oral test session was conducted on January 21, 2015 with 10 respondents tested. The second was scheduled on January 22, 2015 with 15 respondents tested. And the third session was scheduled on January 23, 2015 with 15 students tested respectively.

The tabulation and analysis of data followed after the administration of the tests and questionnaires. Then, the researcher sought the help of a statistician

for tallying and statistical processing using the Statistical Packages for Social Sciences (SPSS).

Statistical Treatment of Data

The following are the statistical tools used in the treatment of data.

Frequency count. This 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.

Stated below are the descriptions and performance indicator for reading test

| Score | Description | Performance Indicator |
|---------|--------------------------------|---|
| 21 – 25 | Advanced Proficiency | Able to read fluently and accurately all styles and forms of the language in any subject as well as those pertinent to professional needs. |
| 16 – 20 | Upper Intermediate Proficiency | Can follow unpredictable turns of thought readily in editorial, conjectural, and literary texts, as well as in materials in own special field, including official documents and correspondence. |

| | | |
|---------|--------------------------------|---|
| 11 – 15 | Intermediate Proficiency | Able to read within a normal range of speed and with almost complete comprehension a variety of authentic texts on unfamiliar subjects. |
| 6 – 10 | Lower Intermediate Proficiency | Able to read simple and straightforward factual Proficiency texts written for the general reader that are presented in a predictable sequence and contain high frequency sentence patterns. |
| 0 – 5 | Elementary Proficiency | Able to read very simple descriptions of places, things and public events such as those simplified for tourists. |

For the writing test, below are the descriptions and performance indicator.

| Score | Description | Performance Indicator |
|---------|--------------------------------|--|
| 25 – 30 | Advanced Proficiency | Writing proficiency is functionally equivalent to that of a highly articulate educated native. There are no non native errors of structure, spelling, syntax or vocabulary. Writing is both clear, explicit, informative, and imaginative. |
| 19 – 24 | Upper Intermediate Proficiency | Able to write the language precisely and proficiency accurately in a variety of prose pertinent to social issues and professional needs. Errors of |

| | | |
|---------|--------------------------------|--|
| | | grammar, syntax, punctuation and vocabulary are rare. Writing is consistently and explicitly organized with appropriate connectors and discourse devices. |
| 13 – 18 | Intermediate Proficiency | Able to use the language effectively in most formal and informal written exchanges on practical, social, and professional topics. |
| 7 – 12 | Lower Intermediate Proficiency | Able to write routine social correspondence and prepare documentary materials required for most limited work requirements. Can write simply about a limited number of current events or daily situations. |
| 0 – 6 | Elementary Proficiency | Able to meet limited practical needs. Writes in simple sentences with errors in spelling, grammar, and punctuation. Writing tends to be a loose collection of sentences or sentence fragments without much organization. |

For listening test, presented below are the levels and performance indicator:

| Score | Description | Performance Indicator |
|---------|----------------------|---|
| 21 – 25 | Advanced Proficiency | At this level, listeners are able to understand speech in a standard dialect on a wide range of |

| | | |
|---------|--------------------------------|--|
| | | familiar and less familiar topics. Comprehension is no longer limited to the listener's familiarity with subject matter. |
| 16 – 20 | Upper intermediate Proficiency | Listeners can understand the main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions. |
| 11 – 15 | Intermediate Proficiency | At the Intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. |
| 6– 10 | Lower intermediate Proficiency | At this level, listeners can understand only limited key words and expressions that are predictable, such as those found in introductions and basic courtesies. |
| 0 – 5 | Elementary Proficiency | Listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing and/ or a slowed rate of speech for comprehension. |

The Oral Production Test's Scoring and Interpretation are presented on the table below. It consists of the performance indicators, the description and its equivalent scoring.

Interpretation Scheme

| <u>Score</u> | <u>Description</u> | <u>Performance Indicator</u> |
|--------------|--------------------|---|
| 4.51 – 5.00 | Highly Proficient | Very adequate vocabulary, Very precise expression, Smooth and effortless speech |
| 3.51 – 4.50 | Proficient | Adequate vocabulary, Somewhat precise expression, Somewhat smooth and effortless speech |
| 2.51 – 3.50 | Fairly Proficient | Moderately adequate vocabulary, Somewhat precise expression, Somewhat smooth and effortless speech |
| 1.51 – 2.50 | Modest | Inadequate vocabulary, Vague expression hesitant speech |

For the viewing skill, presented below are the description and performance indicator.

| Score | Description | Performance Indicator |
|---------|--------------------------------|--|
| 21 – 25 | Advanced Proficiency | Determine accurately the images that are explicitly used to influence point of view. Both basic and complex grammatical structures and sentence patterns are consistently well controlled. Vocabulary range and accuracy are sufficient to communicate effectively on a wide variety of familiar and unfamiliar topics from the viewed material. |
| 16 – 20 | Upper Intermediate Proficiency | Viewing comprehension is accurate on common, concrete, and work-related topics and mostly accurate when the viewer is confronted with a linguistic or situational complication or an unexpected turn of events. Able to comprehend a range of speech varieties (dialect and/or accent) or registers. |
| 11 – 15 | Intermediate Proficiency | Viewing comprehension is mostly accurate on common, concrete, and work-related topics when the accent or variety used is sufficiently intelligible for an |

| | | |
|--------|--------------------------------|---|
| | | international community of users. |
| 6 – 10 | Lower Intermediate Proficiency | Viewing comprehension is often accurate on common, concrete, and work related topics. May fail to understand a linguistic or situational turn of events. |
| 0 – 5 | Elementary Proficiency | Viewing comprehension is limited to isolated, memorized phrases when they are carefully and slowly articulated. Basic grammatical structures and sentence patterns associated with predictable situations are not always well controlled. |

Mean This was used to find the average age, socio-economic status, first semester grade in English and English Language Performance Tests.

Standard deviation This was used in the analysis of the respondents' profile in terms of sex, age and socio-economic status.

Percentage These were used 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 This 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.

Dependency burden ratio. It was measured using the following indicators: dependency burden, educational attainment of parents, occupation of parents, monthly family income and health conditions.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter capitalizes the findings, analyses and the interpretation of results, thereby answering the specific questions and proving and disproving the hypotheses presented in Chapter 1.

Profile of the Student-Respondents

Table 1 presents the respondents' profile as to their age, sex, parents' educational background, parents' occupation, socio-economic status, previous college grade in English, secondary school graduated from and language/dialect used at home.

Age. As gleaned in Table 1, their age distribution ranged from 16 years old to 26 years old. The highest number of respondents were 17 years old with 17 students or 42.50 percent. On the other hand, the lowest frequency one of the students or 2.50 percent was 22 years old and 26 years old.

In general, the typical age of the freshmen student – respondents were 18 years old with the standard deviation of 2.03 years.

Sex. From the same table, it can be gleaned that there were 10 males or 25.00 percent and 30 females or 75 percent.

In general, there were great numbers of females than the males.

Table 1
Age and Sex of the Student-Respondents

| Age | Sex | | | | Total | Percent |
|----------------|-------------------|---------------|-------------------|---------------|---------------|---------------|
| | Male | | Female | | | |
| | f | Percent | F | Percent | | |
| 26 | 0 | 0.00 | 1 | 3.33 | 1 | 2.50 |
| 22 | 1 | 10.00 | 0 | 0.00 | 1 | 2.50 |
| 21 | 1 | 10.00 | 1 | 3.33 | 2 | 5.00 |
| 20 | 0 | 0.00 | 2 | 6.67 | 2 | 5.00 |
| 19 | 0 | 0.00 | 5 | 16.67 | 5 | 12.50 |
| 18 | 3 | 30.00 | 3 | 10.00 | 6 | 15.00 |
| 17 | 5 | 50.00 | 12 | 40.00 | 17 | 42.50 |
| 16 | 0 | 0.00 | 6 | 20.00 | 6 | 15.00 |
| Total | 10 | 100.00 | 30 | 100.00 | 40 | 100.00 |
| Percent | 25.00 | - | 75.00 | | 100.00 | - |
| Mean | 18.22 | | 17.93 | | 18.00 | |
| | years | - | years | - | years | - |
| SD | 1.92 years | - | 2.09 years | - | 2.03 | - |
| | | | | | years | - |

Parents' educational background. Table 2 presents that among the respondent's fathers, 9 or 22.50 percent obtained some years in elementary level, while there were 8 or 20 percent were elementary graduate, 8 or 20.00 percent obtained some years in high schools and the rest were high school graduate, college level and college graduate.

Therefore, majority of the student - respondents' parents' educational background were elementary levels and high school graduate. Moreover, the educational background of the respondents' parents plays a significant role in the development of the respondents' language learning.

Table 2

Parents' Educational Background of the Student-Respondents

| Educational Background | Parents | | | |
|------------------------|-----------|---------------|-----------|---------------|
| | Father | | Mother | |
| | F | Percent | f | Percent |
| College Graduate | 6 | 15.00 | 7 | 17.50 |
| College Level | 6 | 15.00 | 7 | 17.50 |
| High School Graduate | 3 | 7.50 | 8 | 20.00 |
| High School Level | 8 | 20.00 | 5 | 12.50 |
| Elementary Graduate | 8 | 20.00 | 7 | 17.50 |
| Elementary Level | 9 | 22.50 | 6 | 15.00 |
| Total | 40 | 100.00 | 40 | 100.00 |

Parent's Occupation Table 3 presents that there were 22 or 55.00 percent of the respondents' fathers occupation were farmers and 4 or 10.00 percent were businessmen, while there were 29 or 72.50 percent of the respondents' mothers were plain housewives and 4 or 10.00 percent were businesswomen.

This implied that majority of the student - respondents' parents occupation were farmers and housewives. From the result, it can be implied that

most of the respondents' fathers were the ones who work for livelihood than their mothers.

Table 3
Parents' Occupation of the Student-Respondents

| Occupation | Parents | | | |
|---------------------------|-----------|---------------|-----------|---------------|
| | Father | | Mother | |
| | F | Percent | f | Percent |
| Vendor | 3 | 7.50 | 1 | 2.50 |
| Teacher | 1 | 2.50 | 2 | 5.00 |
| Pastor | 1 | 2.50 | 1 | 2.50 |
| OFW | 2 | 5.00 | 0 | 0.00 |
| NGO Employee | 1 | 2.50 | 0 | 0.00 |
| Gov't employee | 2 | 5.00 | 1 | 2.50 |
| Farmer | 22 | 55.00 | 2 | 5.00 |
| Businessman/Businesswoman | 4 | 10.00 | 4 | 10.00 |
| Deceased | 4 | 10.00 | 0 | 0.00 |
| Housewife | 0 | 0.00 | 29 | 72.50 |
| Total | 40 | 100.00 | 40 | 100.00 |

Socio - economic Status. Table 4 illustrates that there were 29 or 72.5 percent of the respondents' recorded to have below 6,500.00 average family monthly income while there were 8 or 20.00 percent obtained 6,500.00 – 19,999.00 and lastly, there were 3 or 7.5 percent obtained 20,000.00 and above monthly income.

Therefore, majority of the respondents' family income was below 6,500.00. This implied that majority of the respondents' fathers were farmers and mothers

were plain housewives. Through this, respondents' fathers received the monthly income worth below 6,500.00.

Table 4

Socio-Economic Status of the Student-Respondents

| Average Family Monthly Income (in Php) | F | Percent |
|---|---------------------|----------------|
| Below 6,500.00 | 29 | 72.5 |
| 6, 500.00 – 19,999.00 | 8 | 20.00 |
| 20,000.00 | 3 | 7.5 |
| Total | 40 | 100.00 |
| Mean | Php 5,975.00 | - |
| SD | Php 6,001.01 | - |

First semester grade in English As gleaned in Table 5, it depicted that only 3 or 7.50 percent of the student – respondents' obtained the highest previous English grade of 1.2. Out of 40 respondents, 9 of them or 22.50 percent obtained the grade of 2.0. The lowest previous English grade was 3.0 which obtained by 1 respondent.

The mean of the respondents' previous college grade in English is 2.0 with a standard deviation of 0.4. With this result, majority of the respondents showed an average performance in their English classes as revealed by their previous English grades. An average performance implied that the student – respondents

able to perform the different skills to achieved the criteria in passing their English classes.

Table 5
First Semester Grade of the Student-Respondents

| Grade | f | Percent |
|--------------|------------|----------------|
| 1.2 | 3 | 7.50 |
| 1.4 | 3 | 7.50 |
| 1.5 | 1 | 2.50 |
| 1.6 | 1 | 2.50 |
| 1.8 | 2 | 5.00 |
| 1.9 | 3 | 7.50 |
| 2.0 | 9 | 22.50 |
| 2.1 | 4 | 10.00 |
| 2.2 | 6 | 15.00 |
| 2.3 | 3 | 7.50 |
| 2.4 | 2 | 5.00 |
| 2.5 | 1 | 2.50 |
| 2.6 | 1 | 2.50 |
| 3.0 | 1 | 2.50 |
| Total | 40 | 100.00 |
| Mean | 2.0 | - |
| SD | 0.4 | - |

Secondary school graduated from. Table 6 shows that there were 34 or 85.00 percent of the respondents graduated secondary level in Public schools (DepEd); there were 3 or 7.50 percent in public (state college/university); 2 or 5.00 percent graduated in private (Non – sectarian) and lastly, 1 or 2.50 percent graduated in private (Sectarian).

These data denoted that majority of the respondents were graduates of public high schools.

Table 6

Student-Respondents' School Graduated From

| School | F | Percent |
|-----------------------------------|-----------|----------------|
| Private (Sectarian) | 1 | 2.50 |
| PRIVATE (Non-Sectarian) | 2 | 5.00 |
| Public (State College/University) | 3 | 7.50 |
| Public (DepEd) | 34 | 85.00 |
| Total | 40 | 100.00 |

Dialects/languages used at home. As Table 7 discloses, there were 29 or 72.50 percent of the student – respondents who were using waray – waray dialect at home and only 1 or 2.50 percent who used waray – waray and English at home.

Therefore, based from the data, majority of the student – respondents used waray – waray as their dialect used at home. This would imply that mostly of the respondents and the respondents' family members used waray – waray dialect as their means of communication.

Table 7

Student-Respondents' Dialects/Languages Used at Home

| School | f | Percent |
|-----------------------------|-----------|----------------|
| Waray-waray/Tagalog | 5 | 12.50 |
| Waray-Waray/English | 1 | 2.50 |
| Waray-Waray | 29 | 72.50 |
| English/Waray-Waray/Tagalog | 2 | 5.00 |
| Cebuano/Waray-Waray/Tagalog | 3 | 7.50 |
| Total | 40 | 100.00 |

**Level of English and Non – English Media Exposure
of the Student – Respondents According
to the Types of Media**

This section presents the level of English and Non- English Media Exposure of the student – respondents according to the different types of media: print, audio and audio – visual media.

Print. As gleaned in Table 8, it was revealed that the level of the student – respondents in terms of their media exposure using English language was “Frequently” which means “Moderately High” with the grand total of 60.46 and grand mean of 3.56. On the other hand, the level of media exposure in terms of non – English language was “Never” means “Very Low” with grand total of 35.64 with grand mean of 2.10. Further, with the combined mean, the grand total was 48.05 and grand mean with 2.83 and indicated the level as “Sometimes” which means “High”.

Therefore, majority of the student – respondents used English language in the utilization of print media compared to those who used non – English language. In addition to this, the respondents would choose print media written in English considering that mostly of the print materials specifically books used in school were written in English and so it revealed that the level of the respondents in terms of print media exposure in English was “High” and the respondents were exposed to read English language.

This result affirmed the study of Dofradoiter, et. al., (2010) whose 91.8% of the interviewed respondents claimed to read books in English whether for study or for pleasure purposes rather than their first language.

Table 8

**Level of English and Non-English Media Exposure of the
Student-Respondents According to Print Media**

| Indicator | Respondents | | | | Combined Mean/Inter- -pretation | |
|----------------------------------|-------------|---|-------------|-----|---------------------------------------|---|
| | Student | | Student | | | |
| | English | | Non-English | | | |
| 1. Entertainment Magazine | 3.04 | S | 3.55 | F | 3.30 | S |
| 2. Educational Magazine | 3.50 | S | 2.91 | S | 3.21 | S |
| 3. Teen Magazine | 3.00 | S | 2.55 | S | 2.78 | S |
| 4. Fashion Magazine | 2.72 | S | 3.22 | S | 2.97 | S |
| 5. Celebrrty Magazine | 3.33 | S | 1.29 | N | 2.31 | S |
| 6. Health & Lifestyle Magazine | 3.72 | F | 1.64 | N | 2.68 | S |
| 7. Newspaper/Tabloid | 3.79 | F | 2.27 | Sel | 3.03 | S |
| 8. Educational Research/Journals | 3.63 | F | 1.80 | Sel | 2.72 | S |
| 9. Dictionary | 4.08 | S | 1.50 | N | 2.79 | S |
| 10. Educational Books | 4.00 | S | 1.80 | Sel | 2.90 | S |
| 11. Entertainment Books | 3.79 | F | 2.45 | Sel | 3.12 | S |
| 12. Novels | 3.54 | F | 1.33 | N | 2.44 | S |
| 13. Pamphlets/Leaflets | 3.23 | S | 1.20 | N | 2.22 | S |
| 14. Advertisement Ads/Posts | 3.58 | F | 2.17 | Sel | 2.88 | S |
| 15. Comic Strips | 3.79 | F | 1.83 | Sel | 2.81 | S |
| 16. Product Catalogue | 3.72 | F | 2.00 | S | 2.86 | S |
| 17. Personal Journal/Diary Entry | 4.00 | F | 2.13 | S | 3.07 | S |
| Grand Total | 60.46 | - | 35.64 | - | 48.05 | - |
| Grand Mean | 3.56 | F | 2.10 | N | 2.83 | S |

Legend: 4.51 - 5.00 Always (A)/Very High

3.51 - 4.50 Frequently (F)/Moderately High

2.51 - 3.50 Sometimes (S)/High (H)

1.51 - 2.50 Seldom (S)/Low

1.00 - 1.50 Never (N)/Very Low

Audio. Table 9 discloses the level of English media exposure of the student – respondents along audio media which denoted as “Always” which means “Very High” with the grand total of 22.55 and grand mean of 4.51. In contrast, for the level of non – English media exposure of the student – respondents along audio media was resulted as “Seldom” that means “Low” with the grand total of 12.02 and with the grand mean of 2.40. And for the combined mean was 3.46 and the level of English and non – English media exposure resulted to “Sometimes” means “High”. Thus, the respondents would listen to different radio programs and music using English 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’.

Table 9

**Level of English and Non-English Media Exposure of the
Student-Respondents According to Audio Media**

| Indicator | Respondents | | | | Combined Mean/Inter- pretation | |
|--|-------------|---|-------------|-----|--------------------------------------|---|
| | Student | | Student | | | |
| | English | | Non-English | | | |
| 1. Radio News Program | 4.46 | A | 2.37 | Sel | 3.42 | S |
| 2. Radio Music Program | 4.46 | A | 2.31 | Sel | 3.39 | S |
| 3. Radio Drama Program | 4.77 | A | 2.52 | S | 3.65 | S |
| 4. Radio Advertisement | 4.00 | F | 2.15 | Sel | 3.08 | S |
| 5. Ipod/Mp3/Mobile phone music player | 4.86 | A | 2.67 | S | 3.77 | S |
| Grand Total | 22.55 | - | 12.02 | - | 17.29 | - |
| Grand Mean | 4.51 | A | 2.40 | S | 3.46 | S |

Legend: 4.51 - 5.00 Always (A)/Very High

3.51 - 4.50 Frequently (F)/Moderately High (MH)

2.51 - 3.50 Sometimes (S)/High (H)

1.51 - 2.50 Seldom (S)/Low

1.00 - 1.50 Never (N)/Very Low

Audio – visual. Table 10 shows that the level of English media exposure of the student – respondents along audio – visual media found out to be “Always” which means “Very High” with the grand total of 63.86 and with the grand mean of 4.26. On the contrary, the level of non – English media exposure of the student – respondents along audio – visual media indicated as “Seldom” which means “Low” with the grand total of 31.56 and grand mean of 2.10. The

combined grand mean was 3.18 as indicated the level of both English and non – English media exposure as “Sometimes” which means “High”.

It was revealed that the level of media exposure using English language in terms of audio – visual media was significantly high. This is a strong implication that majority of the respondents were exposed in watching different TV programs using English language rather than watching TV programs in local dialect/language.

This 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 students 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.

Table 10

**Level of English and Non-English Media Exposure of the
Student-Respondents According to Audio-Visual**

| Indicator | Respondents | | | | Combin ed Mean/I nter- pretatio n | |
|-----------------------------------|-------------|-----------------|---------|---------|--|---|
| | Student | | Student | | | |
| | English | Non- English | | | | |
| 1. TV News Program | 5.00 | A | 3.04 | S | 4.02 | F |
| 2. TV Entertainment Program | 4.71 | A | 2.50 | Sel | 3.61 | F |
| 3. Weather News casting | 4.86 | A | 2.74 | S | 3.80 | F |
| 4. Favorite morning/noontime show | 4.55 | A | 2.45 | Sel | 3.50 | S |
| 5. Educational TV Program | 3.79 | F | 2.09 | Sel | 2.94 | S |
| 6. Teen Fashion TV Program | 4.00 | F | 1.80 | Sel | 2.90 | S |
| 7. Health & Life style TV Program | 3.93 | F | 2.08 | Sel | 3.01 | S |
| 8. Cartoon/Anime show | 4.24 | F | 1.64 | Sel | 2.94 | S |
| 9. TV Drama/Soap Opera | 4.65 | A | 2.40 | Sel | 3.53 | F |
| 10. Music video | 4.33 | F | 2.20 | Sel | 3.27 | S |
| 11. Favorite movie | 4.36 | F | 2.14 | Sel | 3.25 | S |
| 12. Video online game | 3.74 | F | 1.00 | N | 2.37 | S |
| 13. TV advertisements | 4.08 | F | 1.60 | Sel | 2.84 | S |
| 14. Musical TV shows | 3.81 | F | 2.00 | Sel | 2.91 | S |
| 15. Animal/science TV programs | 3.81 | F | 1.88 | Sel | 2.85 | S |
| Grand Total | 63.86 | - | 31.56 | - | 47.71 | - |
| Grand Mean | 4.26 | A | 2.10 | Se l | 3.18 | S |

Legend: 4.51 - 5.00 Always
(A)/VeryHigh

3.51 - 4.50 Frequently (F)/Moderately High

2.51 - 3.50 Sometimes (S)/High (H)

1.51 - 2.50 Seldom (S)/Low

1.00 - 1.50 Never (N)/Very Low

**Level of English Language Performance of the
Student – Respondents Along the
Five – Macro Skills**

Tables 11 – 15 present the level of English language performance of the student - respondents along the five – macro skills which are writing, listening, speaking, reading and viewing using English language performance tests.

Writing skill. Table 11 discloses that there were only two or 5.00 percent of the respondents obtained the level of “Advanced”; 17 or 42.50 percent belong to “Upper Intermediate”; 13 or 32.50 percent were “Intermediate”; eight or 20.00 percent fell into “Lower Intermediate” and there was none interpreted as “Elementary level”. The total grand mean was 17.53 and with the standard deviation of 8.31 which resulted 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.

Table 11

**Student-Respondents' English Language Performance
Along Writing Skill**

| Score Range | Description | f | Percent |
|--------------|--------------------|---------------------|---------------|
| 25-30 | Advanced | 2 | 5.00 |
| 19-24 | Upper Intermediate | 17 | 42.50 |
| 13-18 | Intermediate | 13 | 32.50 |
| 7-12 | Lower Intermediate | 8 | 20.00 |
| 0-6 | Elementary Level | 0 | 0.00 |
| Total | - | 40 | 100.00 |
| Mean | 17.53 | Intermediate | |
| SD | 8.31 | - | |

Listening skill. As depicted in Table 12, there were 15 or 37.50 percents of the respondents were both in "Upper Intermediate" level; 7 or 17.50 percent of the respondents were "Lower Intermediate" level and the lowest frequency was 3 or 7.50 percent of the respondents identified as "Elementary" level in terms of their listening skill. Based from the computed mean which was 10.48 with standard deviation of 3.48, 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.

Table 12
Student-Respondents' English Language Performance
Along Listening Skill

| Score Range | Description | f | Percent |
|--------------------|--------------------|---------------------|----------------|
| 21-25 | Advanced | 0 | 0.00 |
| 16-20 | Upper Intermediate | 15 | 37.50 |
| 11-15 | Intermediate | 15 | 37.50 |
| 6-10 | Lower Intermediate | 7 | 17.50 |
| 0-5 | Elementary Level | 3 | 7.50 |
| Total | - | 40 | 100.00 |
| Mean | 10.48 | Intermediate | |
| SD | 3.48 | - | |

Speaking skill. As gleaned in Table 13, for the 7 language functions for the speaking test, there were 20 or 50.00 percent of the student – respondents posted as “Fairly Proficient” in terms of instrumental function while there was only 1 or 2.50 percent posted as “Poor”. Meanwhile for function 1, the mean was 3.10 and standard deviation with 0.92 and obtained as “Fairly Proficient”.

For regulatory function, there were 17 or 42.50 percent of the respondents indicated as “Modest” and the lowest frequency was 2 or 5.00 percent identified as “Poor”. The mean for language function 2 was 2.82 with the standard deviation of 0.95 and interpreted as “Fairly Proficient”.

For interactional function, the highest frequency was 14 or 35.00 percent of the respondents were “Modest” while the lowest frequency was 2 or 5.00 percent

were "Poor". The mean for function 3 was 2.68 with the standard deviation of 1.00 and interpreted as "Fairly Proficient".

Personal function revealed that the highest frequency was 14 or 35.00 percent of the respondents were "Modest" and there were 4 or 10.00 percent were "Poor". The mean was 2.74 with the standard deviation of 1.09 and interpreted as "Fairly Proficient".

For heuristic function, there were 15 or 37.50 percent of the respondents were "Modest" and there were 3 or 7.50 percent of the respondents belonged to "Highly Proficient". The mean for function 5 was 2.72 with the standard deviation of 1.06 which interpreted as "Fairly Proficient".

Imaginative function revealed to have the highest frequency of 19 or 47.50 percent of the respondents who belonged to "Fairly Proficient" and the lowest frequency was 4 or 10.00 percent which revealed to be "Poor". The mean for function 6 was 2.55 with the standard deviation of 1.07 and interpreted as "Fairly Proficient".

And lastly for representational function, there were 18 or 45.00 percent of the respondents belonged to "Modest" while the lowest frequency was 2 or 5.00 percent of the respondents were "Highly Proficient". The mean for representational function was 2.43 with the standard deviation of 1.03 and which interpreted as "Fairly Proficient". Among the seven oral functions of language, majority of the respondents were instrumental which means the language

function was used to satisfy personal needs and to get things done by the respondents.

The general level of the student – respondents in terms of speaking skill along the seven oral functions of language was fairly proficient. 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 13

**Student-Respondents' Level of English Language
Performance Along Speaking Skill**

| Score Range | Oral Function/Speaking | | | | | | | | | | | | | |
|------------------|------------------------|--------|------------|--------|---------------|-------|----------|--------|-----------|-------|-------------|-------|------------------|-------|
| | Instrumental | | Regulatory | | Interactional | | Personal | | Heuristic | | Imaginative | | Representational | |
| | f | % | f | % | F | % | F | % | f | % | F | % | F | % |
| 4.51 - 5.00 | 5 | 12.50 | 8 | 20.00 | 9 | 22.50 | 5 | 12.50 | 3 | 7.50 | 3 | 7.50 | 2 | 5.00 |
| 3.51 - 4.50 | 6 | 15.00 | 3 | 7.50 | 4 | 10.00 | 5 | 12.50 | 7 | 17.50 | 6 | 15.00 | 5 | 12.50 |
| 2.51 - 3.50 | 20 | 50.00 | 10 | 25.00 | 11 | 27.50 | 12 | 30.00 | 11 | 27.50 | 8 | 20.00 | 8 | 20.00 |
| 1.50 - 2.50 | 8 | 20.00 | 17 | 42.50 | 14 | 35.00 | 14 | 35.00 | 15 | 37.50 | 19 | 47.50 | 18 | 45.00 |
| less than 1.5 | 1 | 2.50 | 2 | 5.00 | 2 | 5.00 | 4 | 10.00 | 4 | 10.00 | 4 | 10.00 | 7 | 17.50 |
| Total | 40 | 100.00 | 40 | 100.00 | 40 | 100 | 40 | 100.00 | 40 | 100 | 40 | 100 | 40 | 100 |
| Mean | 3.10 | - | 2.82 | - | 2.68 | - | 2.74 | - | 2.72 | - | 2.55 | - | 2.43 | - |
| SD | 0.92 | - | 0.95 | - | 1.00 | - | 1.09 | - | 1.06 | - | 1.07 | - | 1.03 | - |

Legend: 4.51 – 5.00 Level 5 (Highly Proficient)
 3.51 – 4.50 Level 4 (Proficient)
 2.51 – 3.50 Level 3 (Fairly Proficient)
 1.50 – 2.50 Level 2 (Modest)
 Less than 1.5 Level 1 (Poor)

Reading skill. Table 14 presents the highest frequency was 17 or 42.50 percent of the respondents belonged to "Upper intermediate" while the lowest frequency was 2 or 5.00 percent who were posted as "Advanced" and the rest were indicated as "Intermediate" and "Lower Intermediate".

The mean for the reading skill was 14.65 with the standard deviation of 3.72 which interpreted as "Intermediate". Generally, based from the computed mean majority of the student – respondents were "Intermediate level" in terms of their reading skill. Based from the level indicators adopted from The CanTEST, Language Testing Services, Official Languages and Bilingualism Institute, University of Ottawa, 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

Table 14

**Student-Respondents' English Language Performance
Along Reading Skill**

| Score Range | Description | f | Percent |
|--------------------|--------------------|---------------------|----------------|
| 21-25 | Advanced | 2 | 5.00 |
| 16-20 | Upper Intermediate | 17 | 42.50 |
| 11-15 | Intermediate | 13 | 32.50 |
| 6-10 | Lower Intermediate | 8 | 20.00 |
| 0-5 | Elementary Level | 0 | 0.00 |
| Total | - | 40 | 100.00 |
| Mean | 14.65 | Intermediate | |
| SD | 3.72 | - | |

Viewing skill. As posted in Table 15, there were 28 or 70.00 percent of the respondents obtained “Advanced” level; 11 or 27.50 respondents were posted as “Upper Intermediate” while there was only 1 or 2.50 percent posted as “Intermediate” level.

The computed mean for the viewing skill was 21.05 with the standard deviation of 4.00 which can be interpreted that majority of the student respondents were “Advanced” in terms of their 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.

Table 15

**Student-Respondents' English Language Performance
Along Viewing Skill**

| Score Range | Description | f | Percent |
|--------------------|--------------------|-----------------|----------------|
| 21-25 | Advanced | 28 | 70.00 |
| 16-20 | Upper Intermediate | 11 | 27.50 |
| 11-15 | Intermediate | 1 | 2.50 |
| 6-10 | Lower Intermediate | 0 | 0.00 |
| 0-5 | Elementary Level | 0 | 0.00 |
| Total | - | 40 | 100.00 |
| Mean | 21.05 | Advanced | |
| SD | 4.00 | - | |

**Relationship Between the Respondents' Level of
Media Exposure and Their Language
Performance Along the Five
Macro – Skills**

Table 16 presents the relationship between the respondents' level of media exposure in print, audio, audio-visual and their language performance along the five macro skills: reading, listening, writing, speaking and viewing.

Print. Table 16 presents the relationship between students' level of media exposure in print and their English language performance along the five macro skills which are reading, speaking, listening, writing and viewing.

It can be gleaned in Table 16 that student – respondents' level of media exposure in print was not significantly related to the following English language performance skills: reading, listening, writing and the speaking skill along regulatory, interactional, personal, heuristic and imaginative. This means that the level of students' reading, listening, writing and speaking along regulatory, interactional, personal, heuristic and imaginative functions has not something to do with the level of print media exposure. Therefore, the null hypotheses was accepted stated: "There was no significant relationship between the respondents' level of media exposure in print and their language performance in terms of reading, listening, writing and speaking along regulatory, interactional, personal, heuristic and imaginative functions". To give support on the result which revealed that the level of print media had shown to be not significant in terms of the reading skill of the student - respondents, Frank Smith (1992:1) indicated that methods can never ensure that children learn to read. Children must also learn

from people. In addition, Campbell (1994:41) stated that children can learn about literacy if the significant adults point to and talk about the print in the environment and it is insufficient for the adults just to provide the books but learners should know what to do with the book and what can be expected from it. Furthermore, according to Villamin (1990:5), reading is a subtle and complex process that involves perception, sensation, comprehension, analysis, synthesis and integration on the printed materials. Hence, student's reading fluency and proficiency depends on the integration of different skills, reading readiness, attitude and the way learner perceive the reading materials.

On the same table, students' level of media exposure in print was significantly correlated to viewing and instrumental function among the 7 oral functions in speaking skills. The computed r 's were 0.461 and 0.413, respectively with p - values of 0.004 and 0.010 with 0.05 level of significance. This led to the rejection of the null hypotheses and resulted to "There is significant relationship between the respondents' level of media exposure in print and their language performance in terms in viewing and speaking skill along instrumental function. This implied that students who were highly exposed in print media, tend to have high performance in terms of their viewing skill. On the same manner, students who had low exposure in print media, tend to have low performance in viewing skill. On the other hand, students who had high media exposure in print had high instrumental oral function and those who had low in exposure in print media, had also low in instrumental oral function.

Audio. On the same table, it presented the relationship between the students' level of media exposure in audio and their English language performance along the five macro skills which are reading, speaking, listening, writing and viewing.

It also depicted that the students' level of media exposure in audio was not significantly related on the English language performance along the five macro – skills. The result led to the acceptance of the null hypotheses stated: "There is no significant relationship between the respondents' level of media exposure in audio and their language performance". This denoted that the level of media exposure in audio has not something to do with the English language performance along five macro – skills.

Audio-visual. It can be gleaned also in Table 16 the relationship between respondents' level of media exposure in audio-visual and their language performance along the five macro skills which are reading, listening, writing, viewing and speaking. It revealed that the level of media exposure in audio – visual was not significantly related to the following English language performance skills: reading, listening, writing, viewing and the speaking skill along interactional function.

On the other hand, the level of media exposure in audio – visual was significantly correlated to the speaking skill along instrumental, regulatory, personal, heuristic, imaginative and representational functions.

The result led to the rejection of the null hypothesis and resulted to "There is a significant relationship between the respondents' level of media exposure in audio – visual and their language performance in terms of speaking skill along instrumental, regulatory, personal, heuristic, imaginative and representational functions.

This implied that those students who were exposed in audio – visual media tend to have a high performance in speaking skill on the following oral language functions: instrumental, regulatory, personal, heuristic, imaginative and representational

On the contrary, students who had low level of audio – visual media exposure tend to have a low performance in speaking in terms of: instrumental, regulatory, personal, heuristic, imaginative and representational

Table 16
Relationship Between the Respondents' Level of Media Exposure and Their Language Performance Along the Five Macro-Skills

| Type of Media | | Macro-Skills | | | | | | | | | | |
|------------------|--------------------|--------------|-----------|---------|---------|------------------------|-----------------|--------------------|---------------|----------------|------------------|-----------------------|
| | | Reading | Listening | Writing | Viewing | Oral Function/Speaking | | | | | | |
| | | | | | | Instru- mental | Regu- latory | Interac- tional | Per- sonal | Heuris- tic | Imagi- native | Repre- sentational |
| Print | Pearson r | -0.013 | 0.036 | 0.03 | .461** | .413* | 0.247 | 0.231 | 0.319 | 0.3 | 0.224 | 0.258 |
| | Sig (2- tailed) | 0.936 | 0.829 | 0.86 | 0.004 | 0.01 | 0.134 | 0.164 | 0.051 | 0.068 | 0.177 | 0.117 |
| | N | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 |
| Audio | Pearson r | 0.152 | 0.012 | -0.127 | -0.063 | 0.135 | -0.029 | -0.024 | 0.107 | 0.046 | 0.016 | 0.055 |
| | Sig (2- tailed) | 0.368 | 0.944 | 0.454 | 0.711 | 0.424 | 0.864 | 0.886 | 0.53 | 0.786 | 0.924 | 0.746 |
| | N | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 |
| Audio- Visual | Pearson r | 0.076 | 0.184 | 0.25 | 0.229 | .475** | .380* | 0.308 | .459** | .398* | .403* | .399* |
| | Sig (2- tailed) | 0.653 | 0.275 | 0.135 | 0.174 | 0.003 | 0.02 | 0.064 | 0.004 | 0.015 | 0.013 | 0.014 |
| | N | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 |

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

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

Relationship Between the Respondents' Language Performance and Their Profile Variates

Table 17 presents the relationship between the student – respondents' language performance along the five macro - skills and their profile namely: age, sex, parent's occupation and educational background, average family monthly income, previous English grade, secondary school graduate and dialects/languages used at home.

Age. As shown in table 17, the respondents' English language performance and their ages proved to have no significant relationship. As gleaned on the same table, none from the English language performance resulted a higher computed t-value than the critical t-value of 1.96 at 0.05 level of significance.

The result showed that computed r values were lesser than P values. Thus, it implied that "there is no significant relationship between the respondents' language performance along the five macro - skills to their corresponding ages". This denoted that the English language performance had not something to do with the ages of the respondents.

Sex. As shown in the same table, the respondents' English language performance and their sexes proved to have no significant relationship. As gleaned in the table, none from the English language performance resulted a higher computed t-value than the critical t-value of 1.96 at 0.05 level of significance.

The result showed that computed r values were lesser than P values. Therefore, the hypothesis stated that “there is no significant relationship between the respondents language performance along the five macro - skills to their corresponding ages” was accepted. This further meant that language performance has not something to do with the sex of respondents.

Fathers' Educational Background. On the same table, it presents the relationship of respondents' language performance to the educational background of respondents' fathers. The following were the r values along the five macro- skills of the respondents. For the reading skill, it showed the r value of 0.192; listening skill showed the r value of -0.172 and viewing with r value of 0.007 and corresponding p values of 0.285, 0.104 and 0.29 at 0.05 level of significant.

This led to the acceptance of the null hypotheses. This implied that there was no significant correlation to the educational background of the respondents' fathers to the English language performance along reading, listening and viewing skills. This meant that language performance in reading, listening and viewing skills has not something to do with the educational background of the respondents' fathers.

It can be gleaned also in the same table that writing skill had the r value of 0.354, and for speaking skill, the instrumental function had the r value of .460; regulatory function with r value of .477; interactional function with r value of 0.460; personal function with r value of 0.472; heuristic function with r value of

.468; imaginative function with r value of .456 and for representational function, had the r value of .492.

The result showed that the computed r values were greater than P values; therefore, the null hypothesis was rejected. This also implied that language performance in writing and speaking skills has something to do with the educational background of the respondents' fathers. This would also imply that the educational background of the respondents' fathers plays an important role in the development of the language performance of the students in terms of writing and speaking skills.

Mothers' Educational Background. The result of analyses of data showed the relationship of respondents' language performance to the educational background of the respondents' mothers. For the reading skill, it showed the r value of 0.009; for listening skill, it had the r value of 0.22; writing skill showed the r value of 0.2; while viewing skill, showed to have the r value of 0.02. For the speaking skill, regulatory function had the r value of 0.322; interactional function with the r value of 0.322 and heuristic function with the r value of 0.322. And their corresponding P values of 0.961, 0.21, 0.233, 0.91, 0.064, 0.063, and 0.063 at 0.05 level of significant. The interpretation was not significant.

The result showed that computed r values were lesser than P values; therefore the null hypothesis was accepted. Thus, the hypothesis stated that "there is no significant relationship between the respondents' language performance in reading, listening, writing, viewing and speaking skill in terms of

regulatory, interactional and heuristic functions to the educational attainment of respondents' mothers" was accepted.

Therefore, the language performance in speaking skill in terms of regulatory, interactional and heuristic functions has not something to do with the education of the respondents' mothers.

It also gleaned on the same table that language oral function in instrumental had the r value of .407; personal function with the r value of .420; imaginative function with r value of .346 and personal function with r value of .420.

The result showed that the computed r values were greater than P values. Therefore, the null hypothesis was rejected and this indicated the hypothesis: "There is no significant relationship between the respondents' language performance in viewing and the regulatory, interactional and heuristic functions to the educational background of the respondents' mothers" was rejected. This implied that language performance in language oral functions namely: instrumental, personal, imaginative and representational has something to do with the educational background of the respondents' mothers.

Fathers' Occupation. The result of analyses of data showed the relationship of respondents' language performance to the occupation of the respondents' fathers. For the reading skill, it showed the r value of -0.088; listening skill showed the r value of -0.141; writing skill showed that r value of -0.177; viewing skill had r value of 0.079 and for the speaking skill, instrumental

function with r value of -0.133; regulatory function with r value of -0.203; interactional function with r value of -0.2; personal function with r value of -0.242; heuristic function with r value of -0.15; imaginative function with r value of -0.27 and representational function with r value of -0.213.

The result showed that computed an r value was lesser than P values. Therefore, the null hypothesis is accepted. Thus, the hypothesis stated that "there is no significant relationship between the respondents' language performance along the five macro skills to the occupation of the respondents' fathers" was accepted. This further meant that language performance has not something to do with the occupation of the respondents' fathers.

Mothers' Occupation. The result of analyses of data showed the relationship of respondents' language performance to the occupation of the respondents' mothers

. In reading skill it showed the r value of -0.113; listening skill showed the r value of 0.008; writing skill showed the r value of -0.204; viewing showed the r value of 0.095 and for the speaking skill, regulatory function with r value of -0.223; interactional function with r value of -0.292 and representational function with r value of -0.284.

The result shows that the computed r value was lesser than P values; therefore, the null hypothesis was accepted. Thus, the hypothesis stated that "There is no significant relationship between the respondents' language performance in reading, writing listening, viewing and speaking in regulatory,

interactional and representation functions to the occupation of the respondents' mothers" was accepted. This further meant that language performance has not something to do with the occupation of mother.

For the speaking skill, instrumental function showed the r value of $-.350$; personal function showed the r value of $-.360$ while heuristic function had the r value of $-.383$ and P values of 0.027 , 0.023 , 0.04 , and 0.015 at 0.05 significant levels and hence, the interpretation was significant.

The result showed that the computed r value was greater than P value; therefore, the corresponding null hypothesis was rejected. With this result the hypothesis stated that "There is a significant relationship between the respondents' language performance in speaking skill on the following oral language functions: instrumental, personal, heuristic and imaginative to the occupation of the respondents' mothers".

This implied that the performance in speaking skill on the following oral language functions: instrumental, personal, heuristic and imaginative has something to do with the occupation of the respondents' mothers.

Grade. It can be gleaned also in Table 17 that the relationship between respondents' language performance along the five macro skills which are reading, listening, writing, viewing and speaking to their previous English grade. The following are the r values along the five macro skills of the respondents. For the reading skill it presented to have the r value of $-.356$; listening skill showed the r value of $-.320$; writing skill had the r value of $-.329$;

viewing skill showed the r value of $-.397$ while for the speaking skill, instrumental function showed the r value of $-.536$; regulatory function with r value of $-.526$; interactional function with r value of $-.513$; personal function showed the r value of $-.596$; heuristic function showed the r value of $-.536$; imaginative function showed the r value of $-.499$ and lastly, representational function with the r value of $-.539$.

The result denoted that the computed r values are greater than P values; therefore, the corresponding null hypotheses were rejected. With this result, the hypothesis stated that "There is a significant relationship between the respondents' language performance in reading, listening, and writing, viewing and speaking to their previous English grade" was accepted.

Therefore, the English language performance of the respondents along the five macro skills on reading, listening, writing, viewing and speaking has something to do with the respondent's previous English grade.

School. The result of analyses of data denoted the relationship of respondents' language performance and secondary schools where they graduated. For the reading skill, it showed the r value of -0.14 ; listening skill showed the r value of -0.199 ; writing skill showed the r value of -0.162 ; viewing skill showed the r value of -0.167 and for the speaking skill, instrumental function had the r value of -0.014 ; regulatory function with r value of -0.013 ; interactional function with r value of -0.094 ; personal function with r value of $-$

0.009; heuristic function with r value of -0.026; imaginative function with r value of -0.035 and representational function with r value of -0.001.

The result showed that the computed r value was lesser than P values; therefore, the null hypothesis was accepted. Thus, the hypothesis stated that "there is no significant relationship between the respondents' language performance along the five macro skills to their secondary school graduated" was accepted.

Therefore, the language performance has not something to do with the respondents' secondary school where they graduated.

Dialects/Languages Used at Home. The result of analyses of data showed the relationship of respondents' language performance to their dialect/language used at home. For the reading skill, it showed the r value of 0.223; listening skill showed the r value of -0.032; writing skill had the r value of -0.241; viewing skill had the r value of 0.271 and for the speaking skill, instrumental function showed the r value of -0.081; regulatory function had r value of -0.011; interactional function with r value of -0.04; personal function with r value of -0.026; heuristic function with r value of -0.068; imaginative function with r value of -0.008 and lastly, representational function with the r value of -0.019.

The result shows that computed an r value was lesser than P values; therefore, the null hypothesis was accepted. Thus, the hypothesis stated that "there is no significant relationship between the respondents' language performance along the five macro skills to their dialects/languages used at

home" was accepted. This denoted that language performance has not something to do with their dialect/language. This strongly supports the study of Malone (2012:7) stating that ESL learners do not encounter their second language meaningfully in the communities where they live. ESL learners consider the second language as a foreign language or virtually a foreign language. In those contexts, the ESL learners are not likely to be used at all in real – life interactions in the learners' communities.

Table 17

Relationship Between the Respondents' Language Performance and Their Profile Variables

| Profile Variables | | Macro-Skills | | | | | | | | | |
|-------------------|---------------------|--------------|-----------|---------|---------|---------------------------|-----------------|-------------------|------------------|----------------|-----------------|
| | | Reading | Listening | Writing | Viewing | Oral Function in Speaking | | | | | Ext- rinsic |
| | | | | | | Instru- mental | Regu- latory | Instru- tional | Inter- social | Heu- ristic | Image active |
| Age | Pearson Correlation | 0.225 | 0.051 | 0.015 | -0.109 | -0.185 | -0.142 | -0.084 | -0.141 | -0.144 | -0.138 |
| | Sig. (2-tailed) | 0.18 | 0.766 | 0.932 | 0.519 | 0.274 | 0.403 | 0.62 | 0.405 | 0.395 | 0.414 |
| Sex | Pearson Correlation | 0.197 | -0.172 | -0.188 | 0.007 | -0.104 | -0.051 | -0.067 | -0.154 | -0.046 | -0.099 |
| | Sig. (2-tailed) | 0.234 | 0.288 | 0.245 | 0.964 | 0.323 | 0.755 | 0.679 | 0.344 | 0.776 | 0.542 |
| Educ_fa | Pearson Correlation | 0.192 | 0.288 | .354* | 0.19 | .460** | .477** | .460** | .472** | .468** | .459** |
| | Sig. (2-tailed) | 0.285 | 0.104 | 0.043 | 0.29 | 0.007 | 0.005 | 0.007 | 0.006 | 0.006 | 0.007 |
| Educ_mo | Pearson Correlation | 0.009 | 0.22 | 0.21 | 0.02 | .407** | 0.322 | 0.322 | .420* | 0.322 | .346* |
| | Sig. (2-tailed) | 0.961 | 0.21 | 0.233 | 0.91 | 0.017 | 0.064 | 0.063 | 0.013 | 0.063 | 0.045 |
| Occu_fa | Pearson Correlation | -0.088 | -0.141 | -0.177 | 0.079 | -0.133 | -0.203 | -0.2 | -0.242 | -0.15 | -0.27 |
| | Sig. (2-tailed) | 0.62 | 0.426 | 0.317 | 0.655 | 0.452 | 0.25 | 0.256 | 0.167 | 0.399 | 0.123 |
| Occu_mo | Pearson Correlation | -0.113 | 0.008 | -0.204 | 0.095 | -.350* | -0.223 | -0.292 | -.360* | -.327** | -.383* |
| | Sig. (2-tailed) | 0.488 | 0.961 | 0.207 | 0.562 | 0.027 | 0.166 | 0.068 | 0.023 | 0.04 | 0.015 |
| Income | Pearson Correlation | .350* | 0.285 | -0.284 | -0.188 | -0.117 | -0.163 | -0.2 | -0.052 | -0.195 | -0.228 |
| | Sig. (2-tailed) | 0.027 | 0.074 | 0.076 | 0.246 | 0.473 | 0.313 | 0.217 | 0.752 | 0.228 | 0.157 |
| Grade | Pearson Correlation | -.356* | -.320* | -.329* | -.397** | -.536** | -.526** | -.513** | -.596** | -.539** | -.499** |
| | Sig. (2-tailed) | 0.024 | 0.044 | 0.038 | 0.011 | 0 | 0 | 0.001 | 0 | 0 | 0.001 |
| School | Pearson Correlation | -0.14 | -0.199 | -0.162 | -0.167 | -0.014 | -0.013 | -0.094 | 0.009 | -0.026 | -0.035 |
| | Sig. (2-tailed) | 0.395 | 0.225 | 0.324 | 0.311 | 0.932 | 0.939 | 0.571 | 0.955 | 0.875 | 0.831 |
| Dialect | Pearson Correlation | 0.223 | -0.032 | -0.241 | 0.217 | -0.081 | -0.011 | -0.04 | -0.026 | -0.068 | -0.008 |
| | Sig. (2-tailed) | 0.172 | 0.846 | 0.139 | 0.184 | 0.624 | 0.948 | 0.81 | 0.875 | 0.682 | 0.961 |

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

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

Inputs for an Interactive and Communicative ESL Classroom

Instruction. The study disclosed that the level of media exposure of the selected first year students of Samar State University was “High” and at the same time the level of media exposure using English language revealed to be “Very high” compared to non – English media exposure. Hence, the level of English language performance of majority of the respondents was “intermediate.” Through these interpretations, it can be viewed that an integration of media in English language classroom instruction can give an insight to the language teachers to create and develop teaching methodologies and approaches that will suit to the learning styles of the learners.

Media integration in English language instruction can lead to an interactive and communicative language teaching that puts the focus on the learner. Language teaching is based on a view of language as communication. Through this, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either in oral or in written. It is essential that learners be engaged in different activities in connection to language learning. Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learners’ competence in each.

Along with the aim in an interactive and communicative English as a second language (ESL) classroom instruction, the following major activities could be implemented to aid language learning: first and foremost is shaping an

interactive and communicative curriculum, classroom activities like: role playing, lecture – discussion using different forms of media to provide a meaningful interaction and communication between the teacher and the student, student's oral reporting using technology and media and various classroom presentations.

Primarily, students must also have an equitable access to a broad range of high quality instructional resources in learning English language. These instructional resources must include electronic, digital, and technological resources. They must not only be aligned to standards, they must facilitate students' access to the core curriculum and expand their knowledge of the world. They must provide authentic models of the vast array of academic language uses.

English language use not only intended in classroom instruction but as well as beyond the classroom. Regardless of the variety of interactive and communicative activities in the classroom, learners should use English language in the world beyond. This is the world on which learners will depend for the maintenance and development of their interactive and communicative competence once classes are over. The classroom is but a rehearsal. Language use beyond the classroom in a communicative curriculum begins with discovery of learners' interests and needs and opportunities not only to respond to but, more important, to explore those interests and needs through the use of English language use beyond the classroom itself.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the salient findings, conclusions and recommendations of the study.

Summary of Findings

The following were the salient findings derived from the study.

1. The mean age of the student - respondents was 18 years old with a standard deviation of 2.03 years.
2. Thirty or 75.0 percent of the student - respondents were females while 10 or 25.00 percent were males.
3. A number of 7 or 17.50 percent of the student - respondents' mothers were graduates of baccalaureate degrees and 6 or 15 percent of their fathers were college graduates.
4. Housewives showed the highest number of parents' occupation with 29 or 72.50 percent of the student - respondents' mothers and 22 or 55 percent of the student - respondents' fathers were farmers.
5. For the socio - economic status of the student - respondents', there were 29 or 72.5 percent of the respondents obtained the average family monthly income below P 6,500.00 and there were 3 or 7.5 percent obtained P 20,000.00 and above. Therefore, as the computed average monthly income of the respondents

received below P 6,500.00. This implied that majority of the student – respondents' fathers were farmers and the mothers were plain housewives and through this, respondents' fathers obtained a monthly income of the above mentioned amount.

6. The grand mean of the respondents' previous college grade in English was 2.0 with a standard deviation of 0.4. Based from the analysis, it was found out that the previous English grade of the student – respondents was not significant to the English language performance along the five macro – skills.

7. Majority of the respondents graduated from secondary public schools with 34 or 85.00 percent from public schools (DepEd) while only 1 or 2.50 percent graduated in private school (sectarian). It revealed that the secondary school of the student - respondents showed not to be significant in their English language performance.

8. Majority of the respondents used waray – waray dialect used at home with 29 or 72.50 percent while only 1 or 2.50 percent used waray – waray and English at the same time at home.

9. The level of English media exposure of the respondents along print media was "Frequently" which means "Moderately high" with the grand total of 60.46 with the grand mean of 3.56. On the other hand, the level of non – English media exposure along print media was interpreted as "Never" which means "Very low" with the grand total of 35.64 and grand mean of 2.10.

10. The level of English media exposure of the respondents along audio media was explicated as "Always" which means "Very high" with the grand total of 22.55 and grand mean of 4.51. Meanwhile, for the non - English media exposure, the level was denoted as "Seldom" which means "Low" with the grand total of 12.02 and grand mean of 4.51.

11. The level of English media exposure of the respondents along audio - visual media was denoted as "Always" which means "Very High" with the grand total of 63.86 and grand mean of 4.26 while for the non - English, the level was "Seldom" which means "Low" with the grand total of 31.56 and grand mean of 2.10.

12. In writing skill, majority of the respondents with 17 or 42.50 percent obtained the level of "Upper Intermediate" while there were only 2 or 5.00 percent interpreted as "Advanced" level in terms of their writing skill. It depicted that the grand mean was 17.53 with the standard deviation of 8.31 and interpreted the average level of the respondents as "Intermediate" level.

13. For the speaking skill, majority of the respondents obtained the level of "Fairly Proficient" in seven functions of language with the mean of 2.71.

14. In terms of their listening skill, there were 15 or 37.50 percent of the respondents were "Upper Intermediate" and "Intermediate"; 3 or 7.50 percent of the respondents were "Elementary" level while the rest were "Lower Intermediate" level. None obtained the level of "Advanced". The computed mean for the listening skill level was 10.48 with the standard deviation of 3.48.

and depicted level of the respondents in terms of their listening skill was "Intermediate".

15. For the reading skill, 17 or 42.50 percent of the respondents depicted the level as "Upper Intermediate" and there were only 2 or 5.00 percent obtained "Advanced" level. The mean was 14.65 with the standard deviation of 3.72 and which interpreted as "Intermediate" level.

16. And lastly for the viewing skill, majority of the student - respondents were "Advanced" level with the grand mean of 21.05 and a standard deviation of 4.00.

17. For the relationship between the respondents' level of media exposure and their English language performance along the five macro - skills, it was revealed that the level of media exposure in print had shown to be significantly correlated to the performance of the student - respondents in terms of their viewing and speaking skills on instrumental oral function. On the other hand, the other English language performance skills such as reading, listening, writing and speaking skills in terms of regulatory, interactional, personal, heuristic, imaginative and representational showed to be not significantly correlated on the English language performance of the student - respondents.

For audio media, there is no significant relationship between the student - respondents' level of exposure in audio and their language performance in all macro - skills.

The speaking skill along the oral functions of instrumental, regulatory, personal, heuristic, imaginative and representational denoted to be significantly correlated to the level of media exposure in audio – visual

18. The ages of the student – respondents revealed to be not significant to the English language performance along five macro – skills.

19. It has been concluded that the sex of the student – respondents had not something to do with their English language performance along five macro – skills.

20. The educational background of the respondents' fathers had significant relationship along writing and speaking skills in all seven oral language functions. On the other hand, for reading, listening and viewing skills revealed to be not significant to the educational background of the respondents' fathers.

21. The educational background of the respondents' mothers presented to be significantly correlated to the speaking skill in terms of instrumental, personal, imaginative and representational oral functions. The other macro – skills in English language has not something to do with the respondents' mothers.

22. The occupation of the respondents' fathers did not show any relationship in terms on the English language performance along the five macro – skills.

23. The result denoted that the occupation of the respondents' mother showed to have significant relationship on the English language performance along speaking skill on the following oral language functions: instrumental, personal, heuristic and imaginative. Meanwhile, reading, listening, writing, viewing and speaking skills in terms on the oral functions: regulatory and interactional revealed not to have a significant relationship on the occupation of the respondents' mothers.

24. From the data analyses, it was disclosed that the previous English grades obtained by the student – respondents revealed to be significant to the English language performance of the student – respondents.

25. In terms on the relationship on the English language performance of the respondents and their secondary school where they graduated, majority of the student – respondents graduated in public high schools (DepEd) and as a result, there was no significant relationship between the English language performance of the student – respondents and the secondary school they graduated.

26. The dialect/language of the student – respondents have shown not to be significant in their English language performance along the five macro – skills.

Conclusions

Based on the aforementioned findings, the following conclusions were considered:

1. 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 of majority of the respondents was below 6,500.00. 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.

2. In general, the level of English media of the student - respondents according to print, audio and audio - visual was very high compared to non - English media exposure which was very low.

3. The level of the English language performance along reading, writing and listening skills of the student - respondents was intermediate level. For the speaking skill majority of the student - respondents was fairly proficient while for the viewing skill the student - respondents was advanced level.

Therefore, 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) and Ramos (2003) whose respondents were generally visual learners.

4. As to the relationship between the respondents' level of media exposure and their English language performance along the five macro skills, the result denoted that there was no significant relationship between the respondents' level of exposure in terms of print media and their language performance in terms of reading, listening, and writing.

On the other hand, there was a significant relationship between the media exposure in print and the English language performance of the respondents on the following skills: viewing and speaking skills. This also connoted, that those students who had a high level of media exposure in print tend to have a high performance level in terms of their viewing and speaking skills.

5. For the level of media exposure in audio, it implied that there was no significant relationship between the level of audio media exposure and the English language performance on the five macro skills of the student - respondents.

6. For the level of media exposure in audio-visual, it revealed that student - respondents' language performance in speaking skills on the following oral language functions: Instrumental, Regulatory, Personal, Heuristic, Imaginative and Representational had significant correlation while the other macro - skills in English language has not something to do with the level of

media exposure in audio – visual. Further, those students who had a high level in audio – visual media tend to have a high level on the speaking skill.

7. As to the relationship between the respondents' language performance and their profile variates, it was found out that the age of the respondents was not significant to the English language performance of the respondents.

8. In terms of the sex of the respondents, it revealed that English language performance of the respondents has not something to do with the sex of respondents.

9. The educational background of the respondents' fathers has revealed not to have significant relationship on their reading, listening and viewing skills. On the other hand, the language performance of the respondents in terms in writing and speaking skills in seven oral language functions 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. This would mean also that the respondents' fathers tend to be more interactive to the respondents.

10. Meanwhile, the educational background of the respondents' mothers and their English language performance in listening, writing, viewing and speaking skill on the following language oral functions: Regulatory,

Interactional and Heuristic revealed to be not significant regardless on the educational background of the respondents' mothers.

On the contrary, the educational background of the respondents' mothers and the speaking skill of the respondents on the following oral functions: Instrumental, Personal, Imaginative and Representational had a significant relationship.

Generally, the educational background of the respondents' fathers showed to be significant and had a major effect on the English language performance of the student – respondents in terms of their writing and speaking skills.

11. The English language performance in reading, listening and viewing skills denoted that there was no significant relationship between the occupation of the respondents' fathers and the English language performance of the respondents in terms of reading, listening and viewing skills. Thus, the writing and speaking skills in all seven oral functions of language had shown to have significant relationship on the occupation of the respondents' fathers.

12. The previous English grade of the student – respondents revealed to be significant to the English language performance along the five macro – skills.

13. The English language performance of the respondents revealed that there was no significant relationship on the secondary school of the respondents where they graduated. Moreover, regardless of the secondary schools they have

graduated it does not affect the student – respondents' English language performance in their recent English subject performance.

14. The English language performance of the respondents denoted that there was no significant relationship on the dialect/ language used by the respondents at home. These provide an insight that regardless of the dialect/language of the student – respondents it does not affect the English language performance of the student – respondents.

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. Aside the skills – based syllabus, an English teacher should also provide a functional syllabus where the students able to carry out the functions of English.

Hence, communicative competence is viewed as mastery of functions needed for communication across a wide range of situations (Richards, 2006:11).

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. Encourage students to use English and participate in interactive and communicative activities to accommodate each level of English language development

4. Learning targets in different English language references, books, handouts and activities should be intensified to develop the five macro skills in English language. Furthermore, English language classrooms must increase opportunities for sophisticated teaching tools that can be used by the students in performing different skills.

5. Relevant activities such as role playing, journalism, dialogues, monologues, lecture discussions, prepared, memorized and impromptu speeches and oral dialogues presentation should be the focal point

6. Based on the result, among the five macro – skills of English language, viewing skill had the highest level obtained by the student – respondents. Therefore, English classroom instruction should lead to the use of media and technology such as: computers, laptops, LCD projectors, radio and television, CD players and newspapers and other printed, audio and audio – visual media.

7. Language teachers should also be fluent on pronunciation, enunciation, using American or British accent, stress, intonation and other

authentic language learning activities that help the students in rectifying the skill and feeling of confidence in interactive and communicative situations.

8. English instruction and intervention to promote learner's reading fluency must focus on vocabulary and increase exposure to print.

9. Further, the study also recommends the following provisions relevant to the improvement and enhancement of the communicative competence among freshmen students:

9.1. Students should become enthusiastic and engage if they are geared to different practices in speaking, reading, listening, writing and viewing skills.

9.2. Students should link the different skills such as speaking, reading, writing, listening and viewing together since they usually occur in the real world.

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

10. The study also put forwards to the administrators to establish and sustain effective English instructional programs.

10.1. Provide sufficient instructional multimedia technologies in all English classes.

10.2. Provide professional development seminars and workshops in teaching English, on – going support and supervisions and assessment towards

an improved and developed English classroom instruction that help shape the academic experiences of students.

11. Lastly, to eradicate biases, future researchers may quantify the level of media exposure into number of hours for future conduct on the similar study.

All these provisions in providing an interactive and communicative English instruction will be a greatly help in the English language acquisition learning process of the students. The aforementioned provisions were all directed toward one goal — the communicative competence among freshmen students of Samar State University.

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APPENDICES



**Republic of the Philippines
SAMAR STATE UNIVERSITY
College of Graduate Studies
Catbalogan City**



DR. MARILYN D. CARDOSO

Vice – President for Academic Affairs/
Dean, College of Graduate Studies
This University

Madam:

May I have the honor to submit the following titles for my thesis proposal

It is my earnest desire to study one of these titles for my thesis:

1. English for Occupational Purposes Model: Basis for a designed Model for Workplace Language Training for Graduating Students of College of Arts and Sciences
2. Assessment on Readiness of Graduating Students of College of Arts and Sciences towards Placement Job
3. English Proficiency and English Exposure in the Media of Freshmen Students of College of Arts and Sciences: A Model for ESL Informative and Interactive Classroom Instruction

I hope for your favorable action regarding this matter.

Respectfully yours,

SGD. NATHALIE ANN C. ALAGA
Researcher

APPROVED:

SGD. MARILYN D. CARDOSO, Ph. D.
Vice – President for Academic Affairs/
Dean, College of Graduate Studies



Republic of the Philippines
SAMAR STATE UNIVERSITY
College of Graduate Studies
Catbalogan City



TO:

PROF. REDENTOR S. PALENCIA
DR. RONALD L. ORALE

DR. NORA L. LOPEZ
PROF. ELOISA R. ZARTIGA

May I ask you to be a member of the committee to evaluate the attached Thesis/Dissertation title?

Please give your comments and suggestions which you will discuss with the proponent.

Thank you for your cooperation.

Very truly yours,

SGD. MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

EVALUATION/RECOMMENDATIONS



Republic of the Philippines
SAMAR STATE UNIVERSITY
College of Graduate Studies
Catbalogan City



ASSIGNMENT OF ADVISER

November 4, 2014

PROF. REDENTOR S. PALENCIA

Executive Assistant III

This University

Sir:

Please be informed that you have been designated as adviser of MS. NATHALIE ANN C. ALAGA candidate for the degree in Master of Arts in Education major in English who proposes to write a thesis entitled "English Proficiency and English Exposure in the Media of Freshmen Students of College of Arts and Sciences: A Model for ESL Informative and Interactive Classroom Instruction".

Thank you for your cooperation.

Very truly yours,

SGD. MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

CONFORME:

SGD. PROF. REDENTOR S. PALENCIA
Adviser



Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES

Catbalogan, City

Telephone Numbers: (055)-542-8394/ (055)-251-2139

Website: www.ssu.edu.ph



DR. EUSEBIO T. PACOLOR

University President
This University

Sir:

Greetings!

The undersigned is a bonafide student of the College of Graduate Studies of this university taking the degree of Master of Arts in Education major in English who is currently conducting a thesis writing entitled "LEVEL OF MEDIA EXPOSURE AND ENGLISH LANGUAGE PERFORMANCE OF SELECTED FRESHMEN STUDENTS OF SAMAR STATE UNIVERSITY".

In connection to this, the undersigned would like to ask permission from your good office to please allow her to conduct her survey instrument to the students and teacher-respondents from the College of Arts and Sciences.

Hoping for an affirmative response on this request

Thank you so much.

Respectfully yours,

SGD. NATHALIE ANN C. ALAGA
Researcher

Noted:

SGD. PROF. REDENTOR S. PALENCIA
Adviser

SGD. FLORABELLE B. PATOSA, Ph. D.
Dean, College of Arts and Sciences

Recommending Approval

SGD. MARILYN D. CARDOSO, Ph. D
Vice - President for Academic Affairs/
Dean, College of Graduate Studies

APPROVED:

SGD. EUSEBIO T. PACOLOR, Ph. D.
University President

COVER LETTER OF QUESTIONNAIRE FOR STUDENTS

**Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbogan, Samar**



Dear Respondents,

Greetings!

The undersigned is a bonafide student of the College of Graduate Studies of Samar State University (SSU), Catbalogan City, who is presently conducting a research entitled **"LEVEL OF MEDIA EXPOSURE AND ENGLISH LANGUAGE PERFORMANCE OF SELECTED FRESHMEN STDUDENTS OF SAMAR STATE UNIVERSITY"**.

In this respect, you have been selected as valued respondent in this study. Your accurate and honest answer will be a big help in coming with a reliable result. Rest assured that your answers would be treated with utmost confidentiality.

Thank you very much for your cooperation.

Sincerely yours,

SGD. NATHALIE ANN C. ALAGA
Researcher



**Republic of the Philippines
SAMAR STATE UNIVERSITY
College of Graduate Studies
Catbalogan City**



DR. AVELINA N. BERGADO
University President
Northwest Samar State University

Madam:

The undersigned is a masteral student of Samar State University, Catbalogan City. She is conducting a research study entitled "Level of Media Exposure and English Language Performance of Selected Freshmen Students of Samar State University".

In this regard, she would like to ask permission from your good office if you would allow her to conduct a pilot testing to freshmen BS Information Technology and BS Information system on the level of media exposure and English language performance questionnaires for validation. The data which will be gathered on the said testing will serve as bases on the making of the final copy of the said research instruments.

Hoping for your favorable approval and accommodation on this request

Respectfully yours,

SGD. NATHALIE ANN C. ALAGA
Researcher

Noted:

SGD. PROF. REDENTOR S. PALENCIA
Adviser

Recommending Approval:

SGD. MARILYN D. CARDOSO, Ph. D.
Vice - President for Academic Affairs/
Dean, College of Graduate Studies

APPROVED:

SGD. AVELINA N. BERGADO, Ph. D.
University President



Republic of the Philippines
SAMAR STATE UNIVERSITY
 College of Graduate Studies
 Catbalogan City



DR. FLORABELLE B. PATOSA
 Dean, College of Arts and Sciences
 This University

Madam:

The undersigned is presently conducting a research study entitled "Level of Media Exposure and English Language Performance of Selected Freshmen Students of Samar State University".

In this regard, she would like to ask permission from your good office if you would allow her to distribute questionnaires and conduct survey questionnaire to the first year students of College of Arts and Sciences. The data which will be gathered in the survey will serve as bases for the analysis and interpretation of the research study.

Hoping for your favorable approval and accommodation on this request

Respectfully yours,

SGD. NATHALIE ANN C. ALAGA
 Researcher

Noted:

SGD. PROF. REDENTOR S. PALENCIA
 Adviser

Recommending Approval

SGD. MARILYN D. CARDOSO, Ph. D.
 Vice - President for Academic Affairs/
 Dean, College of Graduate Studies

APPROVED:

SGD. FLORABELLE B. PATOSA, Ph. D.
 Dean, College of Arts and Sciences



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Website: www.ssu.edu.ph



DR. FLORABELLE B. PATOSA

Dean, College of Arts and Sciences

This University

Madam:

The undersigned is currently enrolled in thesis writing entitled, "Level of Media Exposure and English Language Performance of Selected Freshmen Students of Samar State University".

In this regard, please allow her to access some of your data, more specifically, the class schedule of CAS freshmen students currently enrolled this SY 2014 - 2015; 2nd semester for data gathering purposes. The data that will be gathered will be used solely for this purpose.

Hoping for an affirmative response on this matter. Thank you very much.

Respectfully yours,

SGD. NATHALIE ANN C. ALAGA

Researcher

Noted:

SGD. PROF. REDENTOR S. PALENCIA

Adviser

Recommending Approval

SGD. MARILYN D. CARDOSO, Ph. D.

Vice - President for Academic Affairs/

Dean, College of Graduate Studies

Approved:

SGD. FLORABELLE B. PATOSA, Ph. D.

Dean, College of Arts and Sciences

SURVEY INSTRUMENT FOR STUDENT - RESPONDENT

PART I. SOCIO-DEMOGRAPHIC DATA

To the student: Put a check or fill out the blanks provided for. Please answer them as accurately as you can. All answers will be treated confidentially.

Name: _____ Sex: ____ M ____ F
 School: _____ Age: ____
 Present Address: _____ Date of Birth: _____
 Permanent Home Address: _____ Place of Birth: _____

 School last attended: _____
 Previous college grade in English: _____
 Language/ dialect used at home: _____
 Educational attainment of parents: Father _____ Mother: _____
 Occupation of parents: Father _____ Mother: _____

SOCIO-ECONOMIC STATUS

A. Dependency Burden

1. Who is the head of the family?

_____ Father _____ Sister
 _____ Mother _____ Husband
 _____ Others (*specify*) _____

2.1 How many children are living?

_____ Boys _____ Girls

2.2 How many children are still living with your family and being supported by the family?

2.3 What are their names, age (*eldest to youngest*), grade or year and courses?

| <u>Name</u> | <u>Age</u> | <u>Grade/Year</u> | <u>Course</u> |
|-------------|------------|-------------------|---------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

3. Besides your children/brothers/sisters, who else are staying with you? Give their names, ages, relation to head of family, occupation, income and educational attainment

| <u>Name</u> | <u>Age</u> | <u>Relation to Head of Family</u> | <u>Occupation</u> | <u>Income</u> | <u>Educational Attainment</u> |
|-------------|------------|-----------------------------------|-------------------|---------------|-------------------------------|
|-------------|------------|-----------------------------------|-------------------|---------------|-------------------------------|

4. Do your relatives living in your house contribute to the family income?

_____ Yes _____ No

If yes, how much? Please indicate the amount

B. Education of Family Head

5. What is the highest level of education that the head of your family has attained?

| | |
|--------------------|---------------------------------------|
| _____ None | _____ High School Graduate |
| _____ Grade I - IV | _____ Some College Units |
| _____ Grade V - VI | _____ College Graduate |
| _____ High School | _____ Others (<i>specify</i>) _____ |

C. Occupation and Sources of Income

6. What is the occupation of the head of your family?

7. What is his/her position in that occupation or work?

| | |
|---------------|------------------------------|
| _____ Owner | _____ Simple employee |
| _____ Manager | _____ Workman/Casual laborer |

_____ Chief/Division Head _____ Others (*specify*)

8. How much is the monthly income of the head of your family? Please indicate the amount

9. What other sources of income does your family have?

| | |
|----------------------------------|-----------------------------------|
| _____ help form relatives | _____ income form business |
| _____ help from parents | _____ yield form agriculture land |
| _____ help from brothers/sisters | _____ part time jobs |
| _____ help from children | _____ others (<i>specify</i>) |
| _____ backpay/pension | |

10. What is the approximate total monthly income? Please indicate the amount

D. Health Conditions

11. Were there members of the family who got sick during this year?

_____ Yes _____ No

If yes, how many? _____ How long? _____

12. What are usually the causes of sickness in your family?

Part II. LEVEL OF MEDIA EXPOSURE

Listed below are the different types of media namely print, audio and audio – visual media. For each type of media, there are corresponding forms of media wherein you need to indicate the frequency of your media utilization by checking the corresponding scales:

1 = *Never*

2 = *Seldom*

3 = *Sometimes*

4 = *Frequently*

5 = *Always*

A. PREFERENCE ON PRINT MEDIA

| | 1 | 2 | 3 | 4 | 5 |
|---------------------------------------|---|---|---|---|---|
| 1. Entertainment Magazine | | | | | |
| 2. Educational Magazine | | | | | |
| 3. Teen Magazine | | | | | |
| 4. Fashion Magazine | | | | | |
| 5. Celebrity Magazine | | | | | |
| 6. Health and Life Style Magazine | | | | | |
| 7. Newspaper/Tabloids | | | | | |
| 8. Educational and Research Journal | | | | | |
| 9. Dictionary | | | | | |
| 10. Educational Books | | | | | |
| 11. Entertainment Books | | | | | |
| 12. Novels/Pocketbooks | | | | | |
| 13. Pamphlet/leaflet | | | | | |
| 14. Advertisement Ads or Posts | | | | | |
| 15. Comic Strips (Cartoons and Anime) | | | | | |
| 16. Product Catalogue/Brochure | | | | | |
| 17. Personal Journal/Diary Entry | | | | | |

B. PREFERENCE ON AUDIO MEDIA

| | 1 | 2 | 3 | 4 | 5 |
|---------------------------------------|---|---|---|---|---|
| 1. Radio News Program | | | | | |
| 2. Radio Music Program | | | | | |
| 3. Radio Drama/Soap Opera Program | | | | | |
| 4. Radio Advertisement | | | | | |
| 5. Ipod/Mp3/Mobile phone music player | | | | | |

C. PREFERENCE ON AUDIO –VISUAL MEDIA

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. TV News Programs | | | | | |
| 2. TV Entertainment Programs | | | | | |
| 3. Weather Forecasting | | | | | |
| 4. Favorite Morning/Noontime shows | | | | | |
| 5. Educational TV Programs | | | | | |
| 6. Teen Fashion TV Programs | | | | | |
| 7. Health and Life style TV Programs | | | | | |
| 8. Cartoon/ Anime Shows | | | | | |
| 9. TV Drama/Teleserye Programs/Soap Opera | | | | | |
| 10. Music videos | | | | | |
| 11. Favorite Movies | | | | | |
| 12. Video Online Games | | | | | |
| 13. TV Advertisements | | | | | |
| 14. Musical TV Shows | | | | | |
| 15. Animal Science TV Programs | | | | | |

Part III. MEDIA LANGUAGE PREFERENCE

Listed below are the different types of media namely print, audio and audio – visual media. For each type of media, there are corresponding forms of media. For each type of media, put a check (/) on the opposite column by choosing your preference to read, listen or view different forms of media.

A. PREFERENCE ON PRINT MEDIA

| | Written in English Language | Written in Filipino | Written in Waray - Waray | Written in other dialects (e.g. cebuana, ilokano, etc.) |
|-----------------------------------|-----------------------------|---------------------|--------------------------|---|
| 1. Entertainment Magazine | | | | |
| 2. Educational Magazine | | | | |
| 3. Teen Magazine | | | | |
| 4. Fashion Magazine | | | | |
| 5. Celebrity Magazine | | | | |
| 6. Health and Life Style Magazine | | | | |
| 7. Newspaper/Tabloids | | | | |

| | | | | |
|---------------------------------------|--|--|--|--|
| 8. Educational and Research Journal | | | | |
| 9. Dictionary | | | | |
| 10. Educational Books | | | | |
| 11. Entertainment Books | | | | |
| 12. Novels/Pocketbooks | | | | |
| 13. Pamphlet/leaflet | | | | |
| 14. Advertisement Ads or Posts | | | | |
| 15. Comic Strips (Cartoons and Anime) | | | | |
| 16. Product Catalogue/Brochure | | | | |
| 17. Personal Journal/Diary Entry | | | | |

B. PREFERENCE ON AUDIO MEDIA

| | Spoken/sung in English Language | Spoken/sung in Filipino | Spoken/sung in Waray-Waray | Spoken/sung In other dialects (e.g. cebuana, ilokano, etc.) |
|---------------------------------------|---------------------------------|-------------------------|----------------------------|---|
| 1. Radio News Program | | | | |
| 2. Radio Music Program | | | | |
| 3. Radio Drama/Soap Opera Program | | | | |
| 4. Radio Advertisement | | | | |
| 5. Ipod/Mp3/Mobile phone music player | | | | |

C. PREFERENCE ON AUDIO -VISUAL MEDIA

| | Spoken/written in English Language | Spoken/written in Filipino | Spoken/written in Waray-Waray | Spoken/written in other dialects (e.g. cebuana, ilokano, etc.) |
|------------------------------------|------------------------------------|----------------------------|-------------------------------|--|
| 1. TV News Programs | | | | |
| 2. TV Entertainment Programs | | | | |
| 3. Weather Forecasting | | | | |
| 4. Favorite Morning/Noontime shows | | | | |
| 5. Educational TV Programs | | | | |

| | | | | |
|---|--|--|--|--|
| 6. Teen Fashion TV Programs | | | | |
| 7. Health and Life style TV Programs | | | | |
| 8. Cartoon/ Anime Shows | | | | |
| 9. TV Drama/ Teleserye Programs/ Soap Opera | | | | |
| 10. Music videos | | | | |
| 11. Favorite Movies | | | | |
| 12. Video Online Games | | | | |
| 13. TV Advertisements | | | | |
| 14. Musical TV Shows | | | | |
| 15. Animal Science TV Programs | | | | |

- Thank you -

- Researcher

ENGLISH LANGUAGE

PERFORMANCE TEST

Name: _____ Course & Year: _____ Score: _____

School: _____

I. READING SKILL

A. Read the newspaper article and answer the questions below. Write your answers on the space provided.

University student enrolment passes half-million mark

FOR THE FIRST TIME in history, the number of full-time students at Canadian universities has passed the half-million mark, reports the Association of Universities and Colleges of Canada (AUCC).

This survey, just completed, of fall enrolments for the 1989-90 academic year was conducted by the AUCC in cooperation with the Association of Atlantic Universities (AAU) and the Council of Ontario Universities (COU).

Preliminary figures show an increase in the total number of full-time students of 3.2% over the same period last year, making 1989-90 the tenth straight record year for full-time enrolments. Ironically, the 1980s were widely expected to be a period of declining enrolments.

As in years past, most of this projected increase is due to substantial growth in full-time undergraduate enrolments. Unlike 1988-89, however, all provinces share in the growth: the two provinces that recorded declines in last year's survey, Saskatchewan (-2.4%) and Alberta (-1.5%), report increases of 1.8% and 3.2% respectively. Enrolment quotas, limited growth policies and higher admission standards at several of these provinces' largest universities led to last year's declines. These measures are still in place but with some changes in enrolment ceilings and procedures for applying quotas.

Similarly, the numbers of first year full-time undergraduates are higher in all provinces than they were at the same time last year. In this category also, Alberta and Saskatchewan report significant increases in this year's survey, compared to a decrease last year. The AUCC survey also shows a small increase in the number of full-time undergraduate foreign students studying in Canada. The Association of Universities and Colleges of Canada has as its membership 88 universities and university-level colleges. It promotes cooperation among institutions of higher education and represents the university community to governments and to national and international bodies concerned with university education and research.

1. What is this article about?

2. Approximately how many full-time students attended university in the 1989-90 academic year?

3-4. Name two provinces which showed a decline in enrolment in 1988-89.

5. True or False: There was an increase in the number of foreign students enrolled in full-time undergraduate programs.

6. What was the percent of increase in enrolment for full-time students in 1989-90?

7. What is one reason stated in the text for last year's declines?

8. How many institutions are members of AUCC?

B. Read carefully the passage and answer the questions below. Circle the letter of the correct answer.

The permanent conversion of farmland to urban and industrial development is a major concern today. Accurate data on the rate of such losses are not available, but estimates for the area of land absorbed for every increase of 1,000 in the urban population vary from about 10 to 400 hectares. The higher figure includes urban fringe land alienated from agriculture by land speculation and resulting high prices. If an average figure of 80 hectares of every increase of 1,000 in the urban population is used, the projected permanent conversion of land to urban development in Quebec and Ontario is 300,000 hectares and 500,000 hectares respectively. More than half of this land is good agricultural land in climatically favourable areas. Around Montreal, for instance, 8,700 hectares of the best agricultural land in Quebec is being lost to development each year. Equally serious may be the loss of farmland to low density rural housing, but no firm data are available.

There is a similar trend in Western Canada. About 40,000 hectares of farmland were lost to urban development between 1962 and 1972. In Alberta, over 16,000 hectares of prime land were absorbed in the course of seven years by the cities of Edmonton and Calgary, and there is evidence that smaller towns on the Prairies are consuming farmland at up to twice the rate, per unit population, of the big cities. The areas mentioned may not seem impressive in relation to the total area of farmland in Canada, and it is true that few statistics are available on the rates of loss of farmland. However, the picture is clear enough to provide the basis for rational choices.

It must be remembered that only tiny areas of Canada, less than one per cent, have climates and soils suitable for the production of corn and soft fruits. Most of these valuable parcels of land are in the path of rapid urban and industrial growth. Productive farmland close to the city is basic insurance against future events such as food shortages and high prices that would result from: (a) a dramatic increase in the world's population; (b) a climatic shift such as a decrease of even a degree or two in the mean annual temperature; (c) a series of dry years; or (d) increasingly high transportation costs due to energy shortages.

Because of its "greenbelt" character, farmland is also of immeasurable aesthetic value. City dwellers will often drive for miles to experience an orchard in blossom and enjoy the rural scene. Wildlife ecologists have persuaded us of the value of preserving endangered species like the whooping crane and of the necessity of selecting pipeline routes that will not disturb migrating animals like the caribou.

1. The main idea of this passage is that in Canada _____

- a.) urban and industrial growth should be slowed down.
- b.) losses of farmland constitute an important problem.
- c.) accurate statistics on farmland conversion are needed.
- d.) prime farmland is scarce in areas of good climate.

2. Why do estimates of the rate of farmland conversion vary from 10 to 400 hectares?

- a.) There is no uniform definition of "farmland."
- b.) The urban population is growing at such a rapid rate.
- c.) Urban fringe land is not always included in the figures.
- d.) Experts have not devoted enough attention to the problem.

3. What would productive farmland near cities do?

- a.) Prevent possible food shortages.
- b.) Keep present food prices high.
- c.) Encourage even more urban growth.
- d.) Increase the value of urban fringe land.

4. In smaller towns on the Prairies, farmland is being consumed _____

- a.) in proportion to increased land speculation.
- b.) at the rate of 16,000 hectares every 7 years.
- c.) principally by low-density rural housing.
- d.) at a faster rate than in the big cities.

5. The amount of agricultural land lost does not seem "impressive" because _____

- a.) there is such a large amount of farmland in Canada.
- b.) the problem only affects Eastern Canada.
- c.) only crops such as corn and soft fruits are affected.
- d.) people do not know the real extent of the problem.

6. Maintaining urban fringe land for agricultural use will avoid problems associated with _____

- a.) a rise in the mean annual temperature.
- b.) soil unsuitable for production.
- c.) rising transportation costs.
- d.) an excessive amount of moisture.

7. The author concludes by asking readers _____

- a.) to propose solutions to the problem.
- b.) to learn to appreciate the aesthetic value of farmland.
- c.) to refrain from disturbing the animals when they visit farms.
- d.) to support the preservation of farmland near big cities.

C. Identify the missing word for every item. Choose the correct answer from the choices below.

The Conversation Class

The majority of students learning English are primarily interested in speaking the language. Unfortunately, in most English courses, far more _____ (1) is paid to the skill of writing _____ (2) to speech. Yet, in the end, a _____ (3) knowledge of English will be judged _____ (4) the world at large not on his _____ (5) to write the language but _____ (6) speak it.

As far as the teacher _____ (7) concerned, part of the difficulty comes _____ (8) the fact that conversation lessons are _____ (9) at all easy to conduct. Each lesson must be carefully prepared, otherwise the teacher will obtain little or no response _____ (10) his class.

- | | | |
|------------------|----------------|------------------|
| 1. a.) attention | 2. a.) instead | 3. a.) bilingual |
| b.) importance | b.) or | b.) overall |

c.) interest

c.) than

c.) student

d.) time

d.) then

d.) student's

4. a.) around

5. a.) ability

6. a.) capacity

b.) by

b.) method

b.) how

c.) over

c.) skill

c.) they

d.) to

d.) way

d.) to

7. a.) be

8. a.) after

9. a.) also

b.) has

b.) by

b.) becoming

c.) is

c.) from

c.) most

d.) was

d.) with

d.) not

10.) a.) about

b.) for

c.) from

d.) it

II. SPEAKING SKILL

To Elicit the Seven Language Functions

Directions : This Oral Production Test will determine how well you use English for the different uses or purposes of language namely: instrumental, regulatory, interactional, personal, heuristic, imaginative, and representational. A situation and/or a question is set for each language function which you will answer using English. You are given 3 minutes to prepare for what you will say.

Your speaking performance is rates based on your vocabulary, clarity of expression and fluency of speech. All answers are accepted. There is no definite right or wrong answer. Your performance in this oral test will be treated with strict confidentiality and will never affect your English subject grades.

1. **INSTRUMENTAL:** You wish to get the size of the shoes that you want to buy. What will you say to the store attendant?
2. **REGULATORY:** A friend of yours is arguing angrily with a driver about the high fare. How will you calm your friend down?
3. **INTERACTIONAL:** Coming back from a vacation, you wish to relate your experiences to a friend who has been to the same place. How will you start the sharing and what will you say?
4. **PERSONAL:** You were impressed with the artistry and the effective horrifying effects of the scary movie you saw. Share your personal impressions.
5. **HEURISTIC:** A project was assigned or given while you were absent. Ask your classmate about it.
6. **IMAGINATIVE:** You wish to apply as a medical representative. Practice what you will say.
7. **REPRESENTAIONAL:** You are in a campaign for the use of a contraceptives, what will you say?

Adopted from Palencia, R. (2009) "Correlates of the Oral English Performance in the Seven Language Functions of the First Year Nursing Students of Samar State University: Inputs for Improved English Instructional Program."

III. LISTENING SKILL

A. You will hear an interview with a historian. For sentences 1-10 decide if they are TRUE or FALSE. Please check () the appropriate box.

1. Jonathan Muse is not keen on motorization.

True

☐

False

☐

2. Everybody who sends an answer to the question may win a ticket to the cinema.

True

☐

False

☐

3. More than 15 people can use the tickets that are offered as a prize in the quiz.

True

☐

False

☐

4. The cost of the text message is 59 pence.

True

☐

False

☐

5. Oliver Evans's vehicle was also used as a boat.

True

☐

False

☐

6. A working model of an electric-powered vehicle was developed in the 1830s.

True

☐

False

☐

7. Henry Ford was the first to produce a car with an internal-combustion engine.

True

☐

False

☐

8. The Model T was introduced to the market in 1893.

True

☐

False

☐

9. The use of an assembly-line helped Ford to produce cars in great numbers.

True

☐

False

☐

10. The majority of early models of Ford cars are displayed at the Edison

Institute.

☐

False

☐

B. You will hear a piece of news. For sentences 1-10 choose the correct answer.

Encircle your answer.

1. Kweku Adoboli works for _____

a.) Swiss bank UBS

b.) Swedish bank UPS

c.) Swiss bank UBC

2. Adoboli was arrested _____

a.) in his office

b.) in his flat

c.) when he was on holiday in London

3. Adoboli is reported to be _____

a.) a smuggler

b.) a fraudster

c.) an arsonist

4. Adoboli's father _____

a.) used to work for the United Nations

b.) was educated in Britain

c.) was accused of stealing 1.3 billion pounds

5. Detectives entered the company headquarters _____

a.) late in the afternoon

b.) at night

c.) after John Hughes met Ian Dyson

6. It is said Adoboli's yearly bonuses were about _____

a.) 200,000 pounds

b.) 600,000 pounds

c.) 400,000 pounds

7. After Adoboli was arrested the value of the company shares _____

a.) rose 10%

b.) decreased 10%

c.) will slide 10%

8. Adoboli's father _____

- a.) spoke to Adoboli last night
 - b.) talked to the Daily Mail journalist from his office in Ghana
 - c.) said his son is an honest person
9. Oswald Grubel, the chief executive _____
- a.) does not care about what happened
 - b.) will work hard to find out how it happened
 - c.) went to Germany to investigate the matter
10. The loss of the trades is currently estimated to be _____
- a.) 2 billion dollars
 - b.) 2 million dollars
 - c.) 2 billion pounds

LISTENING TEST SCRIPTS

Interviewer: Hello, here is Bill Taylor, Radio Invention.

Today in our *Through History* programme you are going to listen to Mr Jonathan Muse, a historian, particularly fond of motorization.

Good morning, Mr. Taylor, what have you prepared for us today? Anything about flying machines or rockets?

Taylor: Good morning everybody. It's nice to be with you again.

No, today there will be nothing about flying or flying objects or even UFOs. Let's keep down to earth and talk about cars.

I: CARS! - fantastic! Please, listen to Mr Taylor carefully as, at the end of the programme, we are going to ask you a question – if you know the answer, text it to us on 605 44 69 38 and you are likely to win a wonderful prize – a free family ticket to our latest car exhibition in Green Road. The cost of the text message is only 59 cents. Don't hesitate! Text us! We have 15 tickets to give out.

T: Thank you Bill. The first motor vehicle in the United States was Oliver Evans's steam-powered Orukter Amphibolos, or amphibious digger, that operated on both land and water in Philadelphia in 1805. In 1836 Thomas Davenport developed a working model of an electric-powered vehicle in Brandon, Vermont. There are many early steam and electric cars on display in our museums, but in most instances their practicality was not adequately proved. The concepts, however, are still intriguing, and inventors have not given up hope of an alternative to the internal-combustion engine.

I: What about petrol-engine cars?

T: The first gasoline-powered American car was made in Springfield, Massachusetts, in 1893 by Charles E and J. Frank Duryea. Henry Ford came along with his 'gas-buggy' in 1896. Ford was neither the first to manufacture an automobile powered by an internal-combustion engine nor the first to mass-produce one. However, he did develop a durable, practical and inexpensive vehicle. That was his famous Model T, introduced in 1908. It was a forerunner of the modern mass-produced car.

I: How did he manage to achieve it?

T: He did more than anyone else to promote the spread of assembly-line production. The mass production of automobiles in this country has probably had a greater impact on the face of the land and ways of the people than any other single development.

I: Are there any museums that exhibit Ford cars?

T: Most of the early-day models of Ford cars can be seen at the Henry Ford Museum at the Edison Institute.

I: Thank you Bill

Now, time for the question: How many years ago was Ford T introduced into the market?

We've been waiting for your text messages on 605 44 69 38.

Listen to some music...

A suspected trader accused of a staggering 1.3 billion pound fraud told friends he needed 'a miracle' days before he was arrested.

Kweku Adoboli, 31, posted a desperate last message on Facebook as he tried to recover enormous losses he had run up through illegal trading. Detectives detained Adoboli, who works for Swiss banking giant UBS, during a 3.30 am raid yesterday at his luxury London flat.

The Ghanaian, who was privately educated in Britain and is the son of a retired United Nations worker, is accused of being responsible for the biggest loss ever made by a single trader based in London. The 1.3 billion figure equates to about the same amount UBS is seeking to save by cutting 3,500 jobs worldwide.

Speculation was mounting that he may have been caught out after the Swiss Central Bank unexpectedly devalued the franc last week, producing huge losses on one of his currency trades. Adoboli's boss John Hughes is reported to have quit his job in the aftermath of the scandal. Sources said he would have faced serious questions about supervision of staff. He could not be reached for comment last night.

UBS is understood to have discovered the loss late on Wednesday afternoon. City of London Police commander Ian Dyson said the force was tipped off by UBS at 1 am yesterday. Within three hours, detectives had entered the UBS headquarters and had also arrested Adoboli. Sources said Adoboli

earned around 200,000 pounds a year, plus up to 400,000 pounds more in bonuses.

Adoboli was formally arrested on suspicion of fraud by abuse of position, and was still in custody last night. As police questioned Adoboli, it was unclear how he was allegedly able to lose such sums without being detected by UBS's risk management team.

In a brief statement UBS said that no client positions had been affected. But the company, which has 6,000 staff in the UK, saw its shares slide 10 per cent. Adoboli joined UBS in 2006 as a trainee investment adviser. He took on a more senior role as a trade support analyst in 2007 before assuming his present role in trading areas.

Last night, speaking at his home in Ghana, Adoboli's father John told the Daily Mail: 'It's an unfortunate situation and we're worried because we're a decent and hardworking family, and so is my son Kweku. My desire at this time is to get an opportunity to speak with him. I'd like to find out from him what happened and how he found himself in this situation.'

Oswald Grubel, the UBS chief executive, said that he 'would spare no effort to establish how it happened'.

In a memo to staff, the German-born banking boss said: 'The matter is still being investigated, but we currently estimate the loss on the trades to be around 2 billion US dollars.'

It is possible that this could lead UBS to report a loss for the third quarter of 2011.

By Stephen Wright and Rebecca Camber

Adapted from Daily Mail

IV. WRITING SKILL

Read carefully the passage below. Think about on how you will organize your response. Your response is scored on the extent to which they effectively communicate a whole message to the specified audience for the stated purpose. You will be assessed on your ability to express, organize, and support opinions and ideas. Your response will be evaluated on the basis of the following criteria:

- **FOCUS:** the clarity with which response presents and maintains the main idea
 - **SUPPORT/ELABORATION:** the extent to which the main idea is supported and explained by details and reasons
 - **ORGANIZATION:** the explicitness of the text structure or plan and the clarity of the logical flow of ideas
 - **GRAMMAR AND CONVENTIONS:** the extent to which the response shows control of the use of standard written English and the extent to which errors interfere with communication of the main idea.
-

WRITING ASSIGNMENT

Read the passage below about advertising of alcohol and tobacco products; then follow the instructions for completing the writing assignment.

Should advertising of alcohol and tobacco products be banned in the United States? Those in favor argue that alcohol and tobacco are known to be addictive and to cause serious health problems, and that any policy that discourages the consumption of these products is in the public interest. Opponents maintain that the government has no right to tell businesses how to promote their products, and that as long as drinking and smoking are legal, these companies should have the right to use advertising to sell their products to as many customers as they can.

1. Discuss whether or not advertising of alcohol and tobacco products should be banned in the United States. Be sure to defend your position with logical arguments and appropriate examples. Use the answer sheet provided for you at the back of this page.

Adopted from ICTS Basic Skills Diagnostic Practice Test

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

(Researcher – made Instrument)

V. VIEWING SKILL

This viewing test will determine how you analyze, understand and explore to visual images, film and television, video and multimedia presentation.

Part I. A. Directions: In this activity, after you have watched the video presentation on learning English conversation, you are going to complete the missing word from the scripts taken from the video. Choose your answers from the choices below and write the letter on the space provided.

The Interview

Hi my name is 1. _____.

I'm only 2. _____ years old.

And today is my first day at my new job.

I've just graduated from university.

Jane: Hello, I'm here for the interview.

Employee 1: Hi Jane, and who are you seeing?

Jane: 3. _____ the sales and marketing manager.

Jane: I'm very glad for this 4. _____.

Mr. Smith: When did you graduate from university?

Jane: I graduated 5. _____ months ago.

Mr. Smith: What faculty were you in?

Jane: I was in the faculty of 6. _____.

Jane: Would you like to see my 7. _____?

Mr. Smith: Yes, please.

Mr. Smith: Could you tell me where was your last job?

Jane: Certainly. I was working at the 8. _____.

Mr. Smith: And why did you leave that job?

Jane: Because I was looking for more of a 9. _____.

My Job Description

Mr. Smith: What were your favourite topics at university?

Jane: My favourite topics were 10. _____, dictation and 11. _____.

Mr. Smith: What do you think are your strengths?

Jane: I have a good 12. _____ and 13. _____.

Mr. Smith: Are you computer literate?

Jane: Yes.

Mr. Smith: Can you type?

Are you familiar with the internet?

Mr. Smith: Can you work with large groups of people?

Jane: Yes, I enjoy working in a large team.

Mr. Smith: 14. _____ would you like to start working?

Jane: As soon as possible.

Arriving at My New Office

Employee 2: Good morning, are you Jane?

Jane: Yes, I'm Jane.

Mr. Smith: Are you ready to start 15. _____?

Jane: Yes, I am.

- | | | |
|--|--|---|
| 1. a. Anna b. Carol c. Jane d. Martha | 2. a. 24 years old b. 30 years old c. 17 years old d. 26 years old | 3. a. Mrs. Jones b. Mr. Smith c. Mr. James d. Ms. Gray |
| 4. a. opportunity b. chance c. gift d. work | 5. a. 8 months b. 9 months c. 1 year d. 6 months | 6. a. sales agent b. secretarial studies c. managerial studies d. structural studies |
| 7. a. certificate b. bag c. resumé d. identification card | 8. a. Asia Finance Bank b. Asia Finance Corp. c. Asia Industry d. Asia Food Corp. | 9. a. money b. house c. challenge d. interest |
| 10. a. letter writing b. drafting c. movie editing d. advertisement | 11. a. social studies b. filing studies c. science studies d. literature | 12. a. intellect b. courteous c. patience d. perseverance |

- | | | |
|-----------------------------------|-------------------------|------------------------------|
| 13. a. English language skills | 14. a. Where b. What | 15. a. singing b. dancing |
| b. Spanish language skills | c. Why | c. working |
| c. Japanese language skills | d. When | d. staying |
| d. Korean language skills | | |

B. Answer the following questions below. Choose your answer and circle the letter of the correct answer.

1. Choose a word that describes Jane during the interview.

- a. dishonest
- b. sad
- c. confident
- d. pessimistic

2. How Jane mingle with her colleagues?

- a. shy
- b. afraid
- c. intimidated
- d. respectful

3. How was Jane settling from her new job?

- a. Jane is irritated.
- b. Jane is fine.
- c. Jane is upset.
- d. Jane is sad.

4. How long does the probation last?

- a. 3 months
- b. 6 months
- c. 1 year
- d. 1 month

5. What is the position of Mr. Joe?

- a. delivery assistant
- b. delivery manager
- c. sales manager
- d. sales agent

6. What other department was not yet visited by Jane?
 - a. Stationary Department
 - b. Office and Supply Department
 - c. Manager's office
 - d. Human Resource Office

7. What is a resumé?
 - a. It is a letter that contains information about the company
 - b. It is a concise summary of pertinent facts about the applicant
 - c. It is a personal journal of the applicant
 - d. It is a letter that contains the current news event

8. What is a job interview?
 - a. It is a process in writing a resume
 - b. It is a process of firing an employee
 - c. It is a process of getting a job wherein the interviewee ask questions and evaluate the interviewer
 - d. It is a process of getting a job wherein the interviewer asks questions and evaluate an applicant

9. Which among the choices below is not a job interview etiquette?
 - a. Come on time.
 - b. Do not bring unnecessary things.
 - c. Come to the scheduled interview unprepared.
 - d. Memorize the contents of your resumé.

10. If you will be invited for a job interview in the future, which do you think is the most appropriate behavior or etiquette you should posses?
 - a. You should be obvious that you are nervous.
 - b. Observe the basics of good manners.
 - c. Be opinionated.
 - d. Do not wear proper attire.

ANSWERS KEY**TEST I. READING SKILL****A. Skimming and Scanning Test**

1. The association of university and colleges of Canada
2. over ½ million
- 3 - 4. Alberta and Saskatchewan
5. True
6. 3.2%
7. Enrolment quotas, or limited growth policies, or higher admission standards (anyone)
8. 88

B. Reading

- | | |
|-------|------|
| 1. b | 6. c |
| 2. c | 7. d |
| 3. a. | |
| 4. d | |
| 5. d | |

C. Cloze Test

1. a
2. c
3. d
4. b
5. a
6. d
7. c
8. c
9. d
10. c

TEST II. SPEAKING TEST

Interpretation Scheme

| <u>Score</u> | <u>Description</u> | <u>Performance Indicator</u> |
|--------------|--------------------|--|
| 4.51 – 5.00 | Highly Proficient | Very adequate vocabulary, Very precise expression, Smooth and effortless speech |
| 3.51 – 4.50 | Proficient | Adequate vocabulary, Somewhat precise expression, Somewhat smooth and effortless speech |
| 2.51 – 3.50 | Fairly Proficient | Moderately adequate vocabulary, Somewhat precise expression, Somewhat smooth and effortless speech |
| 1.51 – 2.50 | Modest | Inadequate vocabulary, Vague expression hesitant speech |

TEST III. LISTENING TEST

A. Listening 1

1. F
2. F
3. T
4. F
5. T
6. T
7. F
8. F
9. T
10. T

B. Listening 2

1. a
2. b
3. b
4. a
5. b
6. c
7. b
8. c
9. b
10. a

TEST IV. WRITING TEST

The answers will be evaluated on the basis of the following criteria:

1. **FOCUS:** the clarity with which response presents and maintains the main idea. (5 points)
2. **SUPPORT/ELABORATION:** the extent to which the main idea is supported and explained by details and reasons. (10 points)
3. **ORGANIZATION:** the explicitness of the text structure or plan and the clarity of the logical flow of ideas. (5 points)
4. **GRAMMAR AND CONVENTIONS:** the extent to which the response shows control of the use of standard written English and the extent to which errors interfere with communication of the main idea. (10 points)

In total of 30 points.

TEST V. VIEWING TEST

Part I. A

1. c
2. a
3. b
4. a
5. d
6. b
7. c
8. a
9. c
10. a
11. B
12. C
13. A
14. D
15. C

B.

1. c
2. d
3. b
4. a
5. b
6. a
7. b
8. d
9. C
10. b

CURRICULUM VITAE

CURRICULUM VITAE

Name : **NATHALIE ANN C. ALAGA**
 Age : **25 years old**
 Sex : **Female**
 Date of Birth : **May 6, 1989**
 Citizenship : **Filipino**
 Status : **Single**
 Height : **5'0"**
 Weight : **55 kls.**
 Religion : **Roman Catholic**
 Home Address : **Brgy. Mercedes, Catbalogan City, Samar**
 Eligibility : **Licensure Examination for Teachers Board
Passer**

EDUCATION

Graduate Studies : **Master of Arts in Education major in English
Samar State University
Catbalogan City
2013 - 2015**
 Undergraduate Studies : **Bachelor of Elementary and Secondary
Education major in English
Leyte Normal University
Tacloban City
2006 - 2010**
 Secondary Education : **Samar State University
Catbalogan City
2002 - 2006**
 Elementary Education : **Catbalogan I Central Elementary School**

**Catbalogan City
1995 – 2002**

POSITION HELD (SCHOOL DESIGNATION/ORGANIZATIONS)

Instructor 1

Samar State University
Catbalogan City
August 1, 2013 – Present

Online ESL Teacher

4 Communications, Inc.
September 2012 – April 2013

ESL Online Coordinator

Cleverlearn English Language Institute
Cebu City
April 2012 – August 2012

ESL Online Teacher

Cleverlearn English Language Institute
Cebu City
October 2011 – April 2012

ESL Online Teacher

E – MO English Language Studies Corp.
Cebu City
May 2011 – October 2011

Speech and English Teacher

St. Augustine International School
Calbayog City
April 2010 – April 2011

TRAININGS/SEMINARS/CONFERENCE/WORKSHOP ATTENDED

**Writing A Publishable Research: An In – Service Training
Seminar**

College of Arts and Sciences
February 16 – 17, 2015

In – House Review Research Presentation

College of Arts and Sciences
 Samar State University
 Catbalogan City
 October 7, 2014

Participatory Rural Appraisal (PRA)

Training for Samar State University Extension Service Provider
 Samar State University
 August 27, 28, 29, 2014

Research Proposal Writeshop

Samar State University
 Catbalogan City
 July 8 – 9, 2014

In – House Review Research Presentation

College of Arts and Sciences
 Samar State University
 Catbalogan City
 July 24, 2013

English Enhancement Training Program

Cleverlearn English Language Institute
 Cebu City
 February 23, 2012 – March 23, 2012

Finishing Courses for Call Center Agents with Competence in Communicating Effectively

Cleverlearn English Language Institute
 Cebu City
 November 16, 2011 – December 16, 2011

Orientation Seminar for Graduating Teacher Education Students

Leyte Normal University
 Tacloban City
 March 16, 2010

Language Learning Disabilities Symposium

Leyte Normal University
 Tacloban City
 November 9, 2008

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